*Original Paper*

# Challenges of Applying the Teaching Methodology of (CELTA) Productive Skills in a Poor Learning Environment and a Fragile Infrastructure Region of Darfur, Sudan

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*Abstract*

*The present study aims at investigating challenges of applying the teaching methodology of (CELTA) productive skills in a poor learning environment and a fragile infrastructure region of Darfur, Sudan. (CELTA) is a teacher training course that consists of 200 guided learning hours including 6 hours of teaching practice and stands for "Certificate in Teaching English to Speakers of Other Languages". Candidates who apply for the course aim at acquiring the knowledge and the familiarity of the effective teaching principles. However, applying the methodology of such an internationally recognized qualification that addresses the communicative language learning requires intensive usage of some modern teaching materials. Accordingly, its applicability seems extremely challenging in a poor learning environment with a fragile infrastructure similar to the situation of Darfur region. Furthermore, the difficulties of its implementation definitely prevent hundreds of students from learning facilitates and opportunities that are only attainable via courses in which the learners' needs are highly considered. We can also be certain that through the application of such a course student develops learning speaking and writing skills respectively simply because the course methodology provides a great opportunity of practicing the language compared to the traditional teaching methodologies. In this study the researcher is reflecting on his experience in teaching EFL via utilizing (CLT) techniques in such a way CELTA course is taught. Furthermore, the researcher aims at illustrating the importance of reducing teacher's (TTT) and increasing the (STT) in EFL classes in Darfur, Sudan. The study also attempts to highlight the role of the private sector and voluntary organizations in promoting the educational process in the region. We can therefore say that the difficulties mentioned above have begun to diminish with the presence of some voluntary organizations such as Malam Darfur Peace and*

*Development.*

*A qualitative method for data collection and analysis is adapted in which the researcher interviews some EFL instructors who are currently based in KSA and actually happened to CELTA qualification. The interview questions are conducted to examine their experiences on how the methodology of this course is applicable in different contexts. Finally, the study resulted into the following findings:*

*1.     Teaching and learning the (CELTA) productive skills in a poor learning environment is difficult.*

*2.     Still traditional teaching methods is dominating the EFL classes in Darfur, Sudan.*

*3.     Some voluntary organizations regularly contribute to the development of the learning environment in the region of Darfur.*

## 1. Introduction

CELTA stands for the "Certificate in Teaching English to Speakers of Other Languages". CELTA is a teacher training course runs by Cambridge Assessment English, a department of Cambridge University. The course is regularly conducted all over the world in a number of official centres. Among these authorized centres are the British Council and the Institute of Language Studies (International House) where the researcher has successfully accomplished the course after being enrolled at the official centre of Izmir, Turkey in 2018. Candidates who apply for the course have to fulfill 200 guided learning hours including 6 hours of teaching practice to meet the course requirements. They also aim at acquiring the knowledge and the familiarity of the effective teaching principles. Additionally, the course addresses adults via supporting its candidate to acquire a range of practical skills that enable them to teach English to their particular group of learners. Furthermore, the course provides its candidates a great opportunity to demonstrate their abilities towards learning teaching in a real context. Therefore, those who successfully completed the course can easily teach English language skills in different settings. Developing a global English language-teaching career has motivated the researcher to take the course during the summer of 2018. Honestly speaking, as being a part of it, the course has enabled the researcher to learn the above-mentioned principles and the knowledge of effective English language teaching. When comparing his teaching experiences before and after the course, we can say that CELTA has totally changed the researcher's concern about teaching. For instance, before taking the course, the researcher is used to believe in a teacher – centred class where mostly everything is dominated by the teacher. However, managing a learner – centred class where students involve in a real learning environment with a little role of a teacher acting as a team coach is now evident through this international course. Moreover, the researcher had an opportunity to learn many other minor teaching techniques such as the importance of conducting concept checking questions (CCQS) that are harder to be acquired before applying and completing the course. This study attempts at investigating challenges of teaching and learning English productive skills in such a way that the researcher had experienced

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during the CELTA course. It is also endeavouring to determine how CELTA teaching methodology is difficult to be applied in a poor learning environment of Darfur region in Sudan.

