RESEARCH ARTICLE

EXPLORING SUDAN SCHOOL CERTIFICATE ENGLISH EXAMINATION CONSTRUCTION: ARABICIZATION ROLE IN ENGLISH DECLINE

ABDALLA ABD ELRAHMAN AHMED BADAWI[1], MAHMOUD ALI AHMED OMER[2] SABIR MIRGANI ALI AHMED[3]

[1,2,3]SUDAN UNIVERSITY OF SCIENCE &TECHNOLOGY-College of languages
Author for Correspondence-Email:sabirmirganiali@gmail.com

ABSTRACT

This paper aims at exploring Sudan School certificate English examination construction: Arabicization role in English decline. The researchers have adopted the descriptive analytical method. Questionnaire has been used for collecting relevant data to the study. The study sample composed of (104) teachers at different Sudanese Universities, which were randomly selected. The results revealed that there are statistically significant differences among students. The use of English language as a means of instruction helps students academically and professionally. Moreover, the implementation of Arabicization has led to the decline in English language in the whole country. The status of English as a language of science and technology in addition to its spread all over the world impose its use as a means of instruction to relate learners to up-to-date references and recent scientific research studies. Using English as a means of instruction even if for some selected courses or subjects at secondary school and university should renew seriousness in English learning and thus English retrieves its previous success and outstanding status.

Keywords: Arabicization, Conflicting views on Arabicization, Independence.

Introduction

Life is a continuous change, in the Dark Ages (476 – 1000) when the Europeans were in complete abject ignorance and fatal infectious diseases; Arabs were a civilized advanced nation. And Arab scientists were contributing considerably in all fields of knowledge. Consequently, Arabic was recognized world widely as the language of science and technology then. Nowadays, for the U-turn and tremendous progress made in the West, English is recognized and admitted as the first language in the world for its usage as a universal lingua franca and its association with science and technology. Today, however, the adoption of Arabicization policy neither inspires Arabs nor returns them their lost grounds as world leaders. What can really help in that, and revive the interest in Arabic language globally, is Arabs' contribution in scientific research and modern technology.

Aims and Scope of the Study

This study aims to investigate Sudan School certificate English examination construction: Arabicization role in English decline. The scope of the study is limited to English language teachers in the Sudan. There are (104) English language teachers at different Sudanese universities.

Literature Review
What's Arabicization?

The term Arabicization has raised a world of talk in terms of its influence in Sudan's post colonialism political life and educational system. Asjad Balla (2017) defines it as "Arabicization is two terms used to serve two different purposes. Arabicization is the official orientation of the (ruling group) towards creating a pro-Arab environment, by adopting Arabic culture, Arabic language in addition to Islam as main features of Arabizing the Sudanese entity. The mechanism towards imposing this Arabicization is through the use of Arabic, as the official language of the group (government). Arabicization is based on two elements: language planning and language policy. Both of them affect education and society. Altwaijri (2004) defines language planning as "An activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in non-homogeneous speech community", and as Asjad (2007) adds "Sudan could be considered as "non-homogeneous" as it has different speech communities". Whereas language policy according to Emenanjo (2002) "Is a policy about human language, its status, its use and usage and its overall management in any polity. It is a policy about who uses or adopts what language, when, where, why and how, in any polity no matter its ethnic or racial make-up; its linguistics composition, or its political evolution. Ideally, a language policy should be the end products of language planning informed by, among other things, linguistic data for socio-linguistic surveys or profiles. As Asjad comments " Emenanjo gives a detailed definition of language policy, in addition to its relation with human, religion, and race, Emenanjo also cleared up the relation between language planning and language policy as the former flattens to the latter in a consistent relation". In Sudan Arabicization impact on education can be traced back through different eras. Historically, Sudan has fallen under two different Colonialist systems: Anglo-Egyptian system (Condominium Rule) and the Turkish system; and each rule has its own educational system which is intended for achieving particular aims. There are no effects for Arabicization during the Turkish Rule, because the medium of instruction is Arabic, while the anti-Arabic policy and abhorrent discriminative effects of the Condominium Rule are still felt in Sudan.

