

Evaluating the Certificate of Teaching English as a Foreign Language (CTEFL): A Way to Quality

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Abstract This study aims to evaluate the *Certificate of Teaching English as a Foreign Language (CTEFL)* programme provided by the Postgraduate Unit, English Language Institute, University of Khartoum, by identifying the students' opinion on the four modules, discovering the students' perception of the teaching, and their own performance. In addition, it tries to judge the success of the programme as perceived by the students and ways for improvement. To this end, the study used a questionnaire. The participants were 13 students who studied in cohort 5 of the CTEFL. The results showed that the students found the programme successful since it contained interesting and useful modules. The students were also satisfied with their instructors' and their own performance.

Keywords SHEQUIP · CTEFL · Programme evaluation · Students' perception · Improvement · Certification

1 Introduction

In recent times, the English language has become the first language of the world. It is estimated that the number of people in the world that use the English language to communicate on a regular basis is 2 billion. As the English language has gone beyond its natural borders; non-native speakers of English outnumber native speakers three to one as asserted by Crystal (1997). English became the dominant business language and it has become almost a necessity for people to speak English if they are to enter the global workforce. Research from all over the world shows

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that cross-border business communication is most often conducted in English. In addition, the importance of the English language in the global world of research and publication cannot be ignored.

In Sudan, English language teaching was deeply rooted in the educational system. Its history can be traced with the beginning of colonization of Sudan by the British in 1898, as it became the language of education and civil service. After the end of colonization in the sixties, a long process of Arabicization started whereby Arabic became the medium of instruction in the schools and English language became a subject among other subjects. In 1990, a decision was taken to extend Arabicization to higher education and thus Arabic replaced English as the medium of instruction in institutions of higher education.

In 1990, a decision was made by the Ministry of Higher Education to teach first year students at all Sudanese Universities in Arabic. By the end of 1994 all Sudanese universities (16 universities and university colleges (6 colleges) are expected to teach all subjects in Arabic. (Wagi'alla 1996, p. 347)

The step to Arabicize teaching in higher education was accompanied by other decisions such as changing English language textbooks, taking extensive reading out of the curricula of schools and closing down the English language teacher training institutes. These changes in the status of the English language in Sudan led to a sharp deterioration of English language proficiency levels among university graduates.

A need for English language grew in Sudan due to political and economic reasons. In 2005, Sudan signed the *Comprehensive Peace Treaty* ending 45 years of civil war between the southern and northern part of the country. Language was a main article in the peace treaty. The English language was alleviated to the position of a second language, so it should be used in civil service and teaching in institutions of higher education. With the cession of the southern part of Sudan into the Republic of Southern Sudan in 2011, English became even more important as it was chosen as the formal language of the new country. As the north needed to communicate with its new neighbor, thus, the English language continued to play an important role in the relationship between the two countries. Economically, despite sanctions on Sudan the local economy continued to grow with the growth of petrol, telecom and construction industries. These industries among others needed the English language for their businesses. They wanted to employ graduates with better English language proficiency. Unfortunately, universities were graduating students with poor English language proficiency levels. Thus, the need for quality English language programmes has grown and programme evaluation has become a necessity to improve the current situation.

Because of the deterioration in English language services and the absence of benchmarks and standards, Sudan did not develop a history of programme evaluation. Programme evaluation can provide information to stakeholders and sponsors such as the effects, potential limitations, or apparent strengths of the programme and thus lead to improvements in the quality of existing language services. It can also indicate the programme's impact on participants and discover problems or needs

early on to prevent more serious problems later. It can also recommend improvements for the future to ensure quality and inform staff about the programme.

Hoping to provide quality English language programmes, the English Language Institute (ELI) started a project to evaluate all its current programmes. This paper highlights the results of the evaluation of the *Certificate of Teaching English as Foreign Language* (CTEFL) programme offered by the ELI. The evaluation of the CTEFL programme attempts to respond to some questions regarding the achievement of objectives of the programme, teachers' performance, learners' attitudes toward the programme, and the relation between the programme and students' needs.

