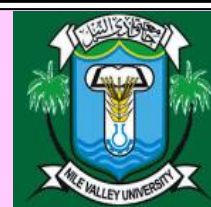




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## The Effectiveness of English Language Teaching through Applying Total Quality Management

(Khartoum Locality for the Academic Year 2019/2020)

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### Abstract

This paper focuses on the concepts of total quality management and the effectiveness of its integration in the English language teaching in Khartoum Locality secondary schools. The purpose of the study is to determine to what extent are the concepts of Total Quality Management applied in teaching English as a foreign language in secondary schools in Khartoum region as perceived by teachers of English. Qualitative data has been conducted through distributing the questionnaire among fifty teachers of English spreading out on 10 different secondary schools in the region. The most strongly comments by the interviewed educators and expert's principle concentrates on customer focus, while the strategic planning and process and system approach are the least important of total quality management principles applied in schools. The study finds out that the implementation of Total Quality Management overcomes many challenges. As far as the teachers are not professionally trained and acquainted with total quality management, the responses indicate lack of commitment by management and some staff members of cooperation which was registered at (89.2%), lack of organizational culture in the school reached up to (86%) lack of pre-service and in-service training (86%) lack of funds for availing needed resources was (82%) poor motivation and job satisfaction among team players turns out to be (72%). Ambiguity and ineffective communicative competencies turns out to be at (82%). All these factors together represent the major challenges in the implementation of Total Quality Management practices in secondary schools in Khartoum locality which has not been implemented yet.

**Keywords:** Total Quality managements, Requirements, Standards, Competency, information communication technology.

## فاعلية تدريس اللغة الإنجليزية من خلال تطبيق إدارة الجودة الشاملة (محلية الخرطوم للعام الدراسي 2019/2020)

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### المستخلص

تهدف هذه الدراسة الى تطبيق مفاهيم ادارة الجودة الشاملة في عملية تدريس اللغة الانجليزية في المدارس الثانوية بمحلية الخرطوم للعام الدراسي 2019.2020- و قد شارك في هذه الدراسة ما مجموعه 50 معلماً من مدارس المحلية المختلفة تم اختيارهم من بين عدد 10 مدارس في هذه الدراسة وذلك بغرض الاجابة عن فرضيات الدراسة والتي تمحورت حول الاجابة عن فرضيات اخذت بعناية واحتوت علي مبادئ ومعايير ومفاهيم وفلسفة ادارة الجودة الشاملة وذلك خلال العام الدراسي 2019 / 2020. كما قام الباحث باجراء مقابلات مع عدد 10 من كبار موجي اللغة الإنجليزية بصفتها لغة أجنبية في المدارس الثانوية في الخرطوم وبعض الخبراء التربويين والمختصين في مجال اللغة الانجليزية في السودان-الخرطوم وذلك بغرض تدعيم الدراسة نوعياً. تم جمع البيانات للاستبانة باستخدام مقياس ليكرت لتحديد مدى استعداد و امكانية تطبيق وممارسة مبادئ ادارة الجودة الشاملة من المشاركين المدرسين وعددهم 50 معلماً بينما اجريت المقابلات مع 10 من كبار المعلمين للغة الانجليزية والمشرفين التربويين والاداريين وذلك بغرض اعطاء مؤشرات نوعية لقياس مدي امكانية تطبيق مبادئ ومفاهيم وفلسفة ادارة الجودة الشاملة في مدارس القطاع الحكومي وتحقيق الفعالية المطلوبة وتحسين فعالية تدريس اللغة الانجليزية وتعميم نتائج الدراسة. تم اجراء مقاربات ومقارنات بين كل من مساهمات التربويين والخبراء ومصممي المناهج واللغويين في مجال الدراسة ومساهمات فقهاء ادارة الجودة الشاملة كنظرية ادارية جديدة في ادارة السلع والخدمات وتم التركيز على تسع محاور منها على سبيل المثال لا الحصر القيادة وأثرها في توضيح الرسالة والرؤية واسناد الوصوف الوظيفية وتحديد المسؤوليات الممنهجة في تدريس اللغة الانجليزية للمتحدثين بغيرها من اللغات الأخرى وتناولت الدراسة ايضا تعليم اللغة الانجليزية للصغار والكبار. ثم بعد ذلك محوري تقييم مناهج القياس والاختبارات والتقويم وختتمت الدراسة المحاور لهذا الغرض بالتحسين المستمر وكانت مؤشرات نتائج الدراسة ومخرجاتها ذات مؤشرات جيدة للغاية فيما يتعلق بمؤشر الثقة والصدقية ودرجة الحرية والتي في معظمها وقعت ما بين نسبة 92% و89% و82%. وهي بالطبع اقل من الواحد الصحيح وذلك وفقا لمخرجات ونتائج الدراسة. كما اظهرت الدراسة تدني نسبة التعاون بين الاساتذة في اقسام اللغة الانجليزية وخاصة فيما يتعلق بالتدريب واخذ المعارف والخبرات فيما بينهم وكذلك غياب ثقافة الجودة المؤسسية في المدارس وضعف كفاءة جدارات غالب المدرسين وتدني توفر الوسائل الضرورية من وسائل الحواسيب بصورة ملبية لجميع المتطلبات.