Conflicting views on Arabicization

The implementation of Arabicization in education has stirred different conflicting views. In fact, Arabicization opponents see that the use of a foreign language, like English or French for example, as a means of instruction is just because of the colonialist influence on the Arabic world; that Westerners always attempt to cut leaner's' ties with their Islamic Arabic culture. According to Al-husari (1982) "There were many attractions to spread foreign languages in the Arab World such as facilitating the educational scholarships to the Western countries and to America. In addition, the Western countries established universities adopted the Western culture and characteristics in the Arab World to spread the languages of these countries to colonize them culturally. Moreover, these countries introduced their foreign vocabularies in the Arabic curricula in schools, institutes and universities to instill in the minds of the Arab learners that Arabic language is a limited one; and students cannot use it to express the scientific terminologies". Al-Mubark. (1985) adds "Another factor that affected the movement of Arabicization is that some Arab intellectuals spread the idea of the Arabic language's inability to teach any modern scientific development. Many Arabs are not tied intellectually and emotionally to their Arabic society; they are not connected with its norms, values and development through the ages, especially those who graduated from Western universities, as they know little about their society and language". Most intellectuals in Sudan believe that Arabicization has greatly contributed in weakening standard of education and lessened graduate opportunities in going through post graduate studies or getting good jobs. Gasm (2010) mentions the status of University of Khartoum, the mother of higher education in Sudan, before the implementation of *1990 Higher Education Act* that introduced Arabicization at higher education, "The institution was closely connected to many highly respected western universities, with a large number of professors and researchers trained in top British and American universities". Then he added, "The University of Khartoum has actually helped elevate many families from the poverty zone by educating their children. Graduates from the University of Khartoum tended to work and occupy key positions within the public and private sectors, both inside the country and abroad". Moreover, some analysts think that Arabicization has aggravated the political conflict in Sudan, owing to the rejection of other ethnic groups of

imposing Arabic culture on them. According to AsjadBalla (2017) "Nowadays Arabicization can be counted as an obstacle before economic development and social integrity between the various Sudanese ethnic groups all over the country. It may also be considered as part of the political conflict in Darfur, Blue Nile, and South Kordofan and in North Nubian regions as well, where the local languages are factors of unity and homogeneity".

Anti-Arabic policy of the Condominium Rule

Asjad Balla (2017) states "The Sudan faced two periods of colonialism before Independence, The Turkish and The Condominium (British-Egyptian) Rule. Through all these phases in addition to the Mahdist period between them, many changes and shifts took place in Education and accordingly in the Arabicization process. During the Condominium period, the Christian missions tried strongly to separate the South Region from the North Region, and to achieve this goal the government fought against the Arabic language so it could not create a place among people of the Southern Sudan. But in spite of all the efforts exerted by the colonialists to stop it, Arabic found its place as a Lingua Franca among most of the Southern Sudan tribes. According to Siddiek (2010), "The Governor General lamented by saying in (1927) that 'I have fully appreciated the difficulties of ever making English the Lingua Franca of the South. Things have gone much further than I had expected. Whenever I penetrated to the top of Imatong or the Belgium Congo border, I found Arabic in ready use by the local spokesmen of the people. I need not enumerate the main causes which have operated to produce this result…we have to consider the very carefully how far it is worth effort and money to aim at the complete suppression of Arabic". After independence, the Arabicization process pervaded education". The Condominium Rule applied a discriminative anti-Arabic policy for the sake of undermine the Sudanese feeling of brotherhood and oneness of fate; it is also called the policy of 'divide and rule'. The application of this disruptive policy might be one of the reasons that stirred the desire of applying Arabicization after independence.