2 Theoretical Background

Evaluation is an intrinsic part of teaching and learning of languages. Programme evaluation is a systematic method for collecting, analyzing, and using information to answer questions about a programme's effectiveness and efficiency. According to Brown (2005), evaluation is one of the components of any language curriculum. It refers to the organised accumulation and analysis of data to enhance the curriculum and to measure its effectiveness in a specific setting.

A number of approaches can be followed in evaluation. The first is a product-oriented approach, which concentrates on measuring the achievement of the programme's learning outcomes. The second is a static-characteristic approach, which deals with the available resources such as the proportion of teachers compared with students, the number of books, the degrees available in the institution among others. Outsider experts usually administer this approach. The third approach is a process-oriented approach that attempts to examine the process of learning. It includes both formative and summative evaluation. The last approach is a decision-facilitating approach. It focuses on collecting data to enable programme's managers to make necessary decisions (Brown, 2005).

Richards (2001) proposes that programme evaluation attempts to respond to some questions regarding the achievement of objectives of the programme, teachers' performance, learners' attitudes toward the programme, and the relation between the programme and students' needs. Answers to these questions enable programme administrators to make various types of decisions. Sanders (1992) and Weir and Roberts (1994) as cited in Richards (2001) suggest that evaluation may concentrate on a variety of aspects such as programme planning and organisation, programme content, teachers and teaching, materials, and students.

Course and material evaluation is frequently covered in the literature. However, there are few studies in programme evaluation. Barazaq (2007) conducted a study whose aim was to identify the effectiveness of Student-Teacher Training Programme (STTP) in the Gaza Strip, Palestine. The participants were 200 student teachers at Gaza Islamic University, Aqsa University, and Azhar University. Barazaq used a questionnaire to collect data for the study. She found that the

programme was quite good and well organised. It also equipped students with the necessary skills required for teaching the English language.

Edwards and Owen (2002) evaluated the MA TESL/TEFL Open/Distance Learning Programme at Birmingham University, UK. The aim was to evaluate the programme impact on students', who were in-service teachers, performance. The subjects were 148 programme graduates. Edwards and Owen used a questionnaire for data collection. They revealed that the programme had a strong impact on the students since 90 % of the subjects remembered what they studied in the MA. They also found that the programme was successful because it prepared the students to teach English.

Biyik (2007) studied the Distance English Language Teacher Training Programme (DELTP) in Anadolu University, Turkey. His objective was to ascertain the programme's adequacy. The participants were 26 graduate students of the academic year 2004–2005. Biyik used a questionnaire for the students and an interview with the administrators, instructors, and three students. He concluded that the programme was not able to train the desired number of teachers in that short time period despite the fact that it was successful because it met students' needs and expectations.

Regmi (2008) evaluated the ELT Programme at Kathmandu University, Nepal. His participants were eight students enrolled in the academic year 2007. He used an interview to collect data and found that the ELT programme had partially achieved its aims.

Fordden (1997) assessed the ELT Graduate Programme at the University of Antioquia, Colombia. She aimed at identifying students' feeling towards the programme and to solve any problems therein. To collect data, Fordden (1997) employed classroom observations and an interview. The results showed that the ELT Graduate Programme teachers were well qualified and up-to-date. Some students complained about their teachers' poor selection of reading lists. Students also regarded teachers as facilitators. In addition, the study revealed that all the courses were relevant and their content was useful. The programme suffered from the time factor because it was short. A major finding was that students wanted to have formative assessment. Fordden (1997) suggested some developments regarding content, timing, methodology, and assessment.

3 CTEFL Background

In 2011 the English Language Institute (ELI) was established by the University of Khartoum to promote the teaching and learning of the English language. With this objective, the ELI started working on localizing international degrees and certificates. One of these certificates is a three-month certificate called the *Certificate of Teaching English as a Foreign Language* (CTEFL). It was designed in joint collaboration with Reading University in a project funded by a grant from the British Council under the Sudan Higher Education Quality Improvement Project (SHEQUIP). The main idea behind the CTEFL is to localize a certificate that

resembles Cambridge CELTA that will allow non-English language graduates to specialize in teaching English to widen the base of English language teachers and provide certification for those who were already teaching the English language with no certification. The CTEFL was launched in 2012 and was run twice a year. It was made up of four modules. Module 1 is called '*Language Proficiency*' and the aim of the module is to raise the students' proficiency level from intermediate level to an upper-intermediate level. Module 2, 3 and 4 were '*Teaching Language Skills*', '*Core Issues*' and '*Language Analysis*', which were run simultaneously after the students successfully passed module 1. They were coded as follow:

- M1 CTLP: Language Proficiency
- M2 CTTS: Teaching Language Skills
- M3 CTCI: Core Issues in ELT
- M4 CTLA: Language Analysis.

