Evaluation of SPINE Textbooks for Teaching English in Sudanese Secondary Schools
From the Point of View of English Language Teachers in Khartoum State

A Thesis Submitted to the University of Khartoum for the Degree of Ph.D. in Education (Curricula & Methods of Teaching)

By:

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وبه الإعانة بدءًا وختتماً وصلى الله على
سيدنا محمد ذاتاً ووصفاً واسماً
بسم الله الرحمن الرحيم

( أفمن يمشي مكبًا على وجهه
أهدى أمن يمشي سوياً على
صراط مستقيم)

صدق الله العظيم

سورة الملك  آية رقم 22
Dedication

To My Late Mother,

To My Dear Father,

To My ever-loving Husband

To My Beloved children

To My sincere sisters and brothers
Acknowledgements

A number of people have influenced the development of "Evaluation of SPINE Textbooks for Teaching English in Sudanese secondary Schools" and have changed the private job of writing into something much more like real collaboration whether directly or indirectly.

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I would like to say a sincere thank you to everyone who has helped and supported me.

Nevertheless, any shortcomings regarding the present thesis remain my responsibility.
Abstract

The thesis is concerned with the Evaluation of SPINE Textbooks for Teaching English in Sudanese Secondary Schools.

The researcher applied descriptive methodology to realize the study objectives. Questionnaires and interviews were used as tools for the data collection.

Questionnaires were directed to the teachers of the model secondary schools in Khartoum state. Interviews were made with the experts and supervisors of the English language in Khartoum state.

After analyzing the data statistically the researcher concluded the following results:

1- Although there is sufficient variation of material in the content of SPINE textbooks of the secondary level most of the content is not interesting, not up-to-date and does not suit the students' age.

2- The emphasis on the books of the secondary level is on reading and writing.

3- Listening and speaking are the least practiced skills in the books.
4- The vocabulary of SPINE books for the secondary level is not graded, not recycled in subsequent lessons and not suitable for the students of this level.

5- The syllabus is National. It reflects the Sudanese culture with a very little emphasis on the Western culture.

6- A syllabus alone can not be a reason for a low standard in English. Other factors are the time allotted to English and the teacher's competency and level of training. A good teacher can compensate for any shortcomings in his/her material.

7- Teachers are unable to do their own efforts because the time allotted to English is not sufficient.

8- The books do not provide a useful table of contents, glossary and index.

**Recommendations of the study:**

There should be an appropriate balance of the four language skills in the ELT Textbook.

The vocabulary should be a vocabulary of common use in English. It should be graded from simple to more complex and should be recycled.

The content should be appropriate to the cognitive standard and affective domain of the students.

Time allotted to English should be increased so as to allow for the teachers to compensate for any deficiency.
The books should include sufficient exercises and activities which give the students opportunity to practice the language.
The study of English language teaching at the level of SPINE (Secondary Level for English) is an important objective. The research effort in this study is focused on the objectives of the research investigation to achieve the desired information, teaching English language and communication materials to students in the secondary level and the relationship between the language and the teaching materials, and the relationship between the language and the teaching materials with the students' age and the teaching materials. The study and investigations conducted in this research are expected to be useful for educators and teachers of English language and communication materials, as well as for future research and studies. The study and investigations conducted in this research are as follows:

1. The teaching materials selected for this research are textbooks published by the Ministry of Education of Sudan. These textbooks are used in the secondary level English language and communication classes.

2. The teaching materials used in this research are selected based on the teaching materials in the textbooks used in the secondary level English language and communication classes, which are expected to be useful for educators and teachers. These teaching materials are expected to be useful for future research and studies.

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8. كفى باعتداء أي أوكفك (8).

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• وتمثل keyword 01 النجاح في استخدام اللغة الفردية، وهي أدوات اللغة إذا كان ينبغي.

• وهي دليلة إذا كان ينبغي أن تتم باللغة في الطلاب.

• للنصوص المناسبة، فإنها يجب.

• نجين إلى البساطة بحيث يمكن أن يستخدم المساعدات في اللغة لمساء الوقت، ويجب. 

• تطبيق كل الطلاب يمكن أن تكون متغيرة ونشاطية في الكتب التي تحتوي، فإنها يجب.
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Chapter One

The General Framework of the Study

Introduction:

Textbooks are a key component in most language programmes. In some situations they serve as the basis for much of the language input which learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbooks may serve primarily to help the teacher's instruction. For learners, the textbook may provide the major source of content they have with the language apart from input provided by the teacher. In case of inexperienced teachers, books provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks. Learning how to use and adapt textbooks is hence an important part of a teacher's professional knowledge (Richards, 2001, p. 1).

Textbooks are an effective resource for self-directed learning, an effective resource for presenting material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives and
support for less experienced teachers who have yet to gain in confidence. *(Cunningsworth, 1995, p. 7)*

Despite the impact of new technologies textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and learners. Good textbooks serve to turn the guidelines in the official government curriculum into a rich source of content, texts, and activities that would be beyond the capacities of most teachers to develop on their own. The use of textbooks should not be seen as reflecting a deficiency on the part of the teacher, any more than the use of computer based materials would be so regarded. Textbooks should be regarded as one of the many resources teachers can draw upon in creating effective lessons, but teachers need training and experience in adapting and modifying textbooks as well as in using authentic materials and in creating their own teaching materials. *(Richards, 2001, p. 6).*

With the immense current array of commercial textbooks and other kinds of instructional materials to choose from, teachers and others responsible for choosing materials need to be able to make informed judgments about textbooks and teaching materials. Evaluation however can only be done by considering something in relation to its purpose. A book may be ideal in one situation because it matches the needs of that situation perfectly. It has just the right amount of material for the program, it is easy to teach, it can be used with little
preparation by inexperienced teachers, and it has an equal coverage of grammar and the four skills. However, the same book in a different situation may turn out to be quite unsuitable. It contains too little material; it is not sufficiently challenging for teacher and students, and has elements in it (such as a grammar syllabus) that is not needed in the program. *(Richards, 2001, PP. 2-5).*

We must make every effort to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms.

We should also ensure that careful selection is made, and the materials selected closely reflect the needs of the learners and the aims, methods and values of the teaching program. *(Cunningsworth, 1995, p. 7).*

English has become a second language for most of the world. The importance of English is not just in how many people speak it but in what it is used for. English is the major language of news and information in the world. It is the language of business. It is the language of science. It is widely used among people who have no other language in common. *(The internet TESL Journal, 1996).*

The deterioration of the English language in Sudan is a problem which we should focus on. Unfortunately most of our students in secondary schools do not like the English language.
The vast majority of them have some kind of fear to approach this language, most probably because of the assumption that it is a difficult language to learn.

Therefore, we have to raise the question: Why do our students in secondary schools fail to learn English? And why are they unable to attain the desired competence? So, the scope of this study is limited to the books of SPINE series for the secondary level. By evaluating this series (4 – 5 – 6), the researcher tries to find out the causes of the deterioration and to suggest solution for this persistent problem.

**The Problem of the Study:**

The problem of the study could be stated as follows:
Evaluation of SPINE textbooks for teaching English in Sudanese secondary schools.

**Questions of the Study:**

The research attempts to answer the following questions:

1. To what extent do SPINE textbooks reflect the objectives of teaching English in Sudanese secondary schools?
2. To what extent is the content satisfactory?
3. To what extent is the style appropriate?
4. To what extent is the organization of the book satisfactory?
5. To what extent is the language of SPINE textbooks appropriate?
6. To what extent are the exercises and questions adequate?
7. To what extent is the vocabulary adequate?
8. To what extent is the Educational Technology sufficient?
9. To what extent are SPINE textbooks depending on Reference material?

The Significance of the Study:
1. The importance of this study originates from the importance of the English language and the role of the textbook.
2. It will help in finding out the reasons behind the deterioration of the English language in secondary schools.
3. The results of this study may be helpful for those who are responsible for developing the curricula of the English language.

The Objectives of the Study:
This study is intended to throw light on the following:
1. To find out to what extent SPINE textbooks are appropriate for the secondary level.
2. To explore the real factors behind the deterioration of the English language among the students of the secondary level.
3. To suggest remedies for this problem.
4. To highlight the importance of the English language as a second or a foreign language.
The Methodology of the Study:

This study by its nature is a descriptive study, therefore the researcher adopted a descriptive analytical method.

The limitations of the study:

Geographical limitations:
Model secondary schools of Khartoum State.

Objective limitations:
Evaluation of SPINE textbooks in secondary schools.

Time limitations:
2006 – 2009

The definitions of terms:

SPINE:
In this study the word SPINE means the following: Sudan Practical Integrated National English series. It consists of six books and it is a new curriculum of the English language that is being implemented in Sudanese Basic and Secondary Schools.

Evaluation:

According to the Longman Dictionary of Contemporary English, 2001, the most basic definition of evaluation is "The act of considering something to decide how useful or valuable it is".

Textbook:
A textbook is a book that contains information about a subject that people study especially at school or college (Longman Dictionary, 2003). The traditional textbook usually consists of a number of chapters with texts of different lengths that deal with various topics (Cecilia, 2006).

Secondary Schools:

A secondary school is a school for children between the age of 11 and 16 or 18 (Longman Dictionary, 2003). In this study, the researcher means the secondary level which follows the basic level. It consists of three years and covers the age of 14 to 17.

Model Secondary School:

It is a school for which students are accepted according to merit judged by the high marks which they score in the basic-level final examination. The students with relatively best marks are selected for a limited number of schools in various locations at the state level.
Chapter Two
Review of Related Literature

Introduction:

In this chapter, the researcher is going to provide a review of literature related to the current study.

The chapter intends to review literature related to the concept of the textbook and questions of the study under research.

The chapter will also provide a review of literature related to the Evaluation of the textbook.

The researcher will also discuss the pre-SPINE stage, the Introduction of SPINE series and the teaching of English in Sudanese secondary schools.

The chapter will also provide a conclusion of the literature review.

The concept of the textbook:

English language instruction has many important components, but the essential constituents, to many ESL/EFL classrooms and programs are the textbook and instruction materials that are often used by language instructors. As Hutchinson and Torres (1994) suggest: "The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries… no teaching/
learning situation, it seems, is complete until it has its relevant textbook" (Hutchinson and Torres, 1994, P. 315).