Arabicization after independence

Sudan is rich in ethnicity (it is a multi-ethnic country) as it is rich in natural resources. However, the abuse of this wealth of multi-ethnicity and multiculturalism has resulted in losing the capability of benefiting from these natural resources. Actually, the ruling elites are accused of taking sides a pro- Arab policy by adopting Arabic culture, Arabic language, and Islamic religion; and purposely ignore and marginalize other ethnic groups. A glimpse at the population of Sudan according to the ethnic census of 1956 reveals this mosaic of different races and ethnic groups, as it reads "39% Arabs, 30% Southerners, 13% Westerners, 6% each of Bejja and Nuba, 3% Nubian, 3% Foreigners and Miscellaneous. These percentages were based on the identification of tribes (of which 597 were registered/grouped into 56 major tribal groups)." The adoption of Arabicization policy has led to the application of Arabicization in education. This indicates that Arabicization in Sudan is a legitimate son of politics and has nothing to do with language planning.

Arabicization of secondary education

Elhassan(1982) states that, "Arabicization of secondary education was confined to the North and was delayed till 1965. A slow gradual Arabicization began with history in the lower forms during the late 1950's. 1965/1966 witnesses the full implementation of Arabicization in the North when the first students to have fully Arabicized secondary education joined government secondary schools in the North. They sat for Sudan School Certificate Examination in 1969. The only questions set for them in English were those on English language and English literature". Starting from 1969, all the students who have joined the University of Khartoum from northern government schools have to use English as a medium of instruction for the first time in their educational careers.

Though Arabicization of secondary education was implemented gradually, but its impact on Sudan School Certificate (SSC) English examination results was quite noticeable as it can be seen in the table below according to MacMillan (1970).

ABDALLA ABD ELRAHMAN AHMED BADAWI et al.,

Sudan School Certificate							
Percentage of Successful Candidates in English							
	Year	*Year*	*Year*	*Year*	*year*	*year*	*year*
	1963	1964	1965	1966	1967	1968	1969
result	*70.3*	*68.4*	*66.2*	*57.9*	*47.9*	*43.2*	*42.2*

This gradual decline in English results of Sudan School Certificate copes with the gradual implementation of Arabicization. Hence it is noticeable that the decline in English started with the implementation of Arabicization. It goes without saying, using English as a medium of instruction at secondary school exposes students to English intensively and on daily basis, the thing which students need when they are taught English as a foreign language.

Arabicization of higher education

Unlike Arabicization of secondary education, Arabicization of higher education has come all of a sudden. As Grasim states "A conference on higher education was held in the capital city in 1990. *The 1990 Higher Education Act* that resulted from the conference deliberations mandated a reform to Sudan's higher education system. Instead of opting for gradual implementation, the Arabicization of curricular was a political decision executed in a hasty manner. The academic staff were not consulted about this decision to make Arabic the official language of instruction in all social, human, and some natural sciences. This change was enforced in the academic year 1990-1991."

The implications for this abrupt implementation of Arabicization at higher education are more severe than those of implementing Arabicization at secondary school. As a matter of fact, English commences its journey of decline in wide steps since then.

Methodology of the Study

The researchers have drawn the sample for this study exclusively from Sudanese   teachers of English from various universities who responded to questionnaire. A sample of (104) teachers was randomly selected for the questionnaire.

Tools of the Study

The researchers have used questionnaire as a tool to collect the information of this paper. The questionnaire was given to the Sudanese English teachers whom were selected randomly.

The researchers have adopted the descriptive analytical and quantitative methods as well as a questionnaire as a tool in the collection of relevant data and information in pursuing this paper. Population of this study is drawn exclusively from English language teachers in the Sudan. The population is English language teachers at Sudanese universities. A sample of (104) teachers was randomly selected for the questionnaire.