كلمات مفتاحية: الجودة الشاملة، متطلبات، معايير، الكفاءة، تكنولوجيا المعلومات والاتصالات.

## Introduction

In recent years, there has been a dramatic change in the scope of English language teaching worldwide and an increasing demand for competent English language teachers, as well as for language programmers that can deliver the English language skills and competencies needed by today's global citizens. What its cost and benefits are to those who seek to learn it, the different motivations teachers may have for teaching of English and the different circumstances in which they perform it. This article seeks to clarify the effectiveness of teaching English by applying total quality management and some of these issues related to quality management and to describe how English language teaching is realized in Sudan to relevant different parts of the world. Quality is a broad abstract concept that can be applied to improve every life aspect. Quality gurus like Joseph Juran, Deming Edward, Tom Peter and Crosby have set different theories and approaches which are exemplified in a set of quality management practices to improve an organization's performance. English language teaching in schools and educational institutions all over the world face a challenge to continuously improve. The increasing global competition has caused institutions and schools to realize that they need to rapidly respond to successfully compete in this marketplace. The strategies that an academic institution schools pursue have a major impact on the institution's performance relative to that of competitors. For most, if not all, English language teaching in schools and educational institutions, achieving superior performance relative to rivals is the ultimate challenge. The adoption of total quality management approach will enable English language teaching in schools and educational institution to manage quality at all functional areas. It is a holistic approach that allows the participation and contribution of everyone to the quality improvement process of the institution and schools.

This article is not about adding to these rational approaches of teaching (Applied Linguistics Approaches Studies), which have already been sufficiently tested and investigated. It displays the evidences of success and respect based on the scientific approach of research and interpretivism besides constructivism approaches of research. This effort may add a new approach to classical and modern ones, but till this moment, this paper is an academic work by two researchers to look upon how to revolutionize these approaches, insert and implement the essence, spirits and concepts of total quality management for the purpose of improving the quality of teaching in Sudan and to achieve the effectiveness of teaching English in public secondary schools of Khartoum locality and then publishing the paper among public schools for the purpose of dissemination knowledge of quality. This International Standard and paradigm employs the process approach, which incorporates the Plan-Do-Check-Act (PDCA) cycle and risk based thinking. Plan: Set quality policy of teaching, develop vision and mission statement of quality management strategic quality planning and put objectives. Do: implement the plan and Accumulate data for analysis.

Check: implements monitoring, evaluation, assessment and measurements and, Act: is to benefit from the three preceded points and avoid the recurrence of mistakes and unintended results, while the risk-based thinking methodology is to overcome preventive actions to minimize the cost of extra actions and activities which remain time and money consuming.

### **Statement of the Problem**

Lack of quality in handling processes and operations in teaching and learning constitute one possible obstacle. The answer to such a question includes the following points:

To what extent does absence of planning, vision and mission influence the delivering and carrying out of English courses in a timing scheduled way. How far does quality management plan have an impact on the Evaluation of methods, environmental conditions of works and related issues of language teaching, Teacher's motivation as well as students and learners' motivations plus students' interests, Student's intelligence, variations between students and learners Studies Student's age are all involved in the subject matter. How can that be justified and turned into real practices? Teaching children differs from teaching adolescents or adults (Pedagogy and Andragogy)

### **Objectives of the study**

Stating a policy which helps to attain quality achievement in all teaching and learning activities is offered within Khartoum locality secondary schools as an integral part of the Ministry of Education commitment to quality and beyond quality (excellence) in teaching English language and opportunity at all levels of education in this coming future specially after the new commitments of Sudan with the collaboration of the international community.