The CTEFL was continuously evaluated and changes were made to improve the quality of the teaching. In 2014, the number of students grew and they were from very diverse backgrounds (retired army generals, pharmacists, journalists, veterinary doctors, Islamic Sharia professors). The administration of the ELI decided to carry out a more in-depth programme evaluation, a practice which was not very regular and rare in Sudanese institutions of higher education.

The ELI, with the diverse students' profile, wanted to identify the students' opinion on the four modules, discovering the students' perception of the teaching, and their own performance. In addition, the programme evaluation wanted to judge the success of the programme as perceived by the students. The ELI considered the students as one of the most important stakeholders as they were adult learners already successful in their careers, but they wanted to acquire new skills of teaching the English language. Also due to the ELI limited resources the programme evaluation was seen as a way to assist in prioritizing resources by identifying the programme components that are most effective or critical for students' successful learning.

Thus, the programme evaluation in the study aimed at:

- Identifying students' opinion about the CTEFL four modules of content.
- Discovering students' perception of the CTEFL teaching methodology.
- Finding students' self-evaluation of their performance in the programme.
- Judging the programme's success.

4 Methodology

4.1 Participants

The participants of this study were cohort 5 of the CTEFL programme. The total number of the students in cohort 5 was 17. Out of these 17, only 13 (76.9 %) participated in this study. There were 10 (76.9 %) males and 3 (23.1 %) females.

Their age range was 24–64. All of them were university graduates with diverse degrees. Two of them were master's holders and two others had higher diplomas. The others were B.A. and B.Sc. holders. They were specialised in different fields such as English language, pharmacy, engineering, and commerce among others. They studied at various Sudanese universities such as SUST, Cairo University (Khartoum Branch) and Juba University. Five of them graduated from the University of Khartoum, and one from Manchester University, UK.

4.2 Instrument

A questionnaire was used to collect data. It was adapted from a questionnaire designed by the School of English Language and Literature, Aristotle University of Thessaloniki, Greece. The questionnaire contained four sections. Section A collected personal information about the students. The second section, B, sought to identify students' opinion about the CTEFL's four modules regarding their learning outcomes, content, and sessions. It covered items 1–10. Items 11–12 concentrated on written and/or oral presentation and quizzes, respectively. Section C (items 13–17) attempted to collect data concerning the teaching of the modules. Questions were designed to evaluate the instructors of the four modules. The last section, D, (items 18–22) was about the students' self-evaluation of their performance in the CTEFL. Question 23 asked students to assign a percentage for the success of the CTEFL and question 24 required them to suggest any ideas to develop the programme. Students were provided with five-Likert scale options that ranged between strongly agree to strongly disagree and they were asked to tick their appropriate choice.

4.3 Procedure

The questionnaire was distributed to the participants during their last lectures. Seventeen copies were handed out to the students. The total of returned copies was 15. Two copies were excluded because the subjects answered only two or three questions. The final number of copies was 13 (76.5 %). Statistical Package for Social Science (SPSS) version 21 was used to analyse the data.

4.4 Validity and Reliability

Before the actual implementation of the questionnaire, it was sent to two assistant professors specialised in the English language to evaluate its content in terms of relevance and appropriateness to the study objectives. They commented on the content and suggested some changes to make it more suitable to the objectives of

the study. Their comments were incorporated in the final version of the questionnaire. The questionnaire was distributed to three former CTEFL students for piloting. The three students answered the questionnaire smoothly and without finding any difficulties. Cronbach Alpha was used to measure the reliability of the questionnaire and the value was 0.94, which was quite appropriate for the questionnaire to be administered.

5 Results and Discussion

The questionnaire was analysed using SPSS. The results were grouped according to the objectives of the study.

5.1 Results of the First Study Objective

The first objective was to identify the students' opinion on the four CTEFL modules and their content. It is covered in questions 1–10 on the questionnaire. For M1 CTLP, the results are shown in Table 1.