Results and Discussion

The researchers have used the questionnaire   as a tool in the collection of data relevant to this study. The researcher has designed a questionnaire to investigate the hypothesis" Sudan School certificate English examination is not constructed according to the students' future needs. The tables below are going to illustrate what has been stated earlier.
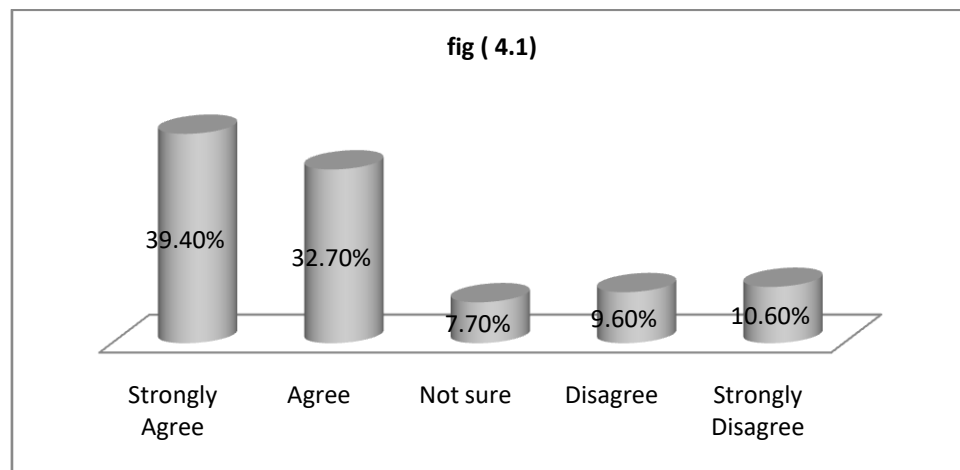
Teachers' Questionnaire

This item tries to elicit information from the teachers concerning their views about the teachers play an effective role to develop Sudanese secondary school students writing skills through classroom interaction.

Hypothesis 2 (There are problems related to the Sudan School Certificate (SSC) learning-teaching environment that affect (SSC) English examination construction such as …)

Statement No. (4.1): Existence of large classes at secondary school which hinder teachers closely monitoring student's progress.

Table No (4.1) The Frequency Distribution for the Respondents' Answers of item No.(1)

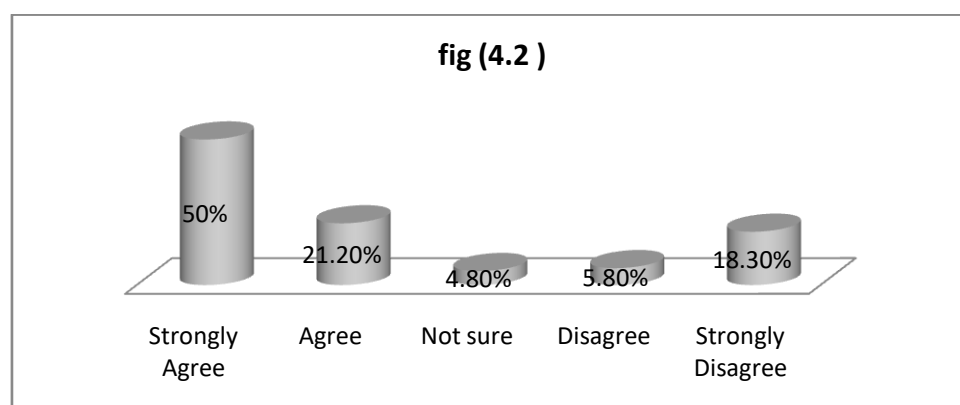| Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%

fig (4.1)

It is clear from the above table and figure show that there are (41) persons in the study sample with percentage (39.4%) strongly agreed with (Existence of large classes at secondary school which hinder teachers closely monitoring student's progress "). There are (34) persons with percentage (32.7%) agreed with that, and (8) persons with percentage (7.7%) were not sure. and (10) persons with percentage (9.6%) disagreed, while (11) persons with percentage (10.6%) strongly disagreed. This demonstrates that classroom should be under controlled by teachers so as to develop students' performance.