The purpose of this study is to achieve knowledgeable, competent and skillful teachers through the implementation and dissemination of total quality management themes and philosophy. The primary goal of quality in teaching English language and education is to ensure that all learners have opportunity, of getting the benefits of teaching and learning of English language and to become fully participating members of their groups, societies and the global community. This can actually be done and implemented through total quality management concepts, principles and philosophy.

Quality of teaching English language promotes the opportunity for all age groups to acquire English of such a standard that everyone has equitable and positive opportunities for personal development. To ensure this, The Ministry of Education, Authority and officials at Khartoum locality are committed to meet

the purpose of teaching English according to international requirements and standards for life, Khartoum locality and Education Master Plan Expectation should be formulated as follows:

1) All participants of the study are equal and semi identical in their circumstances i.e. they can be described as homogeneous groups whether working in the field of teaching or learning. They are from Khartoum locality (Sudan) and they will have equal access to quality teaching and learning opportunities in English language learning across the full spectrum of human endeavor at the age of 6 to 7 years and older should be maintained.

2) Ministry of Education plans that all community members in the ministry can enjoy opportunities to fulfill their potential, prosper and participate in the social, political and cultural life of the societies, communities, state and nation.

3) The UNESCO "Education for All" policy which includes: Goal 6: Improving all aspects of the quality and excellence of education with measurable.

#### **Study Questions:**

1/ How far do total quality management concepts have a positive impact on improving the EFL classrooms performance?

2/ To what degree do schools administrators, academic units and teachers use the planning, vision and mission in improving teaching of EFL performance?

#### **Study hypotheses**

1] There is a relationship of a significant indication between teaching of English through concepts of total quality management and the classical approaches of teaching and education.

2] Using quality planning as a principal of total quality management, which include (vision, mission, and strategies) has a positive impact on the management of classrooms in improving teaching of EFL.

#### **Significance of the Study**

Only few educationalists, teachers and researchers have conducted works on total quality management in relation to education in Sudan. This article is intended to put the total quality management systems and tools of analysis and evaluation into service of English language teaching and learning. Total quality management as a new paradigm shift cover all aspects of organizations activities in product and service. One of its important principle is (customer focus). Customers are treated as (focal point) to all operations, processes in the systems of management. Stakeholders constitute all partner's suppliers, shareholders,

community, society, people, and government for instance in education customers can include (Students, learners, teachers, educators, evaluators, syllabus and curriculum designers, government, community, suppliers, nation, and state). The final destination and target of total quality management is to meet customers' requirements, needs, wants, expectations, standards and their satisfactions. And finally to achieve victory.

### **Conceptualization of the study**

Total quality management is only concepts, philosophy and principles that can be inserted as an added value. The International Standards and total quality management are both enable an organization to use the process approach, coupled with the PDCA cycle and risk-based thinking, to align or integrate its quality management system with the requirements of other management system standards. This article study is intended to apply total quality management into improving English language teaching. It is not only paradigm of total quality management, but also it is considered as phase one to International Standardization Organization (ISO) which has the compatibility that can emerge to include all Models and Programs of Excellence and Awards of Excellence that can be implemented without causing negative consequences that affect the rational theories, approaches and methodologies of teaching English language. It is complementary to requirements for products and services that Education and teaching of English language lies on the area of the sector of services. International Standardization Organization was established first in London in 1948 for two purposes: First purpose was for the unification of all international standards while the second purpose was concerned with how scholars and scientists will contribute to the developments of these standards. Applied Linguistics Associations all over the world pour its' all activities and programs for the same trend and river of knowledge. Late in 2018 International Standardization Organization issued Education Quality Assurance and Management systems which looks after accreditation of quality assurance of teaching and teachers under series (ISO 21001 -2018). This article is only stepping towards applying "Total Quality Management" as a framework of concepts, philosophy and principles looking after improving the quality of English teaching not as a certified requirement.