*1.1 Statement of the Study Problem*

In Darfur where the researcher was born, grown up, and studied, the issue of learning environment was initially fragile before the outbreak of the ongoing war in 2003. However, the fragile infrastructure has become worse during the last decade. And the impact of the destructive war is now evident. For instance, most schools in rural areas are constructed of temporary materials where the overcrowding classes are full of hundreds of students who lack even shelters in some cases. Although the researcher has successfully happened to the CELTA qualification and can easily apply its strong points while teaching EFL. However, its applicability in a fragile region of Darfur is extremely challenging compared to learning environment the researcher is used to in Saudi Arabia where he has been working since 2003. It seems as if the application of such a vital course requires a robust infrastructure where students have access to some input facilities such as tapes recoding, CDs, DVDs, speakers, headphones, smartboards, etc. Unfortunately, the poor learning environment to some extent prevents the usage of technology and reduces the EFL learners' opportunity to have access to various motivated learning aids. Even watching the news or any programme broadcast by the international English medium channels are not common in most EFL classes in the region. Additionally, problems of seating, lack of concrete buildings, shortages of teachers as well as shortages of school textbooks are among the impediments that contribute to the difficulties of applying CELTA theories in such poor learning environment. Teaching EFL in the region is regularly done through adapting the traditional teaching approach of lecturing where classes are controlled by teachers. Most students on the other hand remain as passive listeners and that is why the poor-quality input represented in lacking of the tangible meaningful exposure resulted into the poor output of speaking and writing. In terms of designing, the literature review displays that the standard EFL class is taking a shape of a horseshoe to meet the requirements of the communicative learning approach in which every single student has the opportunity to participate, engage and work with other peers while classes. Lack of rapport is also common in classes of (50/ 80) students as it is the case of most public schools in Darfur up to present. Rapport is sometimes defined as a situation where teachers are generally being friendly to their students. Addressing students is also challenging predominantly when dealing with large classes, for instance, teachers may simply ignore to welcome the late comers, and they may do little towards supporting students' engagement with the subject being taught. Challenges of learning students' names are also common in large classes and may contribute in preventing the formation of a strong rapport. Therefore, the researcher believes that in most EFL classes in Darfur, traditional teaching methodology is still extensively used by teachers who have learned to increase their teaching talking time versus reducing the students talking time and turning them into passive listeners.

*1.2 Study Questions*

This study attempts to answer the following questions:

1- How is CELTA methodology applicable in different contexts?

2- How does its application influence the development of English productive skills in various contexts?

3- How can some private sectors contribute in rehabilitating a good educational infrastructure in Darfur, Sudan?

*1.3 Study Hypotheses*

1- CELTA productive skills are difficult to apply in a fragile educational environment of Darfur.

2- Difficulties of applying the CELTA teaching methodology influence the development of English productive skills.

3- Some private sectors regularly contribute in developing a good educational infrastructure in Darfur region.

## 2. Literature Review

*2.1 Teaching Writing*

The literature review shows a very strong connection between the receptive skills and the productive skills. In Communicative Language Teaching, the four language skills were taught in an integrated way, supporting one after another, however, learning environment can negatively impact the quality of both the input as well as the output sessions. Since listening was primarily used as a prompter or a first step before productive skills, it is found that the listening text should be delivered in a non-distractive manner that is suitable for the target group of learners (Wilson, 2008). For instance, we cannot expect students to produce language effectively without being exposed to meaningful input sessions. Harmer (1991, p. 188) clarifies this situation by saying that students will not interact appropriately with the spoken and written materials (productive skills) unless we do something to wake up their reading and listening desire (receptive skills). Thus, considering an ideal learning environment is extremely important when it comes to teaching and learning receptive skills that motivate students for better production of the language. Yet, it seems as if the fragile learning environment of Darfur is only suitable for the application of the traditional teaching methods that do not stimulate students' critical thinking. According to Bello (1997, pp. 83-85) writing is an important avenue for thinking, but unfortunately the traditional curriculum failed because it has given little attention to this vital skill. Thus, establishing a good learning environment in the region requires concerted effort of diverse sectors to meet the realization of the learners' output prospects.