Other theorists such as Sheldon (1988) agree with this observation and suggest that textbooks only "represent the visible heart of any ELT program" and also offer considerable advantages – for both the student and the teacher – when they are being used in the ESL/EFL classroom. (Sheldon, 1988, p. 237). Haycroft (1993), for example, suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Second, as Sheldon (1988) has pointed out, students often harbor expectations about using a textbook in their particular language classroom and program and believe that published materials have more credibility than teacher generated or "in house" materials. Third, as O'Neil (1982) has indicated, textbooks are generally sensitive to students' needs, even if they are not designed specifically for them, they are efficient in terms of time and money, and they can and should allow for adaptation and improvisation. Fourth, textbooks which yield a respectable return on investment are relatively inexpensive and involve low lesson preparation time, whereas teacher-generated materials can be time, cost and quality defective. In this way, textbooks can reduce potential occupational overload and allow teachers the opportunity to spend their time undertaking worthwhile pursuits (O'Neil, 1982,
Sheldon, 1988). A fifth advantage identified by Cunningsworth (1995) is the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are effective resources for self directed learning, an effective resource for material presentation, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives and support for less experienced teachers who have yet to gain in confidence. Although some theorists have alluded to the inherent danger of the inexperienced teachers who may use a textbook as a pedagogic crutch, such an over-reliance may actually have the opposite effect of saving students from a teacher's deficiencies (O'Neil, 1982; Williams, 1983; Kitao, 1997).

The Counter Arguments for using Textbooks:

While many of the aforementioned theorists are quick to point out the extensive benefits of using ESL/EFL textbooks, there are many other researchers and practitioners who do not necessarily accept this view and retain some reservations on the subject. Allwright (1982), for instance argues that textbooks are too inflexible and generally reflect the pedagogical, psychological and linguistic preferences and biases of their authors. Subsequently, the educational methodology that a textbook promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potentially incongruent
instructional paradigms on the teachers who use them. In this fashion, therefore, textbooks essentially determine and control the methods, processes and procedures of the language teaching and learning. Moreover, the pedagogic principles that are often displayed in many textbooks may also be conflicting, contradicting or even out-dated depending on the capitalizing interests and exploitations of the sponsoring agent. Researchers such as Porreca (1984), Florent and Walter (1989), Clarke and Clarke (1990), Carrell and Kerwitz (1994), and Renner (1997) have demonstrated that many EFL/ESL textbooks still contain rampant examples of gender bias, sexism and stereotyping. They describe such gender-related inequities as the relative invisibility of female characters, the unrealistic and sexist portrayals of both men and women, stereotypes involving social roles, occupations, relationships and actions as well as linguistic biases such as "gendered" English and sexist language.

Other theorists such as Prodromon (1988), and Alptekin (1993) have focused on the use of the target language culture as a vehicle for teaching the language in textbooks and suggest that it is not really possible to teach a language without embedding it in its cultural base. They argue that such a process inevitably forces learners to express themselves within a culture of which they have scarcely any experience and this may result in alienation, stereotyping, or even reluctance or resistance to learning. Phillipson (1992) is also worried about the complex
relationship between language textbooks and the target language culture but he sees the promotion of "western" (British) global textbooks as government-backed enterprises with both an economic as well as an ideological agenda. Gray (2000), on the other hand, has defended the socio-cultural components of many textbooks. He suggests that English language textbooks are actually ambassadorial cultural artifacts and that students should not only critically engage their textbooks but also view them as more than mere linguistic objects. In this way, he argues, learners will improve their language skill by using their textbooks as useful instruments for provoking discussion, cultural debate, and a two-way flow of information. Clearly there is no consensus on this issue at this particular time and this would seem to warrant some degree of caution when using these types of books in certain teaching and learning contexts.

Some proponents of authentic classroom language models have argued that the problem with many textbooks is not necessarily the fact that they are culturally or socially biased but that they are actually too contrived and artificial in their presentation of the target language. They argue that it is crucial to introduce learners to the fundamental characteristics of authentic real life examples of both spoken and written discourse. They have demonstrated that many scripted textbook language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching because
they do not adequately prepare students for the types of pronunciation, language structures, grammar, idioms, vocabulary and conversational rules, routines and strategies that they will have to use in the real-world (Brazil, Coulthard, and Johns, 1980; Levis, 1999).

Cathcart, 1989; and Yule 1992 have contended that the scripted inauthentic language found in many textbooks does not lend itself to the communicative practice but instead can lead to an oversimplification of language and unrealistic views of real life situations. It can also provide additional inaccurate advice about the target language society that can be particularly dangerous for students entering the target language community or those who are expecting to engage in significant amount of real-life interaction with native speakers.

The Advantages of using Textbooks:

Richards, (2001) identifies the advantages of using textbooks as follows:

1. They provide structure and a syllabus for a program.
   Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

2. They help standardize instruction.
   The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
3. They maintain quality.
   If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

4. They provide a variety of learning resources.
   Textbooks are often accompanied by workbooks, CDs and cassettes, videos and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

5. They are efficient.
   They save teacher's time, enabling teachers to devote time to teaching rather than material's production.

6. They can provide effective language models and input.
   Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

7. They can train teachers.
   If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

8. They are visually appealing.
   Textbooks usually have high standards of design and production and hence are appealing to learners and teachers. *(Richards, 2001, p. 255).*
The Negative Effects of Textbooks:

However, there are also potential negative effects. For example:

1. They may contain inauthentic language.
   Textbooks sometimes present inauthentic language since texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

2. They may distort content.
   Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided.

3. They may not reflect students' needs.
   Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

4. They can deskill teachers.
   If teachers use textbooks as the primary source of their teaching leaving the textbooks and teacher's manual to make the major instructional decisions for them the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others. *(Richards, 2001, pp. 255-256)*.

How Necessary is a Textbook?
The answer to this question, according to Hassan Ansary (2002), depends on the teachers' own teaching style, the resources available to them, the accepted standards of teaching in every language school, etc… However, there seems to exist, in total, three options open to teachers as regards the use or non use of a particular textbook in a language classroom:

1. Teachers need textbooks.
2. They do not need them,
3. They select them and supplement some other materials to perfect them.

However, the arguments for using a textbook could be summarized as follows:

1. A textbook is a framework which regulates and times the programs.
2. In the eyes of learners, no textbook means there is no purpose.
3. Without a textbook, learners think their learning is not taken seriously.
4. In many situations, a textbook can serve as a syllabus.
5. A textbook provides ready-made teaching texts and learning tasks.
6. A textbook is a cheap way of providing learning material.
7. A learner without a textbook is out of focus and teacher – dependent.

According to other theorists, such as Ur, (1996), there are some disadvantages for using textbooks. These are:

1. If every group of students has different needs, no one textbook can be a response to all these differing needs.
2. Topics in a textbook may not be relevant for and interesting to all.
3. A textbook is confining, i.e. it inhibits teachers' creativity.
4. Textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exists in the class.
5. Teachers may find themselves as mediators with no free hand to judge what is good and what is not. *Ur, 1996, pp. 183-195.*

No textbook is perfect. Therefore, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation.

**The Objectives of the Textbook:**

Since the 1970s there has been a movement to make learners the centre of language instruction and it is probably best to view books as resources in achieving aims and objectives that have already been set in terms of learner needs. We should make
sure that materials selected closely reflect the needs of the learners and the aims, methods and values of the teaching program. A book may be ideal in one situation because it matches the needs in that situation perfectly. It has just the right amount of material for the program; it has an equal coverage of grammar and the four skills. (Brown, 1995, Cunningsworth, 1995, Richards, 2001).

Prior to selecting a textbook, educators should thoroughly examine the program curriculum. If the goals and curriculum of the program are clear and well defined, the parallels with certain textbooks may become obvious. For example, if one of the goals of the program is to give students an opportunity to interact with authentic texts, then books that use articles written for native English speakers would be appropriate. If the program focuses on developing reading fluency, books designed to support the development of reading skills would be appropriate. (Garinger, 2001, p. 1).

At this point, another decision needs to be made, that is whether to choose a textbook series or to use individual texts for each course. There are advantages and disadvantages to each choice. Educators must prioritize the factors most crucial to their situation. A series has the advantage of standardizing content and approach across levels, guaranteeing consistency of presentation of skills, spiraling of vocabulary, and reasonable progression of text difficulty. However, this regularity can
become monotonous and predictable for learners and could potentially cause an increase in negative attitudes towards the textbook or even towards the course itself. Using individual textbooks allows for more precise matching with course objectives and a greater variety in design and content. Yet there can be serious gaps in the materials covered from one textbook to the next; a close communication among instructors across levels is essential. If such communication is unlikely due to scheduling conflicts or heavy teaching loads, a textbook series may be a more sound choice.

The next question to consider is how well the objectives of the textbook match the objectives of the course. Ur (1996) identifies the need for thorough coverage of the course objectives in the textbook. The textbook needs to address a reasonable number of course objectives to make it a worthwhile purchase for both teachers and students. A book that addresses at least half of the course objectives is a good option.

While every instructor should supplement the textbook with self-created materials or materials from other sources that reflect the unique needs of the class, a textbook that can be used consistently within the classroom seems more likely to be useful to both the instructor and students. Cunningsworth, 1995, proposes the following checklist for evaluating and selecting the aims and objectives of an ELT textbook.
1. Do the aims of the course book correspond closely with the aims of the teaching program and with the needs of the learners?

2. Is the course book suited to the learning / teaching situation?

3. How comprehensive is the course book?
   Does it cover most or all of what is needed? Is it a good resource for students and teachers?

4. Is the course book flexible? Does it allow different teaching and learning styles?

**The Content of the Textbook:**

The question of course content is probably the most basic issue in course design, given that a course has to be developed to address a specific set of needs and to cover a given set of objectives and goals which are meaningful to students and accepted by them. *(Richards, 2001, pp. 147-148).*

Interest and motivation are indispensable to genuine learning. Most members of the language teaching profession realize that their students' learning potential increases when attitudes are positive and motivation runs high. Students ability to learn a second language can be influenced by their attitude towards the second language. These attitudes are cognitive and affective, that is they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning, which in the case of language requires exposure to a
different culture and also to the difficult task of mastering a second language. *(Cecilia, 2006, Brown, 2000, Tomlinson, 2001, Richards, 2001).*

Motivation is often seen as the key learner variable because without it, nothing much happens, indeed, most other learner variables presuppose the existence of at least some degree of motivation. Motivation can be promoted consciously by employing certain methods to change learners' motivation in a positive direction. For this reason, skills in motivating learners are an important aspect of any teacher's methodological repertoire *(Schmitt, 2002, p. 172).*

The content of an English Language textbook should also provide a good balance of the four language skills. These skills should be taught in an integrated way in the classroom. To clarify the concept of integrated skills by looking at the definition provided by the Longman Dictionary of Applied Linguistics, according to Richards, Plott and Weber (1985; 144) it is "the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing". If we look around us in our daily lives we can see that we rarely use language skills in isolation but in conjunction, as the definition above suggests and even though the classroom is clearly not the same as "real" life, it could be argued that part of its function is to replicate it. If one of the jobs
of the teacher is to make the students "communicatively competent" in the L2, then this will involve more than being able to perform in each of the four skills separately. By giving learners tasks that expose them to these skills in conjunction, it is possible that they will gain a deeper understanding of how communication works in the foreign language as well as becoming more motivated when they see the value of performing meaningful tasks and activities in the classroom. *(Mc. Donough & Show, 2003, p. 174).*

**The Style of the Textbook:**

The appropriateness of the text for the intended learners is one of the main criteria of evaluating a textbook.

