

EFFECT OF LOCAL LANGUAGE ON ENGLISH TEACHING AS MEDIUM OF INSTRUCTION IN SOUTH KORDOFAN STATE, SUDAN

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Abstract The current study was conducted at South Kordofan state Nuba Mountains area during 2009-2012 .The objectives of the study were to investigate the use of local language of Shatt tribes as a medium of instructions for both basic and secondary school students and the problems facing the Non-Arabic speaking students in English language communication. The study followed the descriptive analytical and empirical methods. The data were collected via tests, observations checklist and questionnaires in addition to references books and relevant previous studies. Fourty students were selected randomly out of 110 from Shatt Alsfa and Abu Hasheem basic level schools 5th class. Pre/post test were also performed for Boram secondary school for girls 2nd class 20 students were randomly chosen out of 40. For Boram Secondary school for boys 2nd class, 20 students out of 45 were randomly selected using the simple random sampling technique. 40 English language teachers out of 90 were randomly selected from Nuba Mountains area to measure pronunciation, grammar, structure, comprehension, accuracy, vocabulary and volubleness. The observation Checklists were distributed to four teachers out of eight from the area of the study. The study perform pre/post tests for the basic school students where pre test occur prior to teaching whereas, post test took place after teaching the students. Data were analyzed using descriptive statistical analysis. The study revealed that acquisition of English language from the local teacher is better than the mobile teacher who comes from other regions. In this context pre test followed by post test show that the grammar and understanding were significantly ($P \leq 0.05$) improved by 88% and 82% respectively. It is in contrast at Abu Hasheem the accent, grammar, vocabulary and understanding were significantly ($P \leq 0.05$) improved after post test by 90%, 81%, 75%, 88% and 82% respectively. Meanwhile, post test at Boram secondary school revealed significant ($P \leq 0.05$) improvement in pronunciation, fluency, utterance and accuracy. The study

shows that 70% of the responding teachers agree that geographical dimensions are neglected in teaching English Language, and 60% of them assured that local language reflects the culture of local community where is the same percentage of responding teachers agree that pronunciation of bilingual Nubian learners was clear and correct. About 62% confirmed that training bilingual teacher make teacher easy way in teaching bilingual students. The study recommended that employing English language teachers in their own community in the study area will, increase students' acquisition in terms of communication skills. It is also recommended to train teachers to use local language in common with modern visual aids to facilitate English learning process.

Key words: South Kordofan, Nuba Mountains, Local language

INTRODUCTION

The study aims to discuss the problem of teaching English as a foreign language in Sudan as there are many ethnic groups who speak a vast number of local languages and dialects. The study aims to discuss the possibility of using the local languages of the learners as a medium of instruction for teaching English in the areas where Arabic is used as lingua franca. Applying the local language as medium of instruction will give the learner the chance to use his/her language freely and makes the class to participate actively in the process of learning as one can easily interact with his/her teacher and with surrounding environment factors. This also facilitates the learning of English as a second language and shortens the period of learning. Through the researcher work and travels south, west and East Kordofan, he realized to meet various students with good command of English, also they came to learn English in remote areas and in classes not well equipped with teaching materials. This is a matter that led the researcher to think about the medium used by the teacher to teach English. The researcher thinks that all teachers should speak the local language of the community. Local languages are assigned to work. Their success was achieved through their knowledge of the local language that they used later on as a medium of instruction. The teaching process does not limit itself to the teachers' good command of the local language. It also implicates that the general teaching process is being done in both languages simultaneously; English becomes the second language at the third class. Here the researcher would like to mention that English is being introduced from the first class. Using Arabic as a medium of instruction for teaching English in

communities where Arabic is not the mother tongue of the learners makes the learning process difficult, as the learners do not have a good command of Arabic. Therefore people expect that teaching of English would not achieve the goals desired by any teacher as it is a foreign language being taught through a foreign language as a medium of instruction. Teaching through local languages gives accessibility to closed communities and unknown cultures (a close community is that are depending on oral tradition for transferring knowledge from one generation to another within the community), so when teaching is taking place through the local language it would be possible for the closed community to transfer its oral tradition into a written one. Thus, local tradition and customs could be developed and promoted as result of coming in touch with modified languages. Linguist and educational psychologists agree that the use of the mother tongue as a medium of instruction in the early years of education has proven advantages especially where cognitive faculty is concerned. On the other, it has been stated that the use of a language other than the mother tongue of the learners would result in cognitive pedagogical difficulties. According to some studies carried in this domain, the linguists come to the conclusion that, teaching children in their mother tongue goes beyond academic success to include cultural, cognitive and socio-psychological benefits.