Table 1 shows that 12 (92.3 %) of the participants *agreed* that M1 learning outcomes were clear and the additional material were useful. The participants also regarded the module as useful since 11 (91.7 %) of them *agreed* on that. Similarly, 11 (84.6 %) of the subjects *agreed* that the material and sessions were well organised. Out of 13, 10 (76.9 %) of the participants *agreed* that the material used was relevant to the learning outcomes, and it was interesting. Seven (53.8 %) of the

Table 1 Students' opinion on M1 CTLP (language proficiency)

No.	Question	Agree		Not sure		Disagree	
		No.	%	No.	%	No.	%
1	The module learning outcomes were clear	12	92.3			1	7.7
2	The module material was relevant to the learning outcomes	10	76.9	1	7.7	2	15.4
3	The material taught was well organized	11	84.6			2	15.4
4	Each session was well organized	11	84.6	1	7.7	1	7.7
5	The additional material used (videos, slides, photocopies, etc.) were helpful	12	92.3			1	7.7
6	The module learning outcomes were achieved	10	76.9	3	23.1		
7	The module was interesting	10	76.9	1	7.7	1	7.7
8	The module was difficult	5	38.5	1	7.7	7	53.8
9	The module was useful	11	91.7			1	8.3
10	The module required lots of study	8	61.5	1	7.7	4	30.8

subjects *disagreed* that the subject was difficult. However, 8 (61.5 %) *agreed* that it required lots of study. These results indicate that the students were satisfied with M1 CTLP. They found it well organised in terms of content. This may be attributed to the use of the *Link Up* Upper Intermediate course book in teaching this module. The book is organised into 20 units. It is an integrated course that covers topics, skills, structure, and vocabulary. Additionally, the results imply that the students were able to cope with the content of the book, and they did not find it difficult. The module's aim was to improve learners' proficiency, so the students found it useful especially since most of them had been away from learning the English language for a long time. Moreover, it appears that the students were aware of the module-learning outcome and they felt that they achieved those objectives. In conclusion, the students were satisfied with M1 CTLP.

Concerning M2 CTTS, the results are displayed in Table 2.

According to the results displayed in Table 2, almost all the students 12 (92.3 %) believed that the additional material used was helpful. Eleven students (84.6 %) also *agreed* that the learning outcomes were clear, the material was relevant to the learning outcomes, the material and sessions were well organised. Ten (76.9 %) of them *agreed* that the module learning outcomes were achieved, the module was interesting, and it was useful. As for the difficulty of the module, 6 (46.2 %) of the subject *disagreed*, but 5 (38.5 %) found it difficult. The module required lots of study as seen by 6 (46.2 %) of the participants. However, 5 (38.5 %) were *not sure*. It seems that they could not judge the difficulty of the module since the distribution of cases is quite similar. The results indicate that M2 CTTS was to the students' expectations. It can also be stated that the module was interesting and useful for the students.

Table 3 summarises students' opinions on M3 CTCL. The vast majority of the subjects 10 (90.9 %) *agreed* that the material was well organised and the additional material used was useful. Similarly, 10 (83.3 %) *agreed* that the material was

Table 2 Students' opinion on M2 CTTS (teaching the language skills)

No.	Question	Agree		Not sure		Disagree	
		No.	%	No.	%	No.	%
1	The module learning outcomes were clear	11	84.6	1	7.7	1	7.7
2	The module material was relevant to the learning outcomes	11	84.6	1	7.7	1	7.7
3	The material taught was well organized	11	84.6	1	7.7	1	7.7
4	Each session was well organized	11	84.6			2	15.4
5	The additional material used (videos, slides, photocopies, etc.) were helpful	12	92.3			1	7.7
6	The module learning outcomes were achieved	10	76.9	1	7.7	2	15.4
7	The module was interesting	10	76.9	1	7.7	2	15.4
8	The module was difficult	5	38.5	2	15.4	6	46.2
9	The module was useful	10	83.3	1	8.3	1	8.3
10	The module required lots of study	6	46.2	5	38.5	2	15.4

Table 3 Students' opinion on M3 CTCI (Core Issues in ELT)