The style of the textbook should consider the learners' cultural backgrounds, ages, interests and purposes in acquiring the second language because this will affect topics chosen and types of learning activities. For example, students in advanced English for academic purposes (EAP) course designed to prepare learners for university-level coursework in English, will have a very different learner profile than those in an ESL literacy program. Their purposes in studying English would be quite different, and the textbooks chosen for their classes must reflect this. *(Garinger, 2001, p. 2).*

Another main criteria is grading and sequencing the structure of the textbook. One of the commonest ways of grading and sequencing material is by difficulty level. Content
presented earlier is thought to be simpler than later items. This is typically seen in relation to grammar content, but any type of course content can be graded in terms of difficulty. For example, in a reading course; reading texts may be simplified at the beginning of the course and unsimplified at later levels. Or simple skills such as "literal comprehension" may be required early on, and more complex skills such as "inferencing" taught at a later stage. *(Richards, 2001, p. 150)*.

The style of the textbook should also be motivating and interesting. Students who feel most warmly about a language and who wanted to integrate into the culture of its speakers are more highly motivated and interested and they learn more successfully than those who are only learning a language as a means to an end e.g. getting a better job. Gardner and Lambert (1972) termed these two as integrative and instrumental motivation. In other words integrative motivation is more powerful than instrumental motivation. But whatever kind of motivation students have, it is clear that highly motivated students do better than ones without any motivation at all. *(Harmer, 1998, p. 8)*.

**The Organization of the Textbook:**

The textbook should meet the needs of the learners in several ways, not only in terms of language objectives. Students and teachers both want visually stimulating material that is well
organized and easy to follow, so layout, design, and organization should be considered.

The organization of a textbook refers to the presentation of language items and activities. The learning objectives should be clear and concise and a detailed overview of the topics, functions, structures, grammar and skills within each unit should be found in the introductory table of contents. The course components are to be effectively and clearly organized around specific topics such as culture, travel, rules, jobs and working, stories etc. Additional useful components of the overall organization of the textbook are the rather extensive vocabulary lists, glossaries, grammar references, and communicative expansion. The vocabulary lists, glossaries, and references are all very helpful supplementary aids for students while the expansion activities at the end of the textbook provide them with further opportunities to use the language points from each particular unit in quasi-creative and meaningful manner. *(Litz, 2007, pp. 16-17).*

**The importance of a plan:**

Planning allows teachers to think about where they are going and gives them time to have ideas for tomorrow's and next week's lessons. In the classroom, a plan helps to remind teachers what they intend to do – especially if they get distracted or momentarily forget what they had intended.
The teacher may need to plan activities for the class. This has obvious advantages. The teacher's own material probably interests him or her more than what's in the textbook and it may well be more appropriate for the students.

For students, evidence of a plan shows them that the teacher has devoted time to thinking about the class. It strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect. Lack of plan may suggest the opposite of these teachers attributes. *(Harmer, 1998, Grant, 1987).*

The following is a checklist suggested by Cunningsworth, 1995 regarding the evaluation and selection of a textbook organization:

1. What components make up the total course package (e.g. student's books, teacher's books, workbooks, cassettes)?
2. How is the content sequenced (e.g. on the basis of complexity, "learnability", usefulness, etc)?
3. Is the grading and progression suitable for the learner? Does it allow them to complete the work needed to meet any external syllabus requirements?
4. Are there reference section for grammar, etc ..? Is some of the material suitable for individual study?
5. Is it easy to find your way around the course book? Is the layout clear.

**The Language of the Textbook:**
As it is mentioned by Jack C. Richards, 2001, in his book "Curriculum Development in language teaching", ....

In order to plan a language course, it is necessary to know the level at which the program will start and the level learners may be expected to reach at the end of the course. More detailed descriptions are needed of student's proficiency levels before they enter a program and targeted proficiency levels at the end of it. Specially designed tests may be needed to determine the level of students' language skills. Information from proficiency tests will enable the target level of the program to be assessed and may require adjustment of the program's objectives if they appear to be aimed at too high or too low a level. (Richards, 2001, pp. 146-147).

Grammar has traditionally a central role in language teaching. Particular theories of grammar and theories of learning associated with them have provided justifications for approaches to syllabus design and methodology for many years.

Although grammatical proficiency and language proficiency are now no longer considered to be one and the same thing, grammar plays a role in speaking, listening, reading, and writing skills. Hence, it cannot be ignored. Characteristic of current approaches to the teaching of grammar is, consequently, a tendency to treat grammar as a component of other skills, rather than as a separate skill in itself. This means that particular grammatical items are dealt with when they are needed for
specific kinds of communicative tasks and functions. *(Long and Richards, 1989, p. 279).*

Cunningsworth, 1995, suggests the following checklist when evaluating and selecting the language of a textbook:

1. Does the course book cover the main grammar items appropriate to each level, taking learners' needs into account?

2. Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?

3. Does the course book include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?

4. Does the course book deal with the structuring and conventions of language use about sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage?

5. Is language style matched to social situations?

**The Exercises and Questions of the Textbook:**

When evaluating the quality of textbook's exercises and questions in the textbook, four key questions should be answered:
1. Do the exercises and questions in the textbook contribute to learners' language acquisition? Many exercises included in textbooks are convenient for teachers but don't necessarily contribute to students' language development. Textbooks should include exercises that give students opportunities to practice and extend their language skills.

2. Are the exercises balanced in their format, containing both controlled and free practice? Controlled exercises refer to those that guide students to a single correct answer such as a fill-in-the-blank grammar activity or question, whereas free practice involves exercises in which the answers are limited only by the students' creativity knowledge. This would include open-ended discussion questions. Controlled exercises are also effective when the students are practicing a structure or function for the first time; however, free exercises allow students the opportunity to extend their experience with the language.

3. Are the exercises progressive as the students move through the textbook? Exercises should build on and reinforce what students have already learned and should progress from simple both linguistically and cognitively – to more complex and demanding. A textbook should require more from students as their language skills develop so they are continually stimulated and challenged.
4. Are the exercises varied and challenging? Keeping students motivated and interested as they work through a textbook will be much easier if the students see something new in each chapter. Familiarity and routine can be comforting, but too much familiarity can lead to disinterest and boredom. The textbook should fulfill its role as a stimulus for communication and not be simply an organizational tool for the teacher. (*Garinger, 2001, P. 405*).

**The Vocabulary of the Textbook:**

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. What words should be taught in a second language? This depends on the objectives of the course and the amount of time available for teaching. (*Richards, 2001, p. 5*).

White (1997), suggested that there are a number of criteria that can be used in the selection and grading of vocabulary. He argued that the following can play an important role in vocabulary selection:

a. Frequency (the total number of occurrences of an item in a given corpus of language),

b. Coverage (the number of things which can be expressed by any given item),

c. Range (the amount of times a word or words appear in texts within a given corpus),
d. Availability (the readiness with which a word is remembered and used by native speakers in certain situations),

e. and potential learnability (White, 1997, p. 38).

**How do second language learners acquire vocabulary?**

Just as we can ask the question: (What does it mean to know a word?). We can also ask the question: (When can we say that a word has been learned?) Teachers often make a distinction between "active" and "passive" vocabulary. Passive refers to vocabulary which can be recognized when encountered in a text, for example, but which the learner cannot easily produce in speech or writing as active vocabulary. However, this is too simple a characterization of language learning. There are words which learners can receive from memory and use automatically. There are others for which learners experience a "tip of the tongue effect", recalling something of the word but not its precise form. Yet other words exist in the memory but prove difficult to recall. (Hedge, 2000, p. 116).

It may therefore be most useful to use vocabulary knowledge as a scale running from recognition of a word at one end to automatic production at the other, through intermediate stages of making greater sense of the word and how it might be used in different contexts. However, knowledge of some words will remain at the recognition end of the continuum and will be called on in reading and learning but might never become part
of a learner's productive ability. The characterization of vocabulary knowledge is complicated by the phenomenon of forgetting: this can happen quite rapidly if distracting activities interrupt effective storing of the word or more slowly if the word has been stored in the memory but is rarely encountered or used. *(Hedge, 2000, pp. 116-117).*

**Strategies for Vocabulary Learning:**

In order to learn words learners use a range of strategies. Some of these can be called "cognitive". They are direct mental operations which are concerned with working on new words in order to understand, categorize and store them in the mental lexicon. Examples are making associations, learning words in groups, and exploring range of meaning. Another cognitive strategy reported by learners is that of using keywords. A keyword is a word chosen from the first language which sounds like the new word in the second language, and where it is possible to make some kind of association between the two.

Other cognitive strategies can be observed when learners first encounter an unfamiliar word and engage in lexical inferencing in order to try to establish its meaning.

A learner might deduce from the syntactic structure that the word is an adjective located before a noun, might divide the word into its parts, realizing that ".able" is a common suffix for an adjective, might read on for evidence in the context of the text that the meaning is positive, and might look for a similar
word in his or her first language. In this way, contextual cues are used for inferncing meaning. (Hedge, 2000 P. 117).

Vocabulary needs to be met a number of times to allow the learning of each word to become stronger and to enrich the knowledge of each word.

The best way to improve your vocabulary is to develop a love for reading and learning early on. Learn to see reading as being a fun activity, much like watching television, riding a bike, or playing games. When you alter the way you look at reading and you get a joy out of improving your vocabulary, you will be successful.

**The Educational Technology of the Textbook:**

Due to the current status of English as a global language of science, technology and international relations, it is of great importance to take advantage of the continuing advances in multimedia technology and to make an effect to integrate this technology with in-class instruction. Multimedia technology can help with some difficulties associated with the EFL situation, such as large class sizes and mixed-ability classrooms. Multimedia technology can help students to be autonomous learners. This explains the growing number of schools with facilities for students to access computers and audio-visual equipment. (Mayora, 2006, p. 14).

**Justification for using Multimedia Technology in language programs:**
For several reasons, EFL instruction often does not accomplish its objectives and leaves students without an adequate level of proficiency in English. Of course, a major issue is the EFL environment itself, because there is an overall lack of native speakers for students to interact with. However, there are other reasons which necessitate the use of the educational technology in teaching English. Above these ones:

1. Late initiation of official instruction:
   Although some private schools include teaching English early, most students do not begin formal English instruction until they are 12 or 13 years old.