Historically, according to Stevenson (1984: 3) said that the Nuba are group of peoples who share a common geography in Sudan's Southern Kordofan Province. Know as Jibal Al-Nuba or Nuba Mountains. The origins of most Nuba peoples are obscure, but there is no doubt that they are Africans. They arrived to the area from various directions and in the course of thousands of years. Today there are over fifty Nuba tribes. Who speak as many different languages. Their combined number is estimated of 2.5 million people. Traditionally the Nuba are farmers, but they are now employed in all; segments of society. Since the beginning of 20th century, labor migrants have formed large Nuba communities in the large cities of North Sudan, like Elobeid, Khartoum and Port Sudan. In the 1980s and 1990s the migrants are joined by hundreds of thousands of people who fled from violence, since fighting in the Nuba Mountains was officially ended in 2002 many refugees are returning home. The language of Nuba can be classified into three language families:

- (1) The Kordofanian language: This language consists of four groups located in southern and eastern areas of Nuba Mountains (Heiban- Talodi-Rashad-Katla).

- (2) Kadogli language: this group is located in south east central fringe area near Kadogli.
- (3) The rest of the Nuba languages are classified as apart of a major subgroup of Nilo-saharan called Eastern Sudanic. They consist of Hill Nubian, Daju, Timein, and Nyimang. The Tribes speaking Eastern Sudanic languages can be found in the north western areas of the study that consist of mountains.

The researcher is focusing on the southern Kordofan especially Shatt hill- south west of Kadogli (Shatt Daman, Shatt Safia, Shatt Tebeldia) and part of Abu Hasheem and Abu Sinarn. There are bilingual groups and speak Ethnologic language. Therefore, the researcher would like to examine the teaching and learning of English in such environments where people use local languages. This is to investigate whether the effect terms of local language in E.L.T as a medium of instruction is a positive or a negative one. There are some terms that need explanation such as (community language, local language, normal teacher and mobile teacher).

1. Community language: A community language is the spoken language by a group of people sharing the same geographical area, their culture, and traditions are the same.
2. Local language: is language used by a group of people within their community. This is found in many areas of Sudan that are in a bruted by people sharing the same Ethnic and cultural background.
3. Normal teacher: is a native teacher from the same region of the learner, he shares them in the same cultural and geographical dimensions.
4. Mobile Teacher: is a teacher from a different part of the Sudan. He doesn't share the ethnic and cultural background of the learners and uses the community language as a medium of instruction as a lacks.

1.2 Statement of the Problem

This study is intended to investigate the problems facing the non Arabic speaking, learners who are taught through community language and local language.

1.3 Research Questions:

1. How can the teaching of English as a foreign language in Nuba Mountains be promoted through use of local language?
2. What are the impacts of language teaching when the medium of instruction is other than the mother tongue?

1.4 Objectives of the Study

This study aims to investigate the following objectives:

1. To contribute to the field of English teaching as a foreign language by suggesting effective ways for improving students fluency.
2. To emphasize the ultimate goal behind studying a foreign language through the local language as a construction media.
3. To illustrate the basic principles of teaching English in Nuba Mountains.
4. To identify the common mistakes made by native and mobile teachers within the learning process in Nuba Mountains.

1.5 Significance of Study

This study is an attempt that to find out what is better for the learners to be followed by the teacher in order to achieve the best language output. It is also intended to trace the positive influence of teachers who is a native and from the same region of the learner and who speak the same local language and sharing the same culture of the students. The performance of teachers from the same region is to be compared to the performance of the teachers from other parts of the country using Arabic as a medium of instruction. According to the researchers limited Knowledge the study is the first of its kind to be conducted in Nuba Mountains.

1.6 Hypotheses of the Study

It is hypothesized that:

1. The use of local language as a medium of instruction has appositive impact on the learning process.
2. The decline of English language in some regions is the Sudan is result of using Arabic as a medium of instructor when most of the learners are Non Arabic speakers.

METHODOLOGY

The study used the descriptive analytical method to cover background and literature framework, and empirical method for practical work (pre/post test) for basic school students 2 classes (20 students each) and observational checklist for the English teachers who are teaching English in the area of the study (6 teachers).

The study used a questionnaire for the English teachers of teaching English both bilingual and monolingual teachers (40 teachers). These collected data were analyzed using descriptive statistical methods as means and percentages.

Shatt Language

Is an Eastern Sudan language of the Daju language spoken in the shatt hills (part of the Nuba Mountains) south west of Kadugli in south kordafan province in southern Sudan the designation "Shatt" is an Arabic word meaning "dispersed" and is applied to several distinct groups in the Nuba Mountains "Caning" is their own name for themselves.

Eliciting Language

Wenger (1998) mentions that L1 can complement other strategies use in this regard and can act as a trigger". It could be argued that the most natural information gap of all is the one between what the student knows in L1 and what he wishes to express in the L2.