The English language has a complex status in today's world. For some people, it is acquired as a first language. For some people and countries, it may be learned at school as a foreign language, and be essential for academic and professional success. For others, it may represent a subject that they are required to study in school, but for which they have no immediate need. English language means different things to people in different parts of the world. For some, it may arouse positive feelings – as the language of pop culture, media and social networking. For others, it may have associations with colonialism, elitism or social and economic

inequality. English today has a unique status, as a consequence of the role it plays around the world and its function as an 'international' or 'world language'. It has been described as the world's lingua franca. Although some 380 million people are said to speak it as a first language in countries like Australia, Canada, the United States and Great Britain, a further 600 million people use it, alongside other languages, as a 'second language' – in countries like Sudan, Nigeria, India and the Philippines. English is learned for many different reasons. It may be an essential tool for education and business for some learners; it may be the language of travel and related activities of sightseeing for others; and it may be needed for social survival and employment for new immigrants in English-speaking countries. This article is intended to improve the teaching of English in Sudan by applying a new paradigm shift in acquiring and learning the English language sufficiently. The idea is to produce total quality management as a technique or a newly method in order to improve teaching of English for the purposes of achieving the objectives of educational authorities in Sudan. The key aspect of total quality is that the focus is on people and the processes in an organization and not only the output. It is expected that if the processes are well controlled, then this will lead to excellent results. The Business Dictionary (Jonathan Law, 2016) defines total quality management as "a holistic approach to long-term success that views continuous improvement in all aspects of an organization as a process and not as a short-term goal". Quality in service, government and education has been made on basis of quality cost, this idea originates by Edward Deming in his book "The New Economies for Service, Industry and Education (Deming, 2005). "American Census shows that the overwhelming majority of American work in service government, or education organizations or performs service functions in manufacturing organizations". Improvement in our standard of living on highly dependent on better quality and productivity in these sectors of economy. As Deming says and writes "A denominator common to all organizations is that mistakes and defects are costly. The further a mistake goes without correction the greater the cost is to correct it. A defect that reaches the customer or recipient may be costliest of all". The principles and methods for process improvement are the same in all organizations. The system of profound knowledge and 14 points apply equally to all sectors of economy.

### **Towards conceptualization of new road map**

In terms of the article, the writers are intended to give very important notes of quality management system plus the most important principles that help in producing or implementing quality, is that (quality cannot be carried out without the involvement and commitment of the leaders, top management levels and the teachers responsible for the teaching and learning process). "Managing the Teaching Team" and explore the issues involved in the way groups of teacher's function as a group. The writers are intending to establish and create a model of implementing road map to quality management to Sudanese schools which needs to

change the ways of carrying out classes by teachers and to stick to criteria which suit the norms, culture, behavior and conditions of Sudanese society. This article paper is also intended to mention and study some of the new waves similar to quality themes and concepts which are carried out and conducted by the researchers, educators, curriculum designers, teachers and training specialists in education and English language teaching. The article paper will concentrate on the criteria that the two writers propose and believe on a model which will be constituted of drivers of change for effectiveness of English language teaching as follow:

(1) Leadership Commitment. Top management levels of different managerial levels, educators and teachers is very essential and crucial to operations and processes of implementing total quality management approach (TQM).

(2) A principle –based approach in teaching English (TESOL), this theme is carried out by two researchers introduce the notion of a principles-based approach. Based on acronym of (create), the six principles are collaboration, relevance, evidence, alignment, transparency, and empowerment (CREATE).

(3) Ensuring quality assurance in language teacher education which is implemented by in India strongly advocates the introduction of a reformed pre-service teacher education program. And by George Pickering and Paul Gunashekar (2016) in their selected paper Ensuring Quality in English language Teacher Education.

(4) Information communication technology in process of teaching (ICT). In spite of usage of technology very earlier in education if we consider boards and different aids used in teaching, the new era of technology is now shaping all aspects of life and activities and mainly gives new added values to teaching and learning of English language.

(5) Competency- based training methodology, this term competency– based training methodology is mainly tailored for the civil aviation organization to train employees and engineers working in the field of civil aviation who use appropriate and standardized English to carry out and deliver their tasks and activities (Teaching English for Business purposes).

(6) Motivation of English language teachers and their learners in relation to quality customization themes and quality guru's contributions`.

(7) Pedagogy and Andragogy of Teaching English language for learners of different ages in relation to quality customization.



(8) Approaches of Language Evaluation, Testing and Measurement which includes the program approaches of evaluation, types of English tests and the good quality of English language tests and measurements.