Reflecting on the intensive feedback over his teaching practice during the CELTA course, the researcher has learned that a writing lesson starts with lead – in as a first stage. The aim of this stage is to create a context for the writing task to stimulate known vocabulary as well as getting students engaged and have a good interest in the lesson. During this stage candidates usually bring to the class real objects such watches, smart phones or posters. Students discuss what they know about these objects with the guidance of the teacher. For example, candidates can have students discuss the price of a watch, make, quality or

any other features they know about. The second stage in teaching writing is a gist reading of a given text. Writing is a permanent reading companion, simply because it is difficult to write in any field without previous readings. The significance of reading is clearly stated by Troike (2006, p. 155) who believes that reading is a very important device which enables learners to improve both the L2 academic competence as well as the interpersonal functions to get along in any literate society. Therefore, in this particular stage of a gist reading, the reading text aims at providing students with a good example as a model to read quickly and get an overview as well as getting an overall understanding of it. In so doing, readers go through several integrated activities while reading. First, they attempt to identify the precise topic and each change of topic. Second, they activate the ideas that have been stored in their minds to make sense of what they have just read (Davies & Pearse, 2000, p. 90), as quoted by Grabe (2009, p. 4).

To have an active learner – centred class, candidates can simply highlight things about the model text and ask students to create their own written text. The aim of the next stage is to enable students learn some key issues such as learning structure and lay out as well as picking up useful language reflecting on the given model. It is found that students' writing abilities can be developed through adapting different approaches while classes. For instance, Kapka and Oberman (2001, p. 73) found that modeling students to write in different genres, different writing knowledge and abilities was effective in developing students' writing capabilities. Moreover, Kowalewski et al. (2002, p. 107) argue that when giving students enough time for practice, they become a model for the writing process. Furthermore, they use the well-written samples which aim at making the production of their own writing a main objective, and this is how students develop the writing skills. Whatever writing approach candidates attempt to choose in this stage, their layout may consist of some facts about the watch, for instance, its model, brand, main features and cost followed by a short paragraph that guide students to the task completion. To examine the layout; students have to apply it to their own writing. In so doing, students try to match the headings with things they like in the watch as mentions by the writer in the paragraph.

To enrich students' vocabulary building as well as language awareness, candidates can effectively use the text to improve their writing skills depending on the type of text itself. Additionally, candidates could ask them to add words with either positive and negative meanings or expressions, and then classify the words into two different columns while reading out the text. It is also important to say that during this stage, increasing the feedback will certainly make the whole process more engaging and may create a collaborative classroom. Given, collaborative learning environment is mostly achievable with the implementation of pair work or group work before students provide the final task. In the subsequent stage students state their ideas clearly through conducting a brainstorming activity, making notes and practice gathering ideas. So, during this stage students work in pairs or groups to share ideas about the selected watch decided in the review example. They generally state the things they like or dislike about the text in a form of making notes and this is how students develop sentence structure awareness since no one is a native speaker of writing, but it is all about practice. Unlike speech, writing is not learned naturally by

everyone but through explicit instruction (Grabe & Kaplan, 1996); as Leki put it (1992, p. 10), " no one is a "native speaker" of writing".

Furthermore, students now organise their notes in a logical manner and start making a rough plan depending on the text type. Then, practically, students begin writing the first draft meanwhile the teacher's role is to monitor and act as a resource. He/ she only interferes to clarify a piece of language and offer necessary advice. Moreover, the teacher needs to make sure that students have enough time to reshape their ideas and think critically about their review text model. The aim of the upcoming stage is to see students showing areal ability in developing, organising and expressing their ideas to construct a text. In this stage they also use relevant language to demonstrate their creativity in producing a good written manuscript. French and Rhoder (1992, p. 70) argue that writing is one of the most tasks that we can be asked to perform. Therefore, it could be viewed as the main area in the curriculum that we associate with creativity. So, it is extremely important, to improve EFL students' composition since writing is believed to be significant skills which learners need to develop throughout their schooling. For further proof reading and checking up spelling mistakes or some punctuation marks problems, the following procedures are possibly effective. Students could read for self-correction to correct their mistakes, or perhaps they could swap with a partner to peer checking. Although revising is a difficult stage for students as found by (Kapka ve Oberman, 2001), however, with the guidance of the teacher they may manage to get it done. Thus, for more revision, students' assessment of the written draft can take place via sharing the draft text with a writing group and then they rearrange the content according to feedback from the group members. In this stage, the students might expand the text with new ideas or remove the unnecessary parts. Meanwhile, the job of the teacher is to give clear instruction ranging from simple to a much fuller checklist depending on both the level of the students and the complexity of the writing text. Students are then going to revise and edit their tasks to develop a kind of self –correction ability and be able to assess their written work. This is where they start thinking critically about their written work, making necessary changes before producing the final version. Afterwards, students move towards improving their product and focusing on accuracy during the next writing stage. Truly, when we write we always consider our audience purposefully. For instance, after writing an assignment candidate pass it to someone and wait for the feedback in the form of grades or comments. Thus, while classes teachers also need to provide students with some kind of an audience and feedback simply because they want to know their weaknesses and strengths regarding the overall usage of correct spelling, the grammar rules and vocabulary building. According to Bello (1997, p. 83) writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class. This process is simply accomplished when the teacher decides to collect in the writing pieces and mark them. After receiving a productive feedback, students could publish their work to have a sense of task completion and they could compare their work with other texts to know the areas where they did well and the ones they need to improve in the upcoming future.