Bilingual Education

Li (2002:) indicates that unlike the UK, there is a wide variety of education programmes for bilingual pupils in other countries. Bilingual education can be defined as an educational programme in which two languages are used to provide instruction. As with the term bilingualism, bilingual education is a simple label for a complex phenomenon. An important distinction is between those programmes that use and promote two languages and those where bilingual children are present, but bilingualism is not fostered in the curriculum. Skuttnab-Kangas (1984: 378) offers three broad categories that encompass the range of education programmes. Baker (1993) states other educationalists further refine and develop these categories.

Eastern Sudan languages

Are large families of languages which constitute a branch of the (Nilo – Saharan) language family, Eastern Sudan language are spoken from southern Egypt to north Tanzania. The name "East Sudan" refers to the eastern part of the region of Sudan, where the country of Sudan is located, and contrasts with central Sudan and west Sudan (modern Mand, in the Niger – Congo family)

The Phonic Medium

According to Lyons (1981: 66-67) mentions that

Language systems are, to a very considerable extent, independent of the medium in which they are manifest, the natural or primary medium of human language is sound, for this reason, the study of sound is of more central importance in linguistics than is the study of writing, of

gestures, or of any other language-medium, whether actual or potential. But it is not sound as such, and not the full range of sounds, that is of concern to the linguist.

He is interested in the sounds that are produced by the human speech organs in so far as these have a role in language. Let us refer to this limited range of sounds as the phonic medium phonetics as the study of phonic medium.

Phonetics, it must be emphasized, is not phonology; and speech-sounds are not to be identified, is not phonology, and speech-sounds are not to be identified with phonological elements, to which reference has been made in previous sections.

Phonology, as linguists have seen, is one part of the study and description of language systems, another being syntax and yet another semantics. Phonology draws upon the findings of phonetics (though differently according to different theories of phonology) but unlike phonetics, it does not deal with the phonic medium as such. It can be studied from at least three points of view: the articulatory, the acoustic and the auditory.

Articulatory Phonetics Investigates and Classifies

Speech sounds in terms of the way they are produced by the speech organs; acoustic phonetics, in terms of the physical properties of the sound waves that are created by the activity of the speech organs and travel through the air from the speaker to hearer auditory phonetics, in terms of the way speech sounds are perceived and identified by the hearer ear and brain. Phonetic similarity, considered from an articulatory and acoustic or an auditory point of view is multidimensional. Acoustic phonetics has also confirmed what had already been established by articulatory phonetics: The fact that spoken utterance, considered as physical signals transmitted through the air, are not sequences of separate sounds. Speech is made up of continuous bursts of sound. The integration of the three branches of phonetics is no simple matter. One of the most important, and initially most surprising, findings of acoustic phonetics was that no straight forward correlation can be established between some of the most prominent articulatory dimensions of speech and such acoustic parameters as the frequency and amplitude of sounds waves. The acoustic signal contains all the information that is linguistically relevant, but it also contains a lot of interpreted by the human speaker-hearer mechanisms controlled by the human brain. The new born baby seems to be endowed with a predisposition to concentrate upon certain kinds of acoustic information and to neglect others. In the acquisition of language he perfects the ability to produce and to identify the sounds that occur in the speech that he hears

around him. So far, the professional phoneticians can give only an incomplete description and explanation of the highly skilled integrative ability that the vast majority of human beings acquire in childhood and practice throughout their speaking lives. The above introductory of phonic medium will guide to the study of the Sudanese learners of language and acquisition the language teaching.

Consonants

The pre-nasalized consonants status is marginal and dilatable and the highly restricted glottal hand? The consonant system is characterized by a correlation, the neaten of which is still unclear it could be a contrast of strength (weak vs. strong) or of germination (simple vs. geminated consonants)

Shatt simple vs. geminated consonants

	Labial	Alveolar	Sibilant	Palatal	Velar	Glottal
Implosive	□- /□□- - □/- □□- - □	□-/ □ □- - □- /- □ □- - □		□-/ □ □ □/ □ □ □		
Voiceless obstruents	P-/ -P(P)- -P	□-/ - □ (□)- - □(/-□ □?)	S-/ - S-/(SS?) -S(/-SS?)	C-/ -C(C)- -C(/- CC?)	K-/ -K(K)- -K(- KK?)	(h-) (-?-)
Voiced obstruents	/b- -b-/-bb- -	/d- -d-/-dd- -	/z- -z-/-zz- -	/j- -j-/-jj/ -	/g- -g-/-gg- -	
Pre-nasalized	- -mb- -	nd- -nd- -		- -□j- -	□g- -□ g- -	
Nasals	m- /mm- -m- /- mm- -m(/- mm?)	n- /nn- -n- /-nn- -n(/- nn?)		□- / □ □- - □ /- □ □- - □(/- □ □?)	□- /□□- -□ /- □□- -□(/- □□?)	
Glides	w- /? -w- /? -w	l- /ll- -l- /-ll- -l		y- /? -y- /? -y		