(9) Continual Improvement of teaching operations, processes and related needed elements of achieving the strategy and their strategic goals.

The model which is created and delivered by this article can be provided in this formula: (Leads through, Enhancing and maintain of ensuring Quality Assurance of Teachers Education by implementing, A Principle Based Approach and Sustain Quality Assurance of teachers. By using, Information Communication Technology (ICT) Based on Competency Based Training Methodology to achieve, Motivated Teachers and Learners who are capable of doing their work such well. Taking into consideration their Psychological Factors of Teachers and Learners and this will enhance them to use skillful Methodologies of dealing with different ages (Pedagogical and Andragogical). By Applying Approaches of Evaluation, Testing, Measurements and Assessment, to Achieve Continual Improvement of Teaching English Language).

2.3 (LEAP to INFO to COMPACT = (VICTORY in ENGLISH LANGUAGE TEACHING)

Or it can lead to a modern new born approach (A multi-Disciplinary Quality Approach of Contemporary English Teaching)

1/ Leadership: Commitment to quality concepts, planning, vision, missions and strategy, assign of responsibilities, empowerment, transparency and accountability.

2/ Ensuring Quality Assurance: Ensuring Quality Assurance Education of Teachers.

3/ A principle Based Approach of Teaching: Acronym (CREATE).

4/ Pedagogical: Enhancing communicative skills of pedagogical and andragogical skills and avail the needed training and resources.

5/ Information Communication Technology (ICT): Using different accessibilities websites, browsers, Emails, podcast, videos etc. to enhance the teaching and learning of English language.

6/ Competency Based –Training Methodology: This methodology deals with the way how materials, content and the tools of training tailored to achieve knowledge, skills attitude and the appropriate experiences.

7/ Motivation of Teachers and Learners: Motivation and rewarding are very essential depending on psychological factors by creating the right climate for change and providing good environmental conditions to enable both teachers and learners to achieve their personal achievements.

8/ Approaches of Evaluation and Testing of Language: Evaluation, analysis, testing and measurements are crucially important to complete the cycle of teaching and learning.

9/ Continual Improvement: Sustainability of quality and excellence in teaching and learning of the English will bring life to the cycle of achievement.

### **Methods and design**

In terms of ontological perspective, the writers follow and trace most of contributions of quality gurus that related to new ideas, theories and practices to improve the sector of service because teaching lies in the area of services. The writers of this article write and give summarized ideas about short definitions of total quality management, principles, concepts and philosophy. On the other side of epistemological perspective, writes try to link between the contributions of linguists and experts in the field of teaching English and integrate them with the contributions of quality systems and management and refer to Deming 14 points, theory of profound knowledge and other ideas such as (zero defect) which is highlighted by European quality guru Philip Crosby and they draw a kind of link and relations between what experts in educational field such as a principles task- based approach, competency training based approach, quality assurance of teachers in Great Britain and Andragogy/Pedagogy approaches in terms of customization in total quality management and meeting the needs and the wants of customers.

Finally, the writers use a quantitative method by a plan to carry out a questionnaire which is distributed to 50 of qualified experienced teachers, teaching English for 10 selected schools in Khartoum locality and also the writers use a quantitative method by interviewing at least a number of (10) ten experienced teachers, educators and specialist (3) three of them are of top managerial educators whom they response to opened ended questions.

### **Study design**

This article is used a mixed methods design. The data collection tools consist of both closed questions that produce quantitative data builds on 5 Likert scale answers strongly agree, agree, strongly disagree, disagree and neutral, and open-ended hypothetical statements that produce qualitative data. The data measure what it is supposed to measure. There are different types of validity. Content and construct validity are tested as well as reliability which is the quality of language being reliable. Language test reliability is the consistency of a test in measuring what it is supposed to measure.

### **Sample of the study**

The target population consists of teachers employed in secondary schools at secondary levels and at least (3) of top managerial level. The limitation of the study is Located in Khartoum locality, teachers of adult and children learners in these educational institutions of secondary schools. Students that achieve good marks at the former Examination at elementary level. Selection is based on random convenience sampling. The random sample of the study which will complete the questionnaire consisted of 50 English language teachers from 10 secondary schools in Khartoum locality. Interviews conducted with (7) English language teaching teachers from 10 different schools (governmental sector) and at least three (3) of top managerial level of expert educators based on convenience sampling. About seven teachers are selected for interviews the total sample of (50) who completed the interviews and responded to questionnaire.