2. Insufficient time for instruction:
   Many programs allow only 2-3 academic hours weekly for the teaching of English.

3. Overcrowded classrooms:
   Overcrowded classrooms make it difficult for the teachers to keep control and provide individual attention.

4. Mixed – ability classes:
   Some students in the class are more advanced in English for reasons like being in English-speaking countries while others know English only from what they have learned in school. As a result, teachers often have hard times to provide the appropriate level of instruction in classes with such disparity in English proficiency.

5. Low salaries for teachers:
Salaries for English instructors in public high schools are low which causes good teachers to leave for private schools or leave the educational system for more profitable jobs.

6. The employment of untrained English teachers.

The void created by competent teachers who went abroad or left for private schools, this gave a chance for the employment of teachers who are not specialized in English or who are not well-trained. (Mayora, 2006, p. 15).

The introduction of the multimedia or Educational Technology in high schools will not replace the textbook, but will enable the students to master the four language skills of reading, listening, writing and speaking as well as the sub-skills of vocabulary and grammar.

The Reference Material:

As mentioned by Litz, 2007, .. Additional useful components of the overall organization of the textbook are the rather extensive vocabulary lists, glossaries, grammar references, and communicative expansion. The vocabulary lists, glossaries, and references are all very helpful supplementary aids for students and teachers while the expansion activities at the end of the textbook provide them with further opportunities to use the language points from each particular unit in quasi creative and meaningful manner. (Litz, 2007, pp. 16-17).
It is important to realize that a short chapter can only scratch the surface of an extremely complex and challenging collection of different language issues. It can only be a basic beginning to a much much bigger area for investigation. It is intended only as an introduction to some of the terms and issues which teachers and students may need. Teachers need to have at least one grammar book so that they can learn and investigate further, and as a constant reference work during their teaching lives. (*Harmer, 2006, p. 35*).

**Evaluation of the textbook:**

With the immense current array of commercial textbooks and other kinds of instructional materials to choose from, teachers and others responsible for choosing materials need to be able to make informed judgments about textbooks and teaching materials. Evaluation, however, can only be done by considering something in relation to its purpose. A book may be ideal in one situation because it matches the needs of that situation perfectly, it has just the right amount of material for the program, it is easy to teach, it can be used with little preparation by inexperienced teachers, and it has an equal coverage of grammar and the four skills. The same book in a different situation, however, may turn out to be quite unsuitable. It contains too little material, it is not sufficiently challenging for teacher and students, and has elements in it (such as a grammar
Before one can evaluate a textbook, therefore, information is needed on the following:

1\ The role of the textbook in the program:
   - Is there a well-developed curriculum that describes the objectives, syllabus and content of the program or will this be determined by the textbook?
   - Will the book or textbook series provide the core of the program, or is it one of several different books that will be used?
   - Will it be used with small classes or large ones?
   - Will learners be expected to buy a workbook as well or should the textbook provide all the practice students need?

2\ The teachers in the program:
   - How experienced are the teachers in the program and what is their level of training?
   - Are they native speakers of English? If not, how well do they speak English?
   - Do teachers tend to follow the textbook closely or do they use the book simply as a resource?
   - Do teachers play a part in selecting the books they teach from?
   - Are teachers free to adapt and supplement the book?

3\ The learners in the program:
• Is each student required to buy a book?
• What do learners typically expect in a textbook?
• Will they use the book in class and at home?
• How will they use the book in class? Is it the primary source of classroom activities?
• How much are they prepared to pay for a book?.

(Richards, 2001, p. 3).

It is also necessary to realize that no commercial textbook will ever be a perfect fit for a language program. Two factors are involved in the development of commercial textbooks: those representing the interests of the author (or authors), and those representing the interests of the publisher. The author is generally concerned to produce a text that teachers will find innovative, creative, relevant to their learners' needs, and that they will enjoy teaching from. The author is generally hopeful that the book will be successful and make a financial profit since a large investment of the author's personal time and effort is involved. The publisher is primarily motivated by financial success. However, in order to achieve a profit, publishers generally recognize that a book must have qualities of excellence that will distinguish it from its competitors.

At the same time, the publisher will try to satisfy teachers' expectations as to what a textbook at a certain level should contain. For example, an introductory ESL textbook does not include the "present continuous" in the first level of the book,
teachers may feel that it is defective and not wish to use it. In an attempt to make an author's manuscript usable in as large a market as possible, the publisher often has to change it substantially. Some of these changes are necessitated by the fact that teachers with very different levels of experience, training and teaching skill might be using the book. Exercises should have explicit goals, procedures for using activities should be obvious and uncomplicated, and teachers should not have to spend much time working out how to use the material. In addition, content that would not be welcome in particular market may have to be removed. As a consequence, much of the "flavour" and creativity of the author's original manuscript may disappear. In using textbooks, therefore, teachers invariably have to put back some to the creativity that may have been lost in the process of textbook publication. (Richards, 2001, p.3)

**Purposes of evaluation:**

Weir and Roberts (1994) distinguish between two major purposes for language program evaluation, program accountability, and program development. Accountability refers to the extent to which those involved in a program are answerable for the quality of their work. Accountability oriented evaluation usually examines the effects of a program or project at significant end points of an educational cycle and is usually conducted for the benefit of an external audience or decision makers. Development oriented evaluation, by contrast, is
designed to improve the quality of a program as it is being implemented. It may involve staffs who are involved in the program as well as others who are not and may have a teacher—development focus (Weir & Roberts, 1994, p.5).

Kinds of Evaluations:

Evaluators often talk about three different types of evaluations: "formative, illuminative and summative".

1. Formative Evaluation:

Evaluation may be carried out as part of the process development in order to find out what is working well, and what is not, and what problems need to be addressed. This type of evaluation is generally known as "formative evaluation". It focuses on ongoing development and improvement of the program. Questions that relate to formative evaluation are:

- Has enough time been spent on particular objectives?
- Have the placement tests placed students at the right level in the program?
- How well is the textbook being received?
- Is the methodology teachers are using appropriate?
- Are teachers or students having difficulties with any aspect of the course?
- Are students enjoying the program? If not, what can be done to improve their motivation?
• Are students getting sufficient practice work? Should the workload be increased or decreased?
• Is the pacing of the material adequate?

Information collected during formative evaluation is used to address problems that have been identified and to improve the delivery of the program. (Richards, 2001, p.288)

Advantages of formative evaluations:
• They may help catch problems early on, while they can still be corrected.
• They are an evaluation of process, so they may be useful in understanding why different outcomes emerge and improving program management.
• They provide an opportunity to collect baseline data or future (summative) (or impact) evaluations.
• They help identify appropriate outcomes for summative evaluations.

2\ Illuminative evaluation:

Another type of evaluation can be described as "illuminative evaluation". This refers to evaluation that seeks to find out how different aspects of the program work or are being implemented. It seeks to provide a deeper understanding of the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way as a result.
Questions that might be asked within this framework are:

- How do students carry out group-work tasks? Do all students participate equally in them?
- What type of error-correction strategies do teachers use?
- What kinds of decisions do teachers employ while teaching?
- How do teachers use lesson plans when teaching.
- What type of teacher-student interaction patterns typically occur in classes?
- What reading strategies do students use with different kinds of texts?
- How do students understand the teacher's intentions during a lesson?.
- Which students in a class are most or least active?.

(Richards, 2001, pp.289-290)

3\ Summative evaluation:

A third approach to evaluation is the type of evaluation with which most teachers and program administrators are familiar and which seeks to make decisions about the worth or value of different aspects of the curriculum. This is known as "summative evaluation". It is concerned with determining the effectiveness of a program, its efficiency, and to some extent with its acceptability. It takes place after a program has been implemented and seeks to answer questions such as these:
• How effective was the course? Did it achieve its aims?
• What did the students learn?
• How well was the course received by students and teachers?
• Did the materials work well?
• Were the objectives adequate or do they need to be revised?
• Were the placement and achievements tests adequate?
• Was the amount of time spent on each unit sufficient?
• How appropriate were the teaching methods?
• What problems were encountered during the course?

(Richards, 2001, pp.291-292)

Advantages of summative evaluations include:

• They can, if designed correctly, provide for a cause-and-effect relationship.
• They assess long-term effects.
• They provide data on effects.
• They can provide data on change across time.

Justification for textbook evaluation:

Whether one believes that textbooks are too inflexible and biased to be used directly as instructional material or do they actually help teaching and learning, there can be no one denying the fact that textbooks still maintain enormous popularity and are most definitely here to stay is important to remember,
however, that since the 1970's there has been a movement to make learners the centre of language instruction and it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs. Moreover they should not necessarily determine the aims themselves (components of teaching and learning) or become the aims but they should always be at the service of the teachers and learners (*Brown, 1995*). Consequently, we must make every effort to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. We should also ensure "that careful selection is made, and that the materials selected closely reflect the needs of the learners and the aims, methods, and values of the teaching program" (*Cunningsworth, 1995, p. 7*).

Sheldon, 1988 has offered several other reasons for textbook evaluation. He suggested that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks on the market. Moreover, it would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and
weaknesses in textbooks already in use. This would go a long way which ultimately assisting teachers with making optimum use of book's strong points and recognizing the shortcomings or certain exercises, tasks and entire texts.

One additional reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. Cunningsworth, (1995) and Ellis (1997) suggest that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material. Textbook evaluation, therefore, can potentially be a particularly worthwhile means of conducting action research as well as a form of professional empowerment and improvement. Similarly, textbook evaluation can also be a valuable component of teacher training programs for it serves the dual purpose of making student teachers aware of important features to look for in textbooks while familiarizing them with a wide range of published language instruction materials.

**Textbook evaluation schemes:**

If one accepts the values of textbooks in ELT then it must surely be with the qualification that they are of an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used. While the literature on the subject of textbook evaluation is not particularly extensive, various writers have suggested ways of helping
teachers to be more sophisticated in their evaluative approach, by presenting evaluation "checklists" based on supposedly generalizable criteria that can be used by both teachers and students in many different situations. Although Sheldon (1988) suggests that no general list of criteria can ever really be applied to all teaching and learning contexts without considerable modification, most of these standardized evaluation checklists contain similar components that can be used as helpful starting points for ELT practitioners in a wide variety of situations. Preeminent theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (1996) all agree, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims and approaches and the degree to which a set of materials is not only teachable but also the needs of the individual teacher's approach as well as the organization's overall curriculum. Moreover, criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing socio-cultural environment. Finally, textbook evaluation should include criteria that pertain to representation of cultural and gender
components in addition to the extent to which linguistic items, subjects, content and topics match up to students' personalities, backgrounds, needs and interests as well as those of the teacher and / or institution. (Litz, 2008, p p. 11-13).