In some cases, students might be asked to state their ideas clearly using more complex sentences while writing a text. Complex sentences are to some extent challenging to students because they consist of two or more clauses. A learner may understand and use complex sentences containing one subordinate clause, but he/she may find it difficult to cope with a sentence where two or more subordinate clauses are clustered together. According to Parrott, "*the more complex the ideas we want to convey, the more complex we make the sentences we use to convey these ideas*" (Parrott, p. 444). And it is the role of teachers to enable students understand how sentences are used in a real teaching situation and then give a feedback based on the correction of the students' written works.

*2.2 Teaching Speaking*

As stated above, we cannot expect students to have a good production of language without being access to effective input sessions. According to Edward (1990, p. 3): "*Listening is an art; and in order to perfect it people must take responsibility for at least their 50 percent of the communication process. "Like prospecting for gold a person may never know when they might strike it rich*".

If listening is an art or it is comparable to gold prospecting operations, we then believe that it is quality requires skillful instruments and tools to make it more brilliant and thus it seems challenging to be attainable in a fragile learning environment similar to the case study of Darfur region. In other words, the quality of language production is always associated with the meaningful exposure of the input sessions. Krashen (1985) pointed out that second language learning was similar to first language acquisition, thus listening was the first step on the way to language proficiency. Based upon Krashen's Input Hypothesis (1985), learners could learn best by exposure to comprehensible input which was slightly beyond their current level competence.

Similar to writing, speaking is also a productive skill in which the students' are requested to produce the language after being committed to concrete input. Therefore, teaching speaking is not actually different compared to writing, except in ordering the lesson stages, speaking has a bit of flexibility. The ordering differences of the stages are chosen according to the kind of speaking task that the teacher wants students to complete and the speaking sub-skills they are going to develop. In a poor learning environment it is also important to consider the quality of the listening materials before students are asked to speak or produce the target language. The literature review shows that oral language was primary to written language and listening comprehension should precede speech production as stated by Asher (1977) in his theory of Total Physical Response. He also emphasized that learners were supposed to listen and obey the orders given by the instructor through actions.

Furthermore, when teaching English to speakers of other languages, some sounds differences might occur. Therefore, teachers have to be aware of what difficulties students may encounter before deciding to practice those areas again and again to enable students overcome them. Since some English sounds do not have equivalent in many languages, students are expected to have problems pronouncing particular words.

This is true when some speakers of Arabic language attempt to pronounce words consisting of (/b/ /p/)

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sounds. The two English dissimilar consonants with the same mouth position are very problematic for Arab learners of English. The reason behind such difficulties is the fact that Arabic language has one sound in equivalent to the voiceless /p/ and the voice /b/ sounds of English. Accordingly, Arab L1 speakers sometimes mispronounce words such as people /ˈpiːpl/ and practice /ˈpræktɪs/, when they unintentionally replaced and confused the voiced and the unvoiced /p/, /b/ usages. In other words, they borrow the characteristics of their L1 to overcome the problem, but instead they worsen it. This situation is linguistically known as mother tongue interference and would regularly result into mispronunciation difficulties.

Similarly Turkish L1 speakers also find it difficult to cope with the following sounds (|θ| and / ð/ simply because these sounds do not occur in Turkish, and they give a great deal of difficulty (Swan, Michael, 2011, p. 216). During the researcher's teaching practice sessions, he had noticed that some students interchange the sound of / ð/ with the /t/ sound. So, the researcher had decided to choose some activities to enable students to go for too much repetition of these two sounds. A repetition aims at making learners experience the movement of the speech organs, especially, the tongue, the mouth and the jaws. We finally think that the students will enjoy this because most of them want to speak English fluently. Fortunately, teachers can use several listening sources available to enable student overcome such difficulties. For example, various listening sources such as teacher talk, student talk, guest speakers, textbook recordings, TV, video, DVD, radio, songs and the internet can be used in a language classroom (Wilson, 2008). However, it seems as if lack of listening resources is behind the poor language production of EFL students in a fragile learning environment of Darfur since in a listening phenomenon, the use of appropriate listening sources has a crucial effect in comprehension.