### **Data analysis**

In order to answer the article questions, descriptive statistics (means, medians, standard deviations and frequency counts) are used to determine both the level of the ELT community involvement in the top managerial level operations and their perception about TQM principles applied in ELT schools and educational institutions. The qualitative data will be coded and analyzed by identifying categories and emerging themes. The analysis is done inductively with no set of prior assumptions and the researcher is seeking to identify patterns. The reported quantitative data and descriptive statistics are analyzed with numbers assigned to the scale from strongly agree to strongly disagree. Results will be in tables and graphs showing percentages, frequency distributions, means, medians, standard deviation, reliability, validity and trust.

### **Study method**

The study instrument developed and used in the study is a questionnaire having five point Likert rating scale (1-strongly agree through 5-strongly disagree). The questionnaire is developed on the basis of literature of total quality management and awareness of English language teachers through different secessions ,site visits focusing groups and handout sheets and site visits to schools by the writers which include more than the targeted teachers (50) teachers and experts as well as carrying out interviews with at least (7) seven English language teachers to measure and weigh their perceptions and answering hypothetical questions about the applying of total quality management for gaining the effectiveness of English language teaching.

## Analysis and Findings

### The first hypothesis

The first hypothesis which refers to the low levels of satisfaction and motivation of teachers and learners shows strongly and agree response of 90%. It is evident from Table (1) that the study sample included (123) answers with a percentage of 49.2% who strongly agree with all the statements of the first hypothesis, and 76 answers with a percentage 30.4% agree, 15 answers and 6% are neutral, 20 answers with 8% disagree, and 16 answers with 6.4% disagree strongly. The calculated chi square value is indicative. The differences between the numbers of answers agree and strongly agree with what came in all the expressions of the first hypothesis 57.9 and this value is greater than the tabular chi-square value at the degree of freedom 4 and the level of significance 1% of 13.28, and depending on what is mentioned in Table (2), this indicates the existence of statistically significant differences and at the level of significance (1%) between the answers and in favor of the answers they agree with what was stated in all the expressions of the first hypothesis.

From the foregoing, we conclude that the hypothesis of the first study, which stated that: "Teaching of English through concepts of total quality management has an impact on improving of teaching English." has been achieved.

### The second hypothesis

Using quality planning (vision, mission, and strategies) has an impact on the management of classrooms in improving teaching of English. It is evident from table (4) and figure (4) that the study sample included 132 answers with a percentage of 52.8% who strongly agree with all the statements of the first hypothesis, and 75 answers with a percentage 30.0% agree, 16 answers and 6.4% are neutral, 17 answers with 6.8% disagree, and 10 answers with 4% disagree strongly. The calculated chi square value is indicative. The differences between the numbers of answers agree and strongly agree with what came in all the expressions of the first hypothesis (89.2) and this value is greater than the tabular chi-square value at the degree of freedom 4 and the level of significance 1% of 13.28, and depending on what is mentioned in Table (2), this indicates the existence of statistically significant differences and at the level of significance 1% between the answers and in favor of the answers they agree with what was stated in all the expressions of the first hypothesis.

### The first hypothesis

Teaching of English through concepts of total quality management has an impact on improving of English teaching English.

**Table (1): The median and degree of freedom and chi square of the study samples. Answers to the first hypothesis statements**

Statements	Median	Explanation	Degree freedom	Chi square
There are low levels of satisfaction and motivation among teachers and students	4	Agree	4	57.9
There are generally unprepared classrooms and time is not employed appropriately by teachers.	5	Strong agree	4	52.7
Activities are not motivated nor are objectives appropriate to learners needs.	4	Agree	4	98.2
There is a little systematic, alignment and significant reflection on the teaching process with department.	4	Agree	4	27.1
Generally tasks are not meaningful or relevant and not aimed at increasing communicative competence.	4	Agree	4	79.9
<b>All phrases</b>	<b>4</b>	<b>Agree</b>	<b>4</b>	

It is evident from Table (1) that the study sample included (123) answers with a percentage of (49.2%) who strongly agree with all the statements of the first hypothesis, and (76) answers with a percentage (30.4%) agree, (15) answers and (6%) are neutral, (20) answers with (8%) disagree, and (16) answers with (6.4%) disagree strongly. The calculated chi square value is indicative. The differences between the numbers of answers agree and strongly agree with what came in all the expressions of the first hypothesis 57.9 and this value is greater than the tabular chi-square value at the degree of freedom (4) and the level of significance 1% of 13.28, and depending on what is mentioned in Table (2), this indicates the existence of statistically significant differences and at the level of significance 1% between the answers and in favor of the answers they agree with what was stated in all the expressions of the first hypothesis.