Criteria for textbook evaluation:

Cunningsworth (1995) proposes four criteria for evaluating textbooks, particularly course books:

1. They should correspond to learner's needs. They should match the aims and objectives of the language learning program.
2. They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Cunningsworth (1995) also presents a checklist for textbook evaluation and selection organized under the following categories:

- Aims and approaches.
- Design and organization.
Dudley-Evans and St. John (1998) suggest that operating with so many categories is often not very practical and it is easier to use two or three key criteria in the first instance and then apply others if or when needed. They propose the following questions to ask when selecting materials:

1. Will the material stimulate and motivate?
2. To what extent does the material match the stated learning objectives and your learning objectives? (It is rare for a single set of published material to match the exact learning needs of any one learner group, and activities do not always meet the stated objectives).
3. To what extent will the material support the learning process? *(Evans and John, 1998, p. 174).*

The type of evaluation a textbook reveals, however, will also reflect the concerns of the evaluator. One teacher may look at a book in terms of its usability. The teacher is primarily interested in whether the book works easily in his / her class, can it be used flexibly, and could it easily be adopted. Another teacher may look at a book much more critically in terms of its
theoretical orientation and approach. If it is a book that teaches conversation skills what theory of conversation is it based on? What kind of syllabus is it based on and what is the validity of the activities it makes use of? Two teachers evaluating a writing text may likewise look at it from very different perspectives. One may subscribe to a process-oriented view of writing and look for activities that practice such process as generating ideas, drafting, revising and editing. Another may be more concerned to see that adequate treatment is given to different conventions for organizing different kinds of texts, such as narrative writing, expository writing, and descriptive writing. In any language program therefore it is unlikely that a published checklist can be used without adaptation as a basis for evaluating and choosing textbooks. Based on the factors in each situation questions specific to that situation need to be generated around the main issues involved in textbook evaluation and selection. These questions are:

- Program factors – questions relating to concerns of the program.
- Teacher factors – questions relating to teacher concerns.
- Learner factors – questions relating to learner concerns.
- Content factors – questions relating to the content and organization of the materials in the book.
- Pedagogical factors – questions relating to the principles underlying the materials and the pedagogical design of the
materials, including choice of activities and exercise types.  
*(Richards, 2001, p.259)*

**Pre- SPINE stage (historical background):**

Sudan achieved independence in 1956 and this resulted in new educational changes which concerned the English language. These changes included the following:

2. The introduction of the New Educational Ladder in 1970.

The English language was reduced from being a medium of instruction to a school subject only. As a result the English language lost much of its prestige and utility. *(Umar, 1985).*

The other great change which had a negative impact upon the English language, was the New educational ladder. This new ladder was introduced in 1970 with a system of 6+3+3 i.e. the duration of primary level was six years, the intermediate level was three years and the secondary level was three years. This system replaced the previous educational system of 4+4+4 years, i.e. formerly four years were spent at each level of education. This had a negative impact upon the English language "students achievement in all school subjects was seriously affected but as far as English was concerned it seemed to have suffered most *(Umar, 1985, p. 42).*
There were some other factors related to the new educational ladder of 1970, which had a negative impact on the English language. These factors were the introduction of French and expansion in education.

Introducing French necessitated periods in the time-table. And the time given to French was taken from the time allotted to English. Also teachers were taken from the English Department to teach French. In addition a substantial amount of money went towards buying French textbooks and teaching materials. "Eighty-four periods per year were taken from the time allotted to teaching English to accommodate the new subject, and the teachers of English-French combination were diverted from the English Department to teach French (Umar, 1985, p. 44).

The expansion in Education also had a negative impact on English. It was not followed by expansion in teacher-training centers, school buildings, textbooks or teaching aids. As a result "the class size average was substantially increased and in some cases doubled. It could be predicted then that the teaching of English as a skill subject would be ineffective under such circumstances (Omer, 1982).

Foreign experts specialized in English language were invited to investigate and report on the English language situation in Sudan after Arabicization and after the implementation of the new educational ladder of 1970. The
experts in ELT, who were invited belong to the Longman group. *(Ahmed, 1982, p. 6).*

According to Bates (1972), one of the Nile Course designers, the causes of the decline in the standards of English language in the Sudan after Arabicization and after the implementation of the New Educational Ladder of 1970, were as follows:

1. The incentives for learning English as a foreign language were less obvious than they were when English was the medium of instruction in the secondary level.
2. The traditional English program is inadequate and has not been revised for a long time.
3. The traditional program lacks integration and coordination.
4. The traditional program lacks grading which is an important ingredient of the course.
5. The books and materials of the traditional program are not connected to the contemporary interests and the situations of Sudanese students.
6. The material of the traditional program dose not give opportunities to the students to activate the language.

Hence, the motivation to design a new English program became the major concern in education. Thus, the Nile Course for the Sudan was introduced in 1980 as a new and fully
integrated six-year course for the intermediate and secondary levels.

**The Introduction of SPINE series:**

In 1990 a new Educational Ladder with a system of 8+3 was introduced. This means that the duration of the Basic level is eight years and the secondary level is three years. In September 1990, the General Educational Conference came up with recommendations to make radical changes in all curricula so as to be in conformity with the radical change in the new Educational Ladder, and this was recommended by the National Comprehensive Strategy for Education in 1992. Therefore the English language syllabus was changed and hence the SPINE series came into being. It meant to help create a learner who is interactive with his environment and proud of his heritage, culture and social values.

**SPINE 4:**

SPINE 4 is the first of the course books at secondary level and it aims to reflect the needs and interests of secondary school pupils: there is a greater emphasis on reading and writing and topics such as letter writing, giving directions, discussion of hobbies etc. have been included.

The writers have taken into consideration factors affecting the learning of a foreign language like motivation and correcting errors.
The PUPILS, BOOK of SPINE 4 consists of 6 Units. The teacher's Book contains guidelines on teaching, overviews of each unit and detailed comments on each lesson as follows:

1- OBJECTIVES
2- LANGUAGE POINTS
3- TEACHING SUGGESTIONS
4- ANSWER KEY
5- EXTENSION ACTIVITIES

SPINE 5:

FEATURES OF SPINE 5:
SPINE 5 is intended for the second year of secondary level when pupils are already looking towards the Sudan School Certificate, the world of work and higher education and are developing their interest in their own society and the wider world- SPINE 5 has tried to incorporate these needs by:

- including current issues such as the environment, women's concerns, wildlife in Sudan, technology etc.
- Giving guidance in writing compositions and summaries.
- Exposing the pupils to different styles of writing and registers.
- Including a section just for fun.
Including material which reflects the varied customs, interests and cultures of Sudan as well as the wider world.

**AIMS OF SPINE 5:**

By the end of SPINE 5 pupils should have:

a. recycled and reinforced previously learned language.
b. Developed further the four language skills of reading, writing, speaking and listening with special emphasis on reading and writing.
c. Learned to understand and use English which is relevant to their needs and will help them to communicate in English with adequate accuracy and fluency in social, work and study situations.
d. Come to appreciate the ability of communicating in English and enjoy the experience of language learning.

**SPINE 6:**

SPINE 6 is the sixth and final book of the complete six-volume spine series. It is the third book in the secondary stage of the course, which is, therefore, intended for third year pupils, and should be completed in that year.

**AIMS OF SPINE 6:**

By the end of SPINE 6 pupils should have:

a. Re-cycled and reinforced previously learned language.
b. Developed further the four language skills with special emphasis on READING and WRITING.
c. The ability to understand and use English which is relevant to their needs and which will help them to communicate with adequate accuracy and fluency in all situations.

**GENERAL CHARACTERISTICS of SPINE 6**

a) There is a strong shift of emphasis towards READING and WRITING skills. This does not mean that we have neglected these two skills in the previous books but the quantity and variety of reading and writing is significantly greater in book 6.

b) Discussion questions in book 6 provide a good activity for practicing different skills.

c) Topics of current issues, which are related to Sudanese context, are included.

d) Adequate guidance in writing compositions and summaries is given.

e) The materials expose pupils to different styles of writing and registers.

f) Work in pairs and groups remains a vital and essential element of book 6. Work in the classroom will not be proper without a great deal of pair and group work.

g) A factor in successful language learning is the planned repetition, recycling and revision of language. Spine 6, therefore, caters for this.

**ARRANGEMENT OF BOOK 6:**
The layout of book 6 is very familiar because the template for this book is similar to that of book 5 though you may find some very minor changes and additions.

Book 6 is divided into 10 CHAPTERS and each chapter is divided into SECTIONS as follows:

<table>
<thead>
<tr>
<th>SECTION 1 :</th>
<th>Reading 1</th>
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<tbody>
<tr>
<td>SECTION 2 :</td>
<td>Reading 2</td>
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<tr>
<td>SECTION 3 :</td>
<td>Exploring Language:</td>
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<td></td>
<td>A) Working with Words.</td>
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<td></td>
<td>B) Grammar Corner.</td>
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<td></td>
<td>C) Time for Tenses.</td>
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<tr>
<td>SECTION 4 :</td>
<td>Writing:</td>
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<tr>
<td></td>
<td>A) Read This.</td>
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<td></td>
<td>B) Step By Step.</td>
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<tr>
<td></td>
<td>C) Over to You.</td>
</tr>
<tr>
<td>SECTION 5 :</td>
<td>Spine Challenge.</td>
</tr>
</tbody>
</table>

**The Objectives of SPINE series:**

The SPINE series: Sudan practical Integrated National English, is specially prepared for the Sudan in order to develop the student's communicative competence at both Basic and Secondary levels. The SPINE series is written in an easy way in order to help the teacher provide enjoyable learning opportunities for his/her pupils. It is also meant to be used by parents so they can offer support at home. Hence they further
expose their sons and daughters to English. This contact enables pupils to live and experience the English language in their respective homes. Consequently, English is reinforced and naturally extended to real life situations.

The SPINE series is specially designed for the learner with learner centered activities which aim to motivate and arouse his/her interests. More-over, SPINE views language learning as fun, which generates more enjoyment and leads to making learning both effective and meaningful (SPINE, Pupils Book, 3, 2005).

Features of SPINE (Sudan Practical Integrated National English series):

SPINE exhibits the following features:

1- It is based on the new trends and ideas of learning a foreign language.

2- It has made use of the feedback (reports and comments) collected over the years.

3- It is based on the Sudanese heritage methodology of teaching English, i.e. the good and well established traditions of teaching English in the Sudan.

4- It is accessible (easily handled) by teachers, pupils and parents who can give support to their sons and daughters.