No.	Question	Agree		Not sure		Disagree	
		No.	%	No.	%	No.	%
1	The module learning outcomes were clear	9	75.0	3	25.0		
2	The module material was relevant to the learning outcomes	10	83.3	2	16.7		
3	The material taught was well organized	10	83.3	1	8.3	1	8.3
4	Each session was well organized	10	90.9			1	9.1
5	The additional material used (videos, slides, photocopies, etc.) were helpful	10	90.9			1	9.1
6	The module learning outcomes were achieved	9	81.8	2	18.2		
7	The module was interesting	7	70.0	2	20.0	1	10.0
8	The module was difficult	3	25.0	2	16.7	7	58.3
9	The module was useful	9	75.0	2	16.7	1	8.3
10	The module required lots of study	7	58.3	4	33.3	1	8.3

Table 4 Students' opinion on M4 CTLA (language awareness)

No.	Question	Agree		Not sure		Disagree	
		No.	%	No.	%	No.	%
1	The module learning outcomes were clear	12	100.0				
2	The module material was relevant to the learning outcomes	11	91.7	1	8.3		
3	The material taught was well organized	12	100.0				
4	Each session was well organized	11	91.7	1	8.3		
5	The additional material used (videos, slides, photocopies, etc.) were helpful	12	100.0				
6	The module learning outcomes were achieved	11	91.7	1	8.3		
7	The module was interesting	11	100.0				
8	The module was difficult	4	33.3	2	16.7	6	50.0
9	The module was useful	10	81.8	1	9.1	1	9.1
10	The module required lots of study	9	75.0	1	8.3	2	16.7

relevant to the learning outcomes and the material was well organised. Nine (75.0 %) of the students found the module learning outcomes were clear, 9 (81.8 %) of the subjects *agreed* that the learning outcomes of the module were achieved. Also 9 (75.0 %) of the students found the module useful. The difference in the percentage was due to some missing answers regarding these items. A number of students 7 (58.3 %) believed that the module required lots of study but it was not difficult. Seven (70.0 %) of the subjects stated that it was interesting.

The participants also expressed their opinion on M4 CTLA. The results are shown in Table 4. From the table, it can be seen that all the participants 12 (100 %) *agreed* that the module learning outcomes were clear, the material was well

organised, and the additional material used was useful. Almost all of them 11 (91.7 %) found that the material was relevant to the learning outcomes, each session was well organised, the learning outcomes were achieved, and the module was interesting. Ten (81.8 %) of the subjects *agreed* that the module was useful, but they found it demanding since 9 (75.0 %) of them stated that it required lots of study. Nevertheless, only 4 (33.3 %) found it difficult and 6 (50.0 %) found it easy.

It seems that the students were satisfied with the CTEFL programme modules. This implies that the programme meets students' needs for teaching English language. The results also indicate that making students aware of the learning outcomes is an integral part to guide their learning. It is worth mentioning that at the beginning of the programme, the students were provided a leaflet informing them about the CTEFL programme and its learning outcomes. Regarding the content, students found it relevant to the learning outcomes and their level. In the planning stage of the CTEFL, the content was catered to be at a certificate level to suit those who are interested in the programme and who were not specialised in English language. The results also show that students acquired the skills needed to teach the English language. These results agree with what was revealed by Barazaq (2007). She found that the Teachers' Training Programme at the Islamic University of Gaza, Palestine, was quite good and it met students' needs. She also found that the programme equipped students with the necessary skills to teach English. The results also are in agreement with Edwards and Owen's (2002) findings. They concluded that their participants found the MA TESL/TEFL useful and interesting. Similarly, Biyik (2007) revealed that the DELTTP at Anadolu University, Turkey, met students' needs.

Questions 11 and 12 tried to elicit students' opinions on the assignments and quizzes in the four modules. The results are presented in Tables 5 and 6.

It is clear from Table 5 that 12 (92.3 %) of the participants *agreed* that the assignments helped them understand the particular subject matter. Eleven students (84.6 %) also agreed that the assignments topics were given on time and there was guidance from the instructors. Ten of them (76.9 %) *agreed* that the deadline for submission/presentation was reasonable and the instructors' feedback was helpful and detailed.