*2.3 Teaching the Productive Skills in a Fragile Infrastructure Region of Darfur*

As an eye witness, the researcher would like to say that in some contexts CELTA theories cannot be applied without having the necessary tools assigned to them. Hence, with a fragile educational system and a poor infrastructure similar to the situation of Darfur, it is hard to expect a good production of language skills simply because the quality of the input correlates with the quality of the output. In other words, no one could expect students to have access to a meaningful exposure of listening input sessions in a situation where students lack shelters, seating, electrical energy, listening equipment, etc. The literature review shows that implementation of technology in today's EFL classes is extremely important. For instance, Garrett (1991, p. 95) found that technological improvements have increased the types of listening resources in recent years. Thus, teachers as well as students can access listening materials easily via the internet. Furthermore, the computer and interactive technologies allow teachers to select materials of all kinds. They also support teachers to determine the learners' needs, and use the visual options of screen presentation or the interactive capabilities of computer controls to help students develop good listening techniques. As pointed out above, applying the teaching methodology of CELTA course is challenging under the current situation of the poor educational infrastructure in the region. However, with the birth of some voluntary organizations such as Malam Darfur Peace and

Development couple of years ago, we can be certain that these difficulties began to diminish. The presence of this voluntary organization in the region contributed to the construction and reconstruction process of numerous vital institutions that have been destroyed as a direct effect of war particularly. The organization is named after Al-Malam area in South Darfur State which is located at the strategic crossroads between the two main cosmopolitan cities in Darfur (Al-Fashir & Nyala). As the name suggests, the organization was born with multiple purposes that contribute for sustainable peace and development in the region. Nonetheless, it is impact on education sector was vital particularly when it comes to rehabilitation of the overall educational institutions and the provision of modern educational materials to the schools of the territory. For example, the literature review shows that the organization has assisted the local communities in Al-Malam and the surrounding villages by providing integrated services for the development of some educational projects. The integrated services include the refurbishment of basic schools, the supply of student seating and the provision of essential school materials to a substantial number of students. Generally speaking, we can say that what has been accomplished by the organization, had deeply convinced hundreds of people from Al- Malam and the surrounding villages of Kailla and Turbo to leave the displaced camps around the two cosmopolitan cities (Al-Fashir & Nyala) as well as the town of Shangel Tobai to return back to their abandoned villages. Fortunately, the strong voluntary return had its positive impact on turning the wheel of the production chains in the entire region. Moreover, the flow of returnees is ongoing as many displaced are intending to go back for cultivating their ancestral land including the researcher himself. This voluntary repatriation was not possible without the huge efforts presented by the organization and more precisely by two local boys who have been dedicating their life for the sustainable development of the region and the stability of its people. In names the researcher would like to salute the efforts carried by Mr. Lukman Ahmed, the Chief Washington Correspondent of BBC Arabic TV and Mr. Ataib Mohammed Abdulrasol, a generous local boy based in Saudi Arabia for making the dreams of many displaced come true via supporting a huge program for stability and boosting development. Their courageous efforts are clear in terms of funding and from the point of view of a public profile. They have been contributing financially through convincing multiple international funding organizations including the Isalmic Development Bank (ISDB) for carrying out a formidable job towards the re-establishment of returnees. Now the strong voluntary return profile has convinced the (ISDB) delegate to conduct a field visit to the region in order to found more development projects including the establishment of new secondary and basic schools. Of course these efforts can truly establish for continued grounds that strengthen the hope for the reality of voluntary repatriation to a large number of displaced people. No doubt that the birth of this organization has represented as a hope that comes like a light in the midst of darkness. Simply because the organization has also contributed in supporting various service sectors in the region. For instance, the literature review shows that the organization has provided medical supplies and contributed in solar energy projects to secure drinking water sources and drilling wells for the much needy ones. Moreover, Malam Darfur Peace and Development organization

has also been providing significant contribution in different areas including education not only to the local community of Malam, but also to the people of the entire region of Darfur.