5- It is designed in a way which encourages learners to carry the English language with them to their homes and hence experience and live the English language there.
6- It appreciates the roles played by the English language teachers. However, it encourages their pupils to become active in the communication process.

7- It views language learning as fun which generates enjoyment and hence motivates the pupils to learn more and more.

8- SPINE as a national syllabus addresses itself to all Sudanese pupils and nobody should feel neglected.

9- SPINE is based on the learner environment, and it opens windows to the outside especially England and the English speaking world.

10-SPINE contributes to the education of pupils to become good Sudanese citizens.

11- Although it claims to be communicative, SPINE adopts an eclectic approach. That is to say, SPINE capitalizes on the strengths of all approaches and at the same time avoids their pitfalls (weaknesses).

**The Objectives of teaching English at the secondary level:**

At the end of this level the pupils are expected to acquire the following skills:

1/ Listening and speaking

   A- To enable the learner to listen to and understand dialogues whether recorded or oral and to participate in similar situations as listeners and speakers.
B- To enable the learner to acquire the appropriate language functions at reasonable degree so as to express himself in English.

2/ Reading
- To develop the interest as a good reader with simple texts such as essays, stories and selected supplementary readers. This will enable the learners to move to the horizons of free reading which helps the learner pursue (follow) self-learning and hence benefit from other sources of culture.

3/ Writing
- The learner should acquire the satisfactory writing skills which enable him/her to construct accurate sentences and paragraphs which lead to writing guided and free topics. It is equally important to know the aims of teaching English at the secondary level because SPINE is an integrated syllabus.

Conclusion:
Despite the impact of new technologies, textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and learners. Demand for textbooks continues to grow, and the publishing industry responds with new series and textbooks each year. A textbook can serve different purposes for teachers: as a course resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself.
Good textbooks serve to turn the guidelines in the official government syllabus into a rich resource of content, texts, and activities that would be beyond the capacities of most teachers to develop on their own.

There is a limit to what teaching materials can be expected to do for us. The whole business of the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials. This means however perfect a textbook is, it is just a simple tool in the hands of teachers. We should not, therefore, expect to work miracles with it.

What is more important than a textbook is what teachers can do with it. As Brown & Yule, 1983 put it:

It is, in principle, not possible to find materials which would interest every one. It follows that the emphasis should be moved from attempting to provide intrinsically interesting things with materials to doing interesting things with materials. These materials should be chosen, not so much on the basis of their own interest, but for what they can be used to do (Brown & Yule, 1983, p. 83).

Decisions related to textbook selection will affect teachers, students and the overall classroom dynamics. It is probably one of the most important decisions facing ESL educators. The use of an evaluation procedure or checklist can lead to a more systematic and thorough examination of potential textbooks and
to enhanced outcomes for learners, instructors and administrators.

Whether or not one accepts the value of textbooks, it must surely be with the qualifications that they are of an acceptable standard or level of quality and appropriate to the learners for whom they are being used. It is absolutely essential, therefore, that we establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our classrooms.

While the decision to use and evaluate a particular textbook is sometimes left up to the individual teachers, some authors such as Chambers (1997) have pointed out that this activity is usually more beneficial if it is collectively undertaken by everyone involved in the teaching and learning process. He suggests that when teaching materials are to be used by a large group of teachers and students it seems sensible for these materials to be evaluated by all or most of those who will be involved in their use.
Chapter Three
The Related Previous Studies

Introduction:
The researcher believes that this study has its own significance as it has looked into the evaluation of SPINE Series for the secondary level so as to find out the reasons behind the deterioration of the English language among the Students of this level.

This chapter will deal with some previous studies which in away or another have contributed to the present study.

I'm going to review all those previous studies that deal with English teaching in Sudan since the introduction of the Nile Course series in 1980.

Study No. (1) Presented by:
Mohammed El-Hassan Ahmed

Title of the Dissertation:
The Effect of the Newly Implemented English Programme (Nile Course) on pupils Academic Achievement Compared to the Traditional English programme in Sudanese Intermediate Schools.

Master Thesis, Faculty of Education, U of K

Date: 1982.
**Objectives of the Study:**

To investigate the effectiveness of the newly implemented English language programme (Nile Course), on the intermediate pupil's academic achievement in English language.

**Method:** The study adopted the experimental method.

**Population:** Intermediate school pupils in Khartoum state.

**Sample:** Trial classes were chosen randomly to represent the sample of the study.

**The Main Findings:**

1. The newly implemented English programme (Nile Course), in Sudanese Intermediate Schools, is conductive to a better level of academic achievement in English language.

2. Gradual reduction of class size in government schools is conductive to a better level of attainment in English language.

**Recommendations of the Study:**

1. An ongoing evaluation to the newly implemented English programme (Nile Course) is necessary.

2. Reform of English language testing to conform with the newly implemented English programme (Nile Course) is vitally important.

3. Evaluation of the content of the Nile Course English programme, from the view point of selection, grading and presentation will make a good topic for further researches.
Study No. (2) Presented by:
Ahmed Gasim El-Seed Ahmed

Title of the Dissertation:
The Communicative Approach and its Techniques in English Language Teaching in Secondary Schools.
M. A. thesis, Faculty of Education, U of K

Date: 1988

Objectives of the Study:
The study attempted to discuss the difficulties that influence the teaching of English in Sudan and to investigate the nature of the techniques in English Language teaching in Sudan.

Method: The study adopted a descriptive analytical method.

Population: Teachers at the intermediate school level.

Sample: Teacher trainers and trained teachers specially those who were trained recently in SELTI.

The Main Findings:
1. In order to increase pupils participation, the teacher must employ techniques that require the pupils to utilize the language creatively as an instrument of learning.
2. Pupils cannot communicate in English adequately because they are not given sufficient opportunity to express themselves through speaking and writing.
3. The teacher should be careful to choose the most appropriate aid that best serves his teaching purpose.

Recommendations of the Study:
2. Creating a pedagogic motivation.
3. Adopting the classroom procedures which comprise:
   a. Conductive classroom situation.
   b. Regular preparation of lessons.
   c. Good class management.
   d. Keeping the class active.
   e. Errors are to be tolerated.
   g. Utilizing teaching aids.

Study No. (3) Presented by:
Azhari Ahmed Mohammed:

Title of the Dissertation:
TEFL in the Sudan: An Evaluation of the New English Language Programme (Nile Course) for the First Year in the Sudanese Secondary Schools.

M. A. Thesis, Faculty of Education, U. of K.

Date: 1989

Objectives of the Study:
1. To identify the problems related to the implementation of the Nile Course in Secondary Schools in the Sudan and to suggest solutions for these problems.

Method: The Study adopted a descriptive analytical method.

Population: Secondary school teachers of English Language.
Sample: Fifty (50) Secondary school teachers of English Language

The Main Findings:

1. The objectives of teaching English at the Secondary level are not very clear.
2. The prescribed English language syllabus is not always fully taught.
3. The main problems when learning English are the inability to speak and build correct sentences.
4. Teaching grammar is the most important element in the teaching of English in Sudan.
5. Audio-visual Aids are hardly used in the teaching of English, basically because they are not available in the schools.

Recommendations of the Study:

1. The objectives of the teaching of English language should be more clear and explicit. Ambiguity leads to a weak output. In order to attain an effective programme attention should be paid to the real needs of students of foreign language and to the actual resources available to achieve these objectives.
2. Listening and speaking skills should have more consideration.
3. The grammar should be taught or presented in authentic situations and not to be presented as a separated item.
4. A sufficient provision of the adequate Audio-visual Aids should be taken into consideration.

**Study No. (4) Presented by:**
Gareballa Hajo Hamdoun Mudawi.

**Title of the Dissertation:**
An Appraisal of SPINE 1 (Sudan practical Integrated National English) And its Place in the Overall Syllabus Design.
M. A. Thesis, Faculty of Education, U. of K.

**Date:** 1990

**Objectives of the Study:**
1. The research aims to explain the task of the syllabus designer and the factors that determine the content and shape of a syllabus.
2. The study aims to provide a framework of designing English Language syllabus.

**Method:** The Study adopted a descriptive analytical method.

**Population and Sample:**
The committee who designed SPINE 1, teachers and learners of SPINE 1.

**The Main Findings:**
1. The content of SPINE 1 is carefully selected according to the objectives and the goals which go in harmony with the overall philosophy of education.
2. The subject matter of the course covers a variety of topics, which are appropriate to the learner's interests and needs.
Recommendations of the Study:

1. The curriculum of universities should include the topics of course design and materials writing.
2. The head of SPINE 1 committee claims that the committee is not comprehensive, so it must be supported with some experts such as curriculum developers, sochto-linguists, psycho-linguists and methodologists.

Study No. (5) Presented by:
Ahmed Mohammed Goron

Title of the Dissertation:
Problems Facing Sudanese Secondary School Students in Learning English Language.
M. A. Thesis, Faculty of Education, U. of K.

Date: 1992

Objectives of the Study:
The study attempts to shed light on the actual problems that face Sudanese secondary school students in learning English Language.

Method: The Study adopted the experimental method.

Population: Sudanese Secondary school students.
Sample: Third year students.

The Main Findings:

1. There are phonological problems that face Sudanese Secondary School students in learning English language.
2. There are vocabulary problems that are encountered by Sudanese Secondary School students in learning English language.

**Recommendations of the Study:**

1. Teachers must become aware of the sound system of the both languages (L1 & L2) particularly where mother tongue inference is likely to occur.
2. With respect to grammar, the student must be able to respond to the different structural devices and patterns upon learning them and to produce them with such skills as to elicit the desired responses.
3. It is of primary importance to encourage students to learn lexical items (words) in context, because they are far more unlikely to remember them if they learn them as single items.
4. The features of language – phonology, syntax and vocabulary, must be mastered by students on two levels: the receptive and productive.
5. The use of pictures, charts, colored chalk and any other available teaching materials (visual aids) may be used effectively in teaching all linguistic features in question.
6. Presenting the language in better conditions, with well organized curriculum and by well trained and well qualified teachers is really an effective remedy.
7. English teachers and English supervisors should undergo pre-service training programme.

**Study No. (6) Presented by:**
Awad El Kareem Karar

**Title of the Dissertation:**
The Problems that Face the Students in the Third Form in the Secondary Schools in Khartoum when Writing Composition. Master thesis, Faculty of Education, U. of K.

**Date:** 1993

**Objectives of the Study:**
To draw the attention of teachers to the problems that face the student when writing composition.

**Method:** The Study adopted the experimental method.

**Population and Sample:** The sample consisted of the third form students in Khartoum secondary schools.

**The Main Findings:**
1. The students of the third form face linguistic and topical problems when they write composition.
2. Students do not find adequate information, interest, purpose or aim to help them write a reasonable composition.