Statement No.(4.2): Closure of institute of education at Bakht er-Ruda and teachers training centers.

Table No (4.2): The Frequency Distribution for the Respondents' Answers of item No.(2)

Answer	Number	Percent
Strongly Agree	52	50%
Agree	22	21.2%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	19	18.3%
Total	104	100%

fig (4.2)

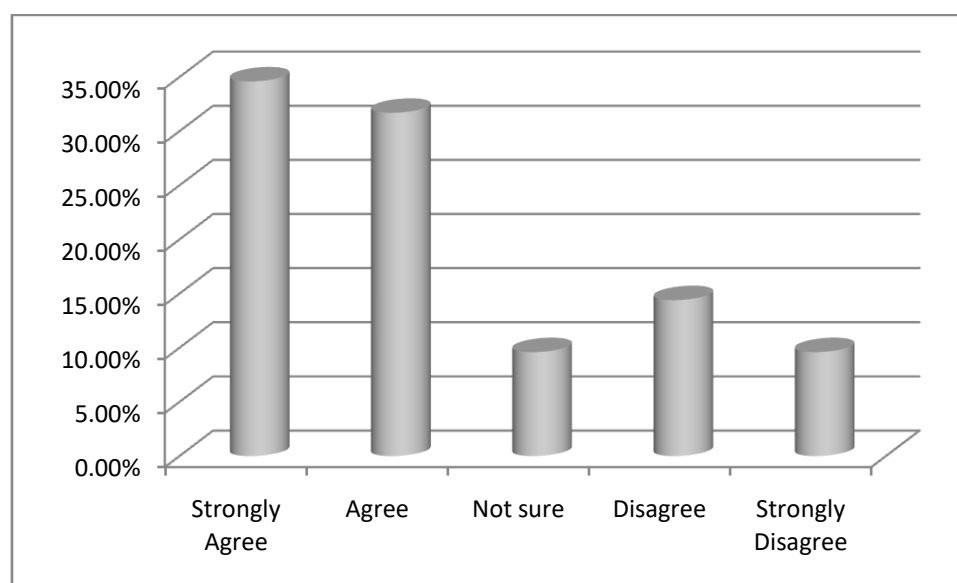**ABDALLA ABD ELRAHMAN AHMED BADAWI et al.,**

It is noticed from the above table and figure display that there are (52) persons in the study's sample with percentage (50.2%) strongly agreed with "Closure of institute of education at Bakht er-Ruda and teachers training centers". There are (22) persons with percentage (21.2%) agreed with that, and (5) persons with percentage (4.8 %) were not sure. and (6) persons with percentage (5.8%) disagreed, while (19) persons with percentage (18.3%) strongly disagreed. This indicates that teachers should be well-trained in educational training centers.

Statement NO.(3): Unfit buildings and poor sanitation.

Table No (4.3): The Frequency Distribution for the Respondents' Answers of item No.(3)