Table 5 Students' opinion on written and oral presentations

		No.	%	No.	%	No.	%
11	In case where there were written and/or oral presentations						
11a	The topic (s) was given in time	11	84.6	1	7.7	1	7.7
11b	The deadline for submission/presentation was reasonable	10	76.9	1	7.7	2	15.4
11c	There was guidance from the instructors	11	84.6			2	15.4
11d	The instructors' feedback was helpful and detailed	10	76.9	1	7.7	2	15.4
11e	The assignments helped you to understand the particular subject matter	12	92.3			1	7.7

Table 6 Students' opinion on the modules quizzes

12	In case there were quizzes	No.	%	No.	%	No.	%
12a	You were informed well in advance	9	75.0	2	15.4	1	7.7
12b	The errors and the corrections were explained	11	91.7			1	7.7
12c	The quizzes helped you to understand the particular subject matter	12	92.3			1	7.7

As for the quizzes, Table 6 shows that 12 (92.3 %) of the subjects *agreed* that the quizzes were helpful in understanding the particular subject matter. Eleven (91.7 %) of them also believed that errors and corrections were explained. However, it seems that the students were not satisfied with the quiz dates since 9 (75.0 %) of them *agreed* that they were not informed in advance.

From Table 6, it seems that both the instructors and students are aware of the importance of assignments and quizzes to aid student learning. This type of formative assessment can help students understand the module content. Furthermore, it informs students about their performance and instructors about their teaching. The students were satisfied with their instructors' guidance on the assignments. These results disagree with what was revealed by Regmi (2008). He found that instructors in the ELT programme of Kathmandu University assigned homework to students without sufficient practice in the classroom and the students were not satisfied with this.

5.2 Results of the Second Study Objective

The second objective of the study was to discover the students' perception of the teaching process in the CTEFL. This objective was covered in questions 13–17 in the questionnaire. Table 7 sums up the results.

The table shows that 12 (92.3 %) of the participants *agreed* that the instructors were receptive/open to students' questions, consistent in keeping class hours, and their performance was very good. Eleven (84.6 %) of the students also *agreed* that the instructors provided.

Table 7 Students' perception of the teaching in the CTEFL

No.	Question	Agree		Not sure		Disagree	
		No.	%	No.	%	No.	%
13	The instructors were committed to the modules	11	84.6	1	7.7	1	7.7
14	They were receptive/open to students' questions	12	92.3			1	7.7
15	They were consistent in keeping class hours	12	92.3			1	7.7
16	They provided you with additional bibliography	11	84.6	1	7.7	1	7.7
17	The overall performance of the instructors was very good	12	92.3			1	7.7

The fourth is a part time lecturer who is a foreigner but has taught M1 CTLP before. All of them are well qualified, and more importantly, they are dedicated to their modules. They were closely supervised by the programme coordinator. These results agree with what Fordden (1997) found. She concluded that her subjects were satisfied with their instructors’ performance since they were all well qualified.

5.3 Results of the Third Study Objective

The third objective of this study was to discover students’ evaluation of their own performance in the programme. The results are presented in Fig. 1.

Figure 1 shows that all 13 students (100.0 %) agreed that they had no difficulty understanding the modules. Twelve (92.3 %) of them stated that they were satisfied with their performance, they were rarely absent from classes, and they always understood the instructors. Almost all the participants 11 (84.6 %) agreed that they participated in the class discussions. It seems that the total number of students in the programme (17) was advantageous to students. It enabled them to follow up and discuss during sessions. The results also indicate that students were enjoying the modules since they found them useful and interesting, so they were rarely absent from classes. It can be stated that the well qualified instructors can attract students to any programme and make it interactive. In addition, students took responsibility for their own learning. It can therefore, be stated that choosing good teachers is an