**Recommendations:**
1. Students should have opportunities to extend their knowledge about life and the environment around them.
2. Schools should be supplied with libraries and students should be encouraged to read to diversify their knowledge of different cultures.

**Study No. (7) Presented by:**
Nur El Huda Mohammed Yousif

**Title of the Dissertation:**
M.A. thesis, Faculty of Education, U. of K.

**Date:** 1999

**Objectives of the Study:**
To test whether the changes in educational policy have affected the standard of English at the secondary school stage in Northern Sudan during the period 1965-1995.

**Method:** The Study adopted a descriptive analytical method.

**Population:** Teachers and students of English language for the secondary level.

**Sample:** Pre and post Arabicization students were chosen randomly. Also a hundred teachers were chosen randomly.

**The Main Findings:**
1. The changes in educational policy have negatively affected the standard of English language at the secondary level.

2. In-service training is important.

3. Expansion in class size poses a major problem as it is difficult to teach a skill subject like English in large groups.

4. The study highlights the importance of the English language proficiency of a teacher, as it is that degree of proficiency which is going to be passed over the learners.

**Recommendations of the Study:**

1. To bridge the gap between planning, teaching and learning, teachers should be as explicit as possible about the goals and objectives of their course.

2. The planned curriculum should not be blindly followed, but as a general guide which is capable of modification in the light of ongoing monitoring and evaluation.

**Study No. (8) Presented by:**

Yassir Ali El Amin

**Title of the Dissertation:**

The Reading component in SPINE 6 with Special Reference to Inference.

M.A. Thesis, Faculty of Education, U. of K.

**Date:** 1999

**Objectives of the Study:**
To investigate the reading texts and their exercises in "SPINE 6" to find out their effect on the ability of the students to infer the meaning of unknown words from the context and the main idea of the text.

**Method:** The Study adopted a descriptive method.

**Population and Sample:**
The sample consists of 80 secondary school students of the third year and 40 secondary school teachers of English.

**The Main Findings:**
1. There is deficiency in the ability of the students to infer meaning of unknown words.
2. Reading material in SPINE 6 does not satisfy the student's interests in reading.
3. SPINE 6 does not provide adequate aids with the reading texts.
4. SPINE 6 does not provide enough exercises to practice the skill of inferring meaning of unknown words.
5. Learners find inference a difficult task because their standard of English doesn't help them.

**Recommendations of the Study:**
1. Developing the skill of inferring unknown words.
2. Teachers should design their own supplementary exercises of inference that help their pupils.

**Study No. (9) Presented by:**
Title of the Dissertation:
Problems of English Language Teaching in High Secondary Schools in Sudan: Teacher Teaching Education Programme.
M.A. Thesis, Faculty of Arts, U. of K.

Date: 1999

Objectives of the Study:
To investigate the Programme of English for teacher education and teacher training of English Language teachers in high secondary schools in Sudan, in order to find out whether these programmes are adequate for ensuring good quality of teaching at schools.

Method: The Study adopted a descriptive analytical method.


The Main Findings:
1. The programme of teacher education in the faculties of education is not satisfactory to produce competent teachers of English.
2. There is no consistency in conducting training courses for the many untrained teachers.
3. The aims and objectives of teaching English in secondary schools are not very clear.
4. Audio-visual aid is hardly used in the teaching of English.

Recommendations of the Study:
1. It is recommended that the Ministry of Education should be directly involved in the construction of new updated and systematic programme for training the secondary school teachers.

2. Attention should be paid to the present syllabus in the faculties of Education and course of teacher training and to the actual needs of English language teachers to produce a better caliber of English teachers.

3. The objectives of teaching English language in secondary schools should be made more explicit.

**Study No. (10) Presented by:**
Gareeballa Hajo Hamadoun Mudawi

**Title of the Dissertation:**
A training program for Sudan Basic level teachers of English.
Ph.D. Thesis, Faculty of Education, U. of K.

**Date:** 2000

**Objectives of the Study:**
The study tries to investigate the effectiveness of the English language training programme taking into accounts the perceived needs of the basic level teachers and their prospective pupils of English language.

**Method:** The Study adopted a descriptive analytical method.

**Population:** Students teachers and teacher trainers for the basic level.
Sample: Hundred (100) trainees from Khartoum University, and (7) lecturers as teacher-trainers.

The Main Findings:
Young learner's needs and their strategies of learning as well as the textbooks were completely neglected by the existing program.

Recommendations of the Study:
1. Before planning and designing a new teacher-training program, there should be a careful investigation for the main areas of the program such as the young learner's textbooks, their social and academic background as well as their strategies of learning.
2. The aims and objectives of the program should be stated out carefully to help in content selection.

Study No. (11) Presented by:
Salah El Din Mohammed Mahgoup

Title of the Dissertation:
Exploring Skimming and Scanning Techniques in EFL at Tertiary Level for First year students.
M.A. Thesis, Faculty of Education, U. of K.

Date: 2000

Objectives of the Study:
The primary objective of this study is to discover if there is a deficiency in reading comprehension skills, specifically with the two techniques of skimming and scanning.
**Method:** The Study adopted the experimental method.

**Population and Sample:**
First year students from the faculty of Education and faculty of Arts.

**The Main Findings:**

1. It is accepted that learning is best achieved when the new information builds on the back of background knowledge and previous information.
2. It is evident that reading is a complex psycho-linguistic process. As it is also stated reading is affected by factors inside the text as well as outside it.
3. It can also be accepted that reading is a socio-linguistic process. A variety of socio-cultural factors affect readability such as educational background which may help the students to comprehend the text more easily.

**Recommendations of the Study:**

1. For syllabus designers, a lot of practical tasks can be given to modify the syllabus. This can be observed in handling short reading text to practice skimming and scanning.
2. Improving attitudes towards reading.

**Study No. (12) Presented by:**
Mahasin Dafalla Mohammed Al Haj

**Title of the Dissertation:**
Sudanese Secondary School Student's Deficiency in the use of Spoken English.
M. Ed. Thesis, Faculty of Education, U. of K.
Date: 2001

Objectives of the Study:
1. To identify the causes of secondary school student's lack in the efficient use of oral English and find solutions for this problem.
2. To suggest improvement needed for the promotion of the curriculum in this area.

Method: The Study adopted a descriptive method.

Population and Sample:
The study sample was composed of all English language supervisors, 50 English language teachers and 150 third – year students.

The Main Findings:
1. The students lack of exposure to the use of English is one of the main causes of their deficiency in the use of spoken English.
2. The disappearance of literature classes in schools led to their lack in the use of spoken English.
3. The over-crowded classes deprived the students of practicing their speaking skill in the classroom.

Recommendations of the Study:
1. Teachers of English should be trained and given enough practice before they start their jobs.
2. English literature in the schools should be restored.
3. Students should be exposed to listening to English through tape recorders…etc.

Study No. (13) Presented by:
Amira Hamid El Fil

Title of the Dissertation:
Implementing Story Telling in Developing Writing techniques.

M.A. Thesis, Faculty of Education, U. of K.

Date: 2001

Objectives of the Study:
The study investigates whether:

a) story-Telling enhances creativity.

b) helps to provide solutions for the decline of English language.

C-Leads to enjoyable and challenging lessons.

Method: The Study adopted the experimental method.

Population and Sample:
1. 6th year students of Al Brare Basic School, Elementary level of English.

2. 1st year students of Ahfad University for Women, secondary level of English.

The Main Findings:
1. The teachers and learners need a new motivating technique.
2. Writing skill is rather neglected in teaching English.
3. The syllabus does not fulfill the pupil's needs. Other materials should be supplemented to satisfy their needs.
4. Number of hours given to English language teaching is insufficient.

Recommendations of the Study:
1. A supplementary material to be added to the syllabus of the Basic level to improve writing skill.
2. The researcher suggests "Story Telling" technique to be the supplementary material because it is useful in teaching other skills.
3. Learners should be sensitized to their need of English language, and to why they should learn it.
4. Only trained teachers should start with beginners.

Study No. (14) Presented by:
Widad Hussein Ibrahim Mohammed

Title of the Dissertation:
English Language Syllabus Versus Time in Secondary Level (A Case Study on SPINE "5").


Date: 2002

Objectives of the Study:
1. To find out whether there is ample time for covering the textbook.
2. To explore the real factors behind the student's weak performance.
3. To suggest remedial work to lessen the problem size.
4. To help students develop efficient language skill.

**Method:** The Study adopted a descriptive analytical method.

**Population:** Teachers and students of the secondary level in Khartoum Province.

**Sample:** Second year teaches and students of the secondary schools.

**The Main Findings:**

1. The redundancy in SPINE (5) leads to shortage in time for finishing it.
2. Due to SPINE (5) overload of vocabulary, students acquisition was very weak.
3. The prescribed period of time was not enough for practicing the four language skills properly.

**Recommendations of the Study:**

1. The time which is devoted for teaching English should be doubled.
2. Those who teach SPINE (5) should be competent teachers.

**Study No. (15) Presented by:**
Zeinab Mohammed Salih
Title of the Dissertation:
Strategies for Developing English Listening Skill in Secondary Schools in Khartoum State.
M.A. Thesis, Faculty of Education, Elneelain University.

Date: 2003

Objectives of the Study:
1. To investigate strategies for developing the English language listening skill.
2. To suggest activities through which teachers can help learners develop their listening skill so as to communicate more effectively.

Method: The Study adopted a descriptive analytical method.

Population and Sample: 144 male and female teachers of the higher secondary schools represent the sample of this study.

The Main Findings:
1. Teaching English language in higher secondary schools is not designed according to a clear set of goals.
2. The English teachers are in great need for in-service training to handle the communicative procedures and activities properly.

Recommendations of the Study:
1. English language teachers need to be trained on good English language Listening strategies.
2. Classroom interactive activities are to be given much more consideration in the teaching process.
3. The materials should include target language culture to help the students to learn the language.
4. The textbook designers should supplement the teacher's guide with modern teaching methods and techniques in addition to materials that develop the student's listening skills.

**Study No. (16) Presented by:**
Muna Babiker Mohammed Tabidi

**Title of the Dissertation:**
Problems Facing the Sudanese Secondary School Students in English Consonant's Pronunciation.

M.A. Thesis, Faculty of Education, University of Juba.

**Date:** 2004

**Objectives of the Study:**
1. To identify the common errors committed by the Sudanese Secondary School students in English consonant's pronunciation.
2. To discover the main reasons of the problems.
3. To suggest solutions to the problems so as to improve the student's performance.