Trills		r-/rr- -r-/ -rr -r			x-/? -x-/? -x(/- xx?)	
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Consonants (N.B:r/rrstandfor[r]1 [r]respectively

The consonants are clearest in intervocalic position where it effects nearly all phonemes except the voiceless obstruents, which may be systematically strong or geminate in this position

1- -c-, -cc-, or undecided –c(c)- as will be seen below

2- In initial position, obstruents contrast as voiceless

p-, t-, s-, c-, k-, realized as weak and/or voiced when they follow a preceding vowel – final word without pause and voiced b-, d-, z-, j-, g-, which are clearly strong or geminate (but are transcribed with a single letter).

Vowels

Vowels contrast short and long phonemes the latter being infrequent. Only central has no long correlate.

	Front	central	back
High	i/ii	i	u/uu
Low	e/ee	ə/ ə ə	o/oo

The high centered vowels is phone tidally closer to (i) than to (ə) the louse front and back vowels elee and o/oo and phonetically realized as lower mid vowels. I.e. As (ɛ), (ɛ :) and (ɔ), (ɔ:) respectively.

Prosodic Feature

Shatt Daman exhibits two contrastive pitch levels, usually transcribed on vowels as follows low 'ə vs. high 'ə however, a contrastive level may also appear on the first component of a strong or geminate nasal (e.g. in magic (simple form) gum (of trees) or on a nasal preceding another consonant (e.g. 'ŋg'a'n'a, count (you pl). high pitch does not normally appear mane than once in a single word – furthermore, its position is not invariant in all morph syntactic context:

- 1- g'əx (g'əxsi+) stick g'əx 'əŋ it is a stick.
- 2- b'ə (b'əni+) house b'əni-m'ə his house.
- 3- ɔ'ul (ɔ'uldi+) drum ɔ'uldi-m'ə his drum

Shatt Tebaldi nouns are similar to the simple forms of Shaft Daman

Stevenson (1961: 95-98)

Data Analysis

This study employs different approaches for data analysis: Quantitative and qualitative the closed questions of the questionnaire are analyzed statistically by using descriptive statistics. Analytic statistical method was used to test the main hypotheses represented in the significance differences between pre-test result and post-test. Questionnaire statements are carefully constructed to cover almost all aspects of the use of local language as a medium of instruction in ELT.

RESULTS AND DISCUSSION

The results revealed that acquisition of English language from the local teacher is better than the mobile teacher who comes from other regions. In this context pre test followed by post test show that the grammar and understanding were significantly ($P \leq 0.05$) improved by 88% and 82% respectively. It is in contrast at Abu Hasheem the accent, grammar, vocabulary and understanding were significantly ($P \leq 0.05$) improved after post test by 90%, 81%, 75%, 88% and 82% respectively. Meanwhile, post test at Boram secondary school revealed significant ($P \leq 0.05$) improvement in pronunciation, fluency, utterance and accuracy. The results showed that 70% of the responding teachers agree that geographical dimensions are neglected in teaching English Language, and 60% of them assured that local language reflects the culture of local community where is the same percentage of responding teachers agree that pronunciation of bilingual Nubian learners was clear and correct. About 62% confirmed that training bilingual teacher make teacher easy way in teaching bilingual students. The findings of the tests are generally in support of the hypotheses and show that students' (pronunciation, grammar, comprehension, fluency, accuracy and accent) were covered. These findings are due to the fact that, students were not aware of the concepts of paragraphing development, unity, coherence and length. Also Students' liability to develop acquisition was attributed to the effective way of teaching by a native teacher before post-test and the creation of friendly educational environment which consider student individual differences. The questionnaire results showed that, teaching students in their region with a native teacher who is having their culture and tradition is very useful and help a lot in facilitating the learning process. Local languages spoken by certain community should be considered in the process of teaching. Geographical dimension is not considered in teaching English in Sudan. In using language, bilingual teacher's instructions

are easy to be understood. Teachers need adequate training for bilingual students. The study was concluded with some recommendations as, employing teachers in their region is very useful for instruction so that they will be generalized on the Sudan and the world where there are different ethnic groups. Training is very important for teachers. Knowing the culture of community helps a lot in solving problems.

CONCLUSION AND SUGGESTIONS

In conclusion, the use of local language to explain meaning of words offered students opportunities for language acquisition in a good way. The study recommended that employing English language teachers in their own community in the study area will, increase students' acquisition in terms of communication skills. It is also recommended to train teachers to use local language in common with modern visual aids to facilitate English learning process.

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