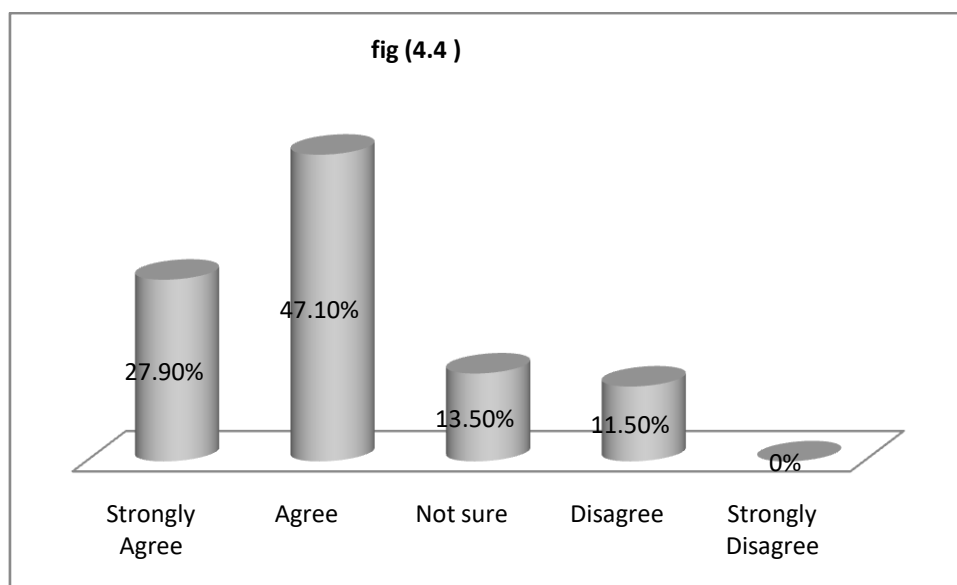| Answer	Number	Percent
Strongly Agree	36	34.6%
Agree	33	31.7%
Not sure	10	9.6%
Disagree	15	14.4%
Strongly Disagree	10	9.6%
Total	104	100%

It is clear from the above table and figure show that there are (36) persons in the study sample with percentage (34.6%) strongly agreed with "Unfit buildings and poor sanitation". There are (33) persons with percentage (31.7%) agreed with that, and (10) persons with percentage (9.6 %) were not sure. and (15) persons with percentage (14.4%) disagreed, while (10) persons with percentage (9.6%) strongly disagreed.

Statement.(4): Lack of libraries at schools a factor that makes students lose interest in reading.

Table (4.4) : The Frequency Distribution for the Respondents' Answers of item No.(4)

Answer	Number	Percent
Strongly Agree	29	27.9%
Agree	49	47.1%
Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%

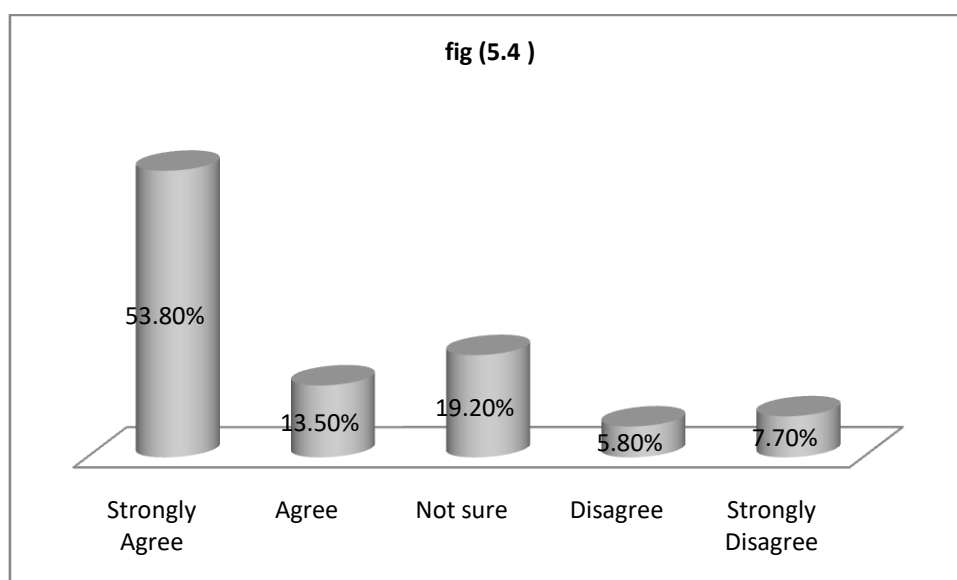**ABDALLA ABD ELRAHMAN AHMED BADAWI et al.,**

fig (4.4)

It is observed from the above table and figure show that there are (29) persons in the study's sample with percentage (29.9%) strongly agreed with (Lack of libraries at schools a factor that makes students lose interest in reading) ". There are (49) persons with percentage (47.1%) agreed with that, and (14) persons with percentage (13.5 %) were not sure . and (12) persons with percentage (0.0%) disagreed , while (10) persons with percentage (9.6%) strongly disagreed.