Therefore, the researcher is very optimistic that through the contribution of such voluntary organizations the region will witness a distinguish education system. To mention just a few, it may witness the establishment of modern schools and the development of learning and teaching facilities that facilitate the implementation of the communicative learning approach. As noted previously, the researcher is reflecting on accumulative knowledge on the basis of his teaching experience in Saudi Arabia where the issue of infrastructure is not among the hindrances of applying the methodology of the communicative learning. But, it seems as if the fragile infrastructure is the main obstacle that prevents the application of these approaches in Darfur. Moreover, when comparing the situation of the infrastructure in Darfur with what the researcher had experienced in Turkey during the CELTA course, truly speaking, the difference is very huge. Accordingly, supporting and encouraging the efforts presented by the non-governmental organizations such as Malam Darfur Peace will positively impact the stability of the local communities in the region. And will definitely contribute to the reconstruction and rehabilitation processes of the totally destroyed infrastructure, especially the educational institutions.

## 3. Material and Methods

The data collection process is undertaken via a qualitative method where the researcher interviews some CELTA candidates to shed light on their teaching approaches before and after experiencing the qualification. The study attempts to determine the differences they have observed in a real EFL context after they have successfully completed the course. The following questions were put forward for the data collection procedures.

1.     How is CELTA methodology applicable in different contexts?

(Before taking the course, teaching, for me, refers to some considerations of respected teachers and my own assumption of what should be down inside the class. In other words, the matter went on without a touch of enough teaching knowledge. However, the application of the course methodology requires some modern instruction and teaching methods which are rarely found in some remote areas in Sudan. Therefore, we think that the participation of some private sectors and civil society organizations is vital in providing educational aids to meet the demands of the establishment of modern educational system in these remote areas.

2.     How does its application influence the development of English productive skills in various contexts?

(There are many things to mention, but the most remarkable are neat lesson planning, perfection of the lead-in and the importance of setting a context before introducing the target lesson. Furthermore, students may encounter some problems such as poor quality of receptive skills that correlates with the quality of the productive skills as well.)

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3.      How can some private sectors contribute in rehabilitating a good educational infrastructure in the region?

(Voluntary organizations can contribute to the reconstruction processes of educational institutions through their ability to obtain external support as well as through the contributions of charitable members from the region.)

## 4. Summary and Findings

Reflecting on the above questions, it is to be said that CELTA course has totally changed the researcher's concept about EFL learning and teaching. The course has also resulted into an overall teaching improvement for those being interviewed. First, the researcher has joined the course with an accumulative experience of teaching large classes with maximum (50) and above students particularly during the last five years in Qassim University. With reflection to the teaching approach in such a teacher - centred classes, the researcher could say that it was mainly a lecturing one where students were just passive listeners. However, after CELTA course the researcher is used to teaching large classes through focusing on mini lectures. For instance, the entire class of three hours could be broken down into small segments, of (30) minutes lecture followed by a feedback to keep the class active. Likewise, the researcher also learned the importance of the pair work, as well as the group work discussion regardless the size of the class. Concerning the study subjects being interviewed, the most remarkable things they learned from the course are the importance of the neat lesson planning, perfection of the lead-in and the significance of setting a context before introducing the target lesson. However, applying these tangible theories in Darfur region is extremely difficult unless decision makers invest more money to improve the quality of the overall educational environment. And the good news is that some private-sector organizations have been working hard in order to promote the teaching and learning environment in the region. To sum up this section, it can be said that the researcher's overall EFL teaching quality has been improved after happening to CELTA qualification. Additionally, a huge changes in learning teaching large classes have been achieved simply because teachers can also learn how to teach reflecting on their experiences and training courses as found by Scrivener, who clearly stated that "it is not just the students who do the learning, but you do as well" (p. 370).

## 5. Recommendations

▪      Foremost, private sectors are requested to come forward to run educational institutions so as to eradicate the educational gap in the region.

▪      It is extremely important to encourage and support the efforts of the voluntary organizations such as Malam Darfur Peace and Development to realize the hopes and aspirations of the people of the region via contributing and providing essential educational facilities.

▪      It is also important to understand the organization's successful experiences in supporting the education sector and to consider it as a role model throughout Darfur region.

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▪        The efforts of the local boys must be combined at home and abroad in backing the educational process in the region with necessary material and financial support.

▪        We also recommend many more domestic organizations to work together with the international organizations to advance the educational process in the entire region of Darfur.

**Abbreviations**

CELTA: Certificate in Teaching English to Speakers of Other Languages

CLT: Communicative language teaching

TP: Teaching Practice

CCQS: Concept Checking Questions

TTT: Teacher Talking Time

STT: Student Talking Time

TB: Task-Based

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