**Method:** The Study adopted a descriptive method.

**Population:** The population consisted of the third year students at Al Mohandseen Secondary School.

**Sample:** A sample of twenty students was chosen randomly from the whole population.
The Main Findings:

1. Methods and techniques in teaching pronunciation are the major causes of the student's ill performance.
2. Teachers do not play an important role in promoting and curing the learner's pronunciation performance, which leads to fossilization.

Recommendations of the Study:

1. Reform of English language syllabus in the secondary schools is needed.
2. More time should be devoted to teaching pronunciation.
3. Listening is of primary importance. Teachers should direct the students to be sensitive to different sounds.
4. Teachers should encourage the students to practice the spoken language.

Study No. (17) Presented by:
Mohammed Altayeb Alkabbashi

Title of the Dissertation:
Evaluation of Sudanese Secondary Schools Pupils' Standards in Reading and Writing after the Application of SPINE Series.
Ph.D Thesis, Faculty of Education, Sudan University of Science and Technology.
Date: 2007.

Objectives of the Study:
1. To realize and maximize the ultimate goal of studying reading and writing in secondary schools.

2. To investigate the problems facing secondary school pupils when attempting reading and writing.

**Method:** The Study adopted a descriptive analytical method.

**Population:** The secondary schools in Khartoum state.

**Sample:** 225 pupils were chosen randomly from the secondary school pupils in Khartoum state.

**The Main Findings:**

1. The pupils reading standard is negatively affected by the way through which the reading materials within the SPINE series are selected, graded and designed.

2. The reading materials within the SPINE series are overloaded with unfamiliar lexical items and problematic phrases that shed their negative effects upon pupil reading standards.

3. A desirable and an acceptable writing standard cannot easily be obtained due to the writing techniques adopted throughout SPINE series.

**Recommendations of the Study:**

1. Selecting and grading the contents of reading materials should be carefully designed by different specialists such as psychologists, language specialists and educationalists. Highly advanced technology for editing, typing and laying out the English books should be utilized.
2. The basis of selecting the reading materials should be according to the actual needs of the reader, according to their compatibility to the pupils' age, interests, attitudes, customs and traditions, values and beliefs and according to the needs for learning the language.

3. The reading materials should be smoothly sequenced and well-distributed through the whole series of SPINE.

4. The syllabus and curriculum designers should consider using coloured real pictures instead of black and white ones.

5. In order to familiarize pupils with new words, there should be sufficient vocabulary practices through which new lexical items can be satisfactorily recycled and reinforced.

6. The writing materials should focus on topics that suit pupils' area of interest rather than imposing topics which don't suit their interests and academic level.

**Conclusion:**

The relationship between the current study and the previous studies is that all studies are a trial to investigate the effectiveness of the English language textbook and to discover the difficulties and factors which influence the students' susceptibility to learning English as a foreign language.

To sum up, the previous studies came up with the following crucial findings:
1- There is a very little exposure to the English language.

2- The pupils do not have very strong reasons for learning the foreign language. They are probably only learning it to pass an examination.

3- Pupils cannot communicate in English adequately because they are not given sufficient opportunity to express themselves through speaking and writing.

4- The objectives of teaching English at the secondary level are not very clear.

5- The prescribed syllabus for every year at the secondary level is not covered.

6- Audio visual aids are hard ly used in the teaching of English basically because they are not available in schools.

7- Students are unable to build correct sentences.

8- The importance of in-service training for teachers.

9- The changes in the educational policy have affected negatively the standard of English language at the secondary level.

10- The content of SPINE one is carefully selected according to the objectives and the goals which go in harmony with the overall philosophy of education.
11- The students of the third year at the secondary level face linguistic and topical problems when they write composition.

12- Students do not find adequate information, interest, purpose or aim to help them write a reasonable composition.

13- There is a deficiency in the ability of the students to infer meaning of unknown words.

14- Reading material in SPINE 6 does not satisfy the student's interest in reading.

15- SPINE 6 does not provide adequate aids with the reading texts.

16- The redundancy in SPINE 5 leads to shortage in time for finishing it.

17- Due to SPINE 5 overload of vocabulary, student's acquisition is very weak.

18- Young learner's needs and their strategies of learning were completely neglected by the existing program.

19- The disappearance of literature classes in the schools leads to weakness in all the skills of English.

20- The over-crowded classes don't allow the students to participate adequately in class.

21- Writing skill is not given sufficient exercises.
22- Number of hours given to English language teaching is far for being sufficient.

23- Methods and techniques in teaching pronunciation are the major causes of the student's ill performance.

24- Teachers do not play an important role in promoting the learner's pronunciation performance which leads to fossilization.

25- Pupil's reading standard is negatively affected by the way through which the reading materials within the SPINE series are selected, graded and designed.

26- A desirable and acceptable writing standard cannot easily be obtained due to the writing techniques adopted throughout SPINE series.

27- The material should include target language culture to help the students to learn the language.
Chapter Four
Methodology of the Study

Introduction:

The major objective of this study is to evaluate SPINE textbooks for teaching English in Sudanese Secondary Schools. The study adopted a descriptive analytical method as stated by Herbert and Shohamy "Descriptive research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation. (Herbert and Shohamy, 2001, P. 142).

Tools of the Study:

The researcher used the following tools for collecting the research data:

1. The questionnaire.
2. The interview.

The questionnaire represents the criteria of evaluating SPINE textbooks as the main books for teaching English in Sudanese secondary schools. The researcher will conduct interviews with the experts and supervisors of English language in Khartoum State.

1-The Questionnaire:

Population of the Study:

The population of the study consisted of teachers of the model secondary schools in Khartoum State whose number is 125.
Sample of the Study:

The sample of the study consisted of 65 male and female English language teachers of the model secondary school teachers in Khartoum State who were chosen randomly.

<table>
<thead>
<tr>
<th>Table No. (1) Gender of the sample studied:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The above table shows that the percentage of males is greater than the percentage of females. The number of males is 39, which is 60% of the sample. Number of females is 26, which is 40%.

Table No. (2) Experience of the sample in teaching English:

<table>
<thead>
<tr>
<th>Experience (years)</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – 5</td>
<td>2</td>
<td>3.1%</td>
</tr>
<tr>
<td>5 – 8</td>
<td>11</td>
<td>16.9%</td>
</tr>
<tr>
<td>8 – 11</td>
<td>7</td>
<td>10.8%</td>
</tr>
<tr>
<td>Over 11</td>
<td>45</td>
<td>69.2%</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100%</td>
</tr>
</tbody>
</table>

The above table shows that 45 of the sample have an experience of over 11 years. 11 of the sample have an experience between 5 – 8 years. 7 of the sample have an experience between 8 – 11 years and 2 of the sample have experience between 3 – 5 years.
Table No. (3) Place of graduation of the sample:

<table>
<thead>
<tr>
<th>Place of graduation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of education</td>
<td>26</td>
<td>40%</td>
</tr>
<tr>
<td>Faculty of arts</td>
<td>32</td>
<td>49.2%</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>10.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The above table shows that 32 of the sample have graduated from the faculty of arts, while 26 of the sample have graduated from the faculty of education. Only 7 of the sample have graduated from other colleges.

Table No. (4) Qualifications of the sample studied:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A</td>
<td>39</td>
<td>60%</td>
</tr>
<tr>
<td>Post graduate diploma</td>
<td>14</td>
<td>21.5%</td>
</tr>
<tr>
<td>M.A</td>
<td>10</td>
<td>15.4%</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>2</td>
<td>3.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The above table shows that 39 of the sample have B.A degree, 14 of the sample have post graduate diploma degree, 10 have M.A degree and 2 have Ph.D. degree.

**Building of the questionnaire:**

The researcher has depended in building the questionnaire as a criterion of evaluating SPINE textbooks on the following:

1. The objectives of teaching English in secondary schools.
2. The objectives of SPINE series.
3. The Literature related to the study.
4. The previous studies.

   The questionnaire consisted of (53) statements distributed to nine axes as follows:
   1. The first axis (The objectives of SPINE textbooks) consisted of (4) statements.
   2. The second axis (The content of SPINE textbooks) consisted of 11 statements.
   3. The third axis (The style of SPINE textbooks) consisted of (7) statements.
   4. The fourth axis (The organization of SPINE textbooks) consisted of (6) statements.
   5. The fifth axis (The language of SPINE textbooks) consisted of (6) statements.
   6. The sixth axis (the exercises and questions) consisted of (7) statements.
   7. The seventh axis (The vocabulary of SPINE textbooks) consisted of (7) statements.
   8. The eighth axis (The educational technology) consisted of (3) statements.
   9. The ninth axis (The reference material) consisted of (2) statements.

   The questionnaire consisted of two parts. The first part concerned the personal data which includes: gender, experience
in teaching English, place of graduation and qualifications. The second part consisted of nine axes each axis contained a number of statements which total is 53. The researcher used Lickert scale to choose the suitable answer and these are: strongly agree, agree, uncertain, disagree, and strongly disagree.

Assessing the questionnaire:

The researcher has distributed the questionnaire to a number of education experts for assessment. (Appendix No. 1).

Reliability and validity of the questionnaire:

Reliability:

Reliability refers to whether the tool used could give the same answers if it is applied under the same conditions.

To find the reliability of the questionnaire, the researcher used the Split-Half Equation for Pearson which was applied for (20) subjects as a pilot group of the study.

This was done by dividing the items of the pilot group questionnaire into two parts. The first part represents the odd numbers (x) and the second part represents the even numbers (y).
Pearson equation:
\[
C = \frac{n\Sigma Y - \Sigma X - \Sigma Y}{\sqrt{n\Sigma X^2 - (\Sigma X)^2}\sqrt{n\Sigma Y^2 - (\Sigma Y)^2}}
\]

Where:
\( C \) = correlation coefficient
\( n \) = number of sample
\( X \) = odd numbers
\( Y \) = even numbers

After applying this equation, the correlation coefficient was 0.87

The reliability was found by applying Spearman-Brown equation as follows:
\[
R = \frac{2C}{1 + C} = \frac{2 \times 0.87}{1 + 0.87} = 0.93
\]

Validity of the questionnaire:

Validity refers to whether the tool used could investigate the objectives which it is purported to investigate. The following equation was applied to find the validity of the questionnaire:

\[
V = \sqrt{R} = \sqrt{0.93} = 0.96
\]

Table No. (5) Shows that the correlation, reliability and validity of the questionnaire are very high.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation</td>
<td>0.87</td>
</tr>
<tr>
<td>Reliability</td>
<td>0.93</td>
</tr>
<tr>
<td>Validity</td>
<td>0.96</td>
</tr>
</tbody>
</table>
**The Data Analysis:**

The data analysis was carried out through the SPSS programme (