From the foregoing, we conclude that the hypothesis of the first study, which stated that: "Teaching of English through concepts of total quality management has an impact on improving of teaching English." has been achieved.

### **The second hypothesis**

Using quality planning (vision, mission, and strategies) has an impact on the management of classrooms in improving teaching of English.

It is evident from Table (2) that the study sample included 109 answers with a percentage of 43.6% who strongly agree with all the statements of the first hypothesis, and 88 answers with a percentage 35.2% agree, 16 answers and 6.4% are neutral, 19 answers with 7.6% disagree, and 18 answers with 7.2% disagree strongly. The calculated chi square value is indicative. The differences between the numbers of answers agree and strongly agree with what came in all the expressions of the first hypothesis 120.1 and this value is greater than the tabular chi-square value at the degree of freedom 4 and the level of significance 1% of 13.28, and depending on what is mentioned in Table (2), this indicates the existence of statistically significant differences and at the level of significance 1% between the answers and in favor of the answers they agree with what was stated in all the expressions of the first hypothesis.

**Table (2): The median and degree freedom and chi square of the study samples Answers to the second hypothesis statements**

Statements	Median	Explanation	Degree freedom (df)	Chi square
Classes are generally unprepared and class time is not employed appropriately by the teacher.	5	Strong agree	4	120.1
Departmental reports of students are done and used at the end of the year (final exams).	5	Strong agree	4	89.5
Levels of co-operation within department members are low and communicative climate doesn't enhance decision making progress.	4	Agree	4	56.8
There are a little share of a mount of self-evaluation and assessment and external evaluation.	5	Strong agree	4	42.7
There is a little care for using information communication technology in enhancing teaching, although ICT is shaping the world.	3	Neutral	4	27.3
<b>All phrases</b>	4	Agree	4	

From the foregoing, we conclude that the second hypothesis of the study, which stated that: "Using quality planning (vision, mission, and strategies) has an impact on the management of classrooms in improving teaching of English" has been achieved.

**Table (3): Stability and statistical validity of the responses of the survey sample members to the questionnaire**

Hypotheses	Stability coefficient	Validity coefficient
First hypothesis	0.87	0.93
Second hypothesis	0.68	0.82
The questionnaire is complete	77.5	87.5

Source: Prepared by the researchers from the field study, 2021

It is evident from the results of Table (3) that all of the reliability and validity coefficients of the answers of the survey sample members on the statements related to each of the three axes of the article paper study, and the complete questionnaire were greater than 50% and some of them are very close to 100% than It indicates that the questionnaire is characterized by very great reliability and validity in order to achieve the research purposes, and make the statistical analysis sound reasonable and acceptable

### Recommendations

From analysis and findings of the study, the following recommendations are required to be implemented:

1. Ministry of Education in Khartoum State in collaboration with Khartoum locality education officials should organize seminars, workshops and conferences for teachers where total quality management attributes will be discussed for continuous quality improvement in education system and in teaching for the improvement of English language teaching.
2. Educators and teachers of English language should be fully committed to every activity of total quality management for continuous quality improvement in secondary school administration.
3. All interested partners and participants in the subject matter should conduct various plans and policies for the schools to the teachers for promoting effective school learning and teaching of English.
- 4/ Implementation of total quality management is economic wise and it looks after achieving objectives of education for the service of nation, state and future.

Finally, the writers of this study are declaring a new born of approach in teaching of English approaches, which can have the name of "A multi-Disciplinary Quality Approach of Contemporary English Teaching". One of the feature and characteristic of this new born approach is the compatibility. Compatibility, means that this new approach is subjected to different trends of great evolutions, new technology, new creations, innovations as well as the different tools, methods, and techniques that are used in different versions of quality management systems, standards and requirements. And for sure to take from

the different approaches and methods which already are established according to the areas that need to be improved.

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