 Statement (5) Hasty change in curricular and educational ladder which confuse learning and teaching progresses.

Table NO (5.4): The Frequency Distribution for the Respondents' Answers of item No.(5)

Answer	Number	Percent
Strongly Agree	56	53.8%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%

fig (5.4)

It is clear from the above table and figure display that there are (56) persons in the study's sample with percentage (53.8%) strongly agreed with "Hasty change in curricular and educational ladder which confuse learning and teaching progresses. Strongly disagreed ". There are (14) persons with percentage (13.5%) agreed

ABDALLA ABD ELRAHMAN AHMED BADAWI et al.,

IJELR
www.ijelr.in

with that, and (20) persons with percentage (19.2 %) were not sure. and (6) persons with percentage (5.8%) disagreed , while (8) persons with percentage (7.7%) strongly disagreed.

The data collection was analyzed in relation to the study hypothesis. The data was collected by questionnaire which had given to teachers who do not know why these took place.

Also analyzing the data collection from the questionnaire was given to teachers   exclusively drawn from English language teachers in the Sudan. The population is English language teachers at some Sudanese universities. A sample of (104) teachers was randomly selected for the questionnaire.

The researcher has used   the questionnaire as primary tool in the data collection relevant to this study. The researcher has designed questionnaire to explore Sudan School Certificate English Examination Construction: Arabicization Role in English Decline. The marks obtained from the questionnaire   for all participants were analyzed and compared statistically by using frequencies and percentages. The analysis showed that the highest percentage which is represented strongly agree and agree is estimated by (81%) in contrast to the percentage of strongly disagree and disagree which is estimated by lesser than this one (19%). Accordingly, this justifies that   there is statistically significant difference among the respondents Teachers play an effective role to develop Sudanese schools certificate construction.

Discussion

As is known English was introduced in Sudan by the British as colonialists of the country to cater for their interests. Sandell (1982) states these interests as "1) The creation of a native artisan class. 2) A diffusion amongst the masses of the people of education sufficient to enable them to understand the merest elements of the machinery of government. 3) The creation of a small administrative class who will ultimately fill minor posts".

It could be said the British have applied the first educational ladder in the modern history of Sudan. As native speakers of English, they have succeeded in achieving their planned objectives, because they are quite familiar with the best methods of teaching and how to tackle the problems related to their native language learning. After independence, and instead of benefitting from the British's successful educational policy, the national administration has surprisingly changed it without any urgent need for that.

References

[1].   Al-Mubark, K. (1985). *Higher Education in Sudan*. Beirut: Dar Al- Najjar.

[2].   Altwaijri, A. (2004). *The Islamic World in the Era of Globalization* Cairo: Dar Alshrouq.

[3].   Balla, Asjad Ahmed Saeed. (2017). *A Review on Arabicization as a Controversial Issue of Language Planning in Sudan*. English Language and Literature Studies; Vol. 7, No. 2;, Published by Canadian Centre of Science and Education.

[4].   Elhassan, EltayebElmansour. (1982). *Errors Analysis in Written Workof Science Students in the University of Khartoum*, Master's Thesis University of Wales.

[5].   Emenanjo, E.N. (2002). *Language Policies and Culture Identities*, a Paper Presented in the World Congress on Language Policies, Barcelona, 16-20. Ethnicity, and Race. African Affairs.

[6].   Gasim, G. (2010). *Reflecting on Sudan's Higher Education Revolution under Al-Bashir's Regime*. Comparative & International Higher   Education, 50-53.

[7].   Siddiek, A. G. (2010).*Language Situation in Post-War Sudan*. International Education Studies.https://doi.org/10.5539/ies.v3n3

[8].   https://www.changingminds.org/explanation/critical_theory/concepts