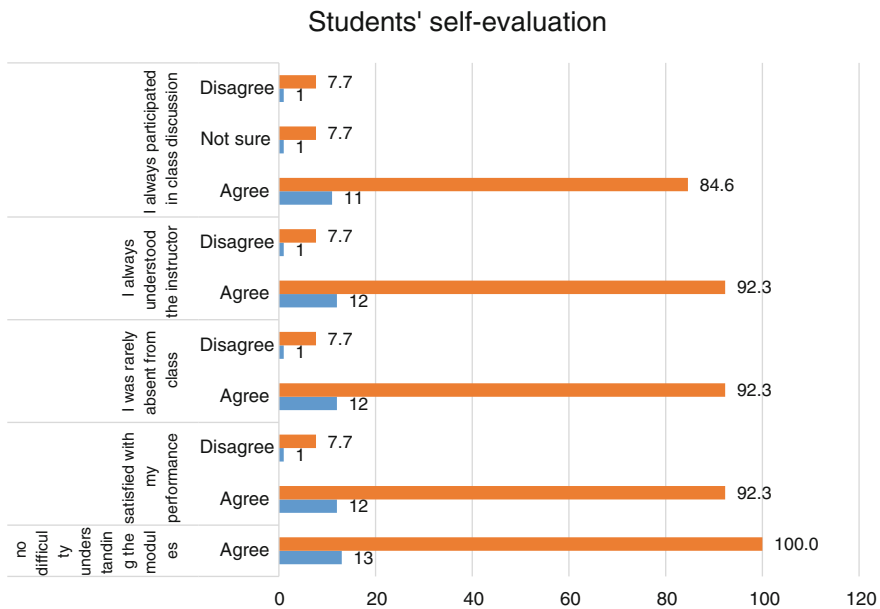


Fig. 1 Students’ evaluation of their own performance

integral part of the programme's success. These results are consistent with those of Barazaq (2007), Edwards and Owen (2002), and Fordden (1997) who found that their subjects were satisfied with their performance in the programmes they were studying in.

5.4 Results of the Fourth Study Objective

The fourth objective was to identify how successful they considered the CTEFL programme to be. This objective was covered in item 23 of the questionnaire. It asked students to assign a percentage regarding programme success. Table 8 sums up the results.

It is clear that 6 (50.0 %) of the students suggested that the CTEFL was 90–100 % successful. Nevertheless, the other 3 (25.0 %) regarded the suitable percentage of the success of the CTEFL as 80–89 %, and the other 3 (65–75 %). This is an indication that the CTEFL was successful (90–100 %). The results also indicate that the students were satisfied with the programme. This can be attributed to the interesting, useful, and well-organised modules in addition to the good instructors' performance. The results are in accordance to what was revealed by Edwards and Owen (2002) who found that the MA TESL/TEFL in Birmingham University was successful. Biyik (2007) concluded that the DELTTP in Anadolu University was successful in quality, but it suffered from a shortage of time.

Question 24 in the questionnaire asked students to propose any suggestions to develop the CTEFL. Out of 13, 12 (92.3 %) responded to this question. The following is a summary of their suggestions:

- Increase programme time
- More teaching practice
- M1 should be taught by a native speaker
- M2 and M3 should be joined in one module
- There should be real teaching in real classes
- Introducing field visits
- M3 needs more time.

It is clear that students were not satisfied with the microteaching period, which was part of the Core Issues module, which was only two weeks. One week was for mentoring and the second week was for assessment. Students also suggested joining M2 CTTS and M3 CTCL in one module because they are complementary. However,

Table 8 Students' perception of CTEFL success

Suggested percentage	No.	%
90–100	6	50.0
80–89	3	25.0
65–75	3	25.0
Total	12	100.0

the ELI administration could find it illogical to join M2 and M3 as M2 details the teaching of the four skills while M3 focuses on theoretical aspects and methodology of teaching that cannot be included in M2. The suggestions of the students to increase the time for teaching practice and have native speakers as teachers for M1 were all found to be valid by the ELI administration and were put into action.

6 Conclusions and Recommendations

In conclusion, the CTEFL Programme provided by the ELI, University of Khartoum, as the results suggest, is successful. It meets learners' needs and expectations. It contains modules with clear achieved learning outcomes. These make it useful and interesting to students. The teaching process in the CTEFL is very good since it was performed by well-qualified, dedicated, and committed instructors. The students are satisfied with the programme and their performance in it.

However, there is no programme that is absolutely successful. Thus, to further develop the CTEFL, the study recommends the following:

- The microteaching time span should be increased.
- A native speaker is needed to teach M1 CTLP.
- Real teaching situations are required to be incorporated in the programme either inside the ELI or outside in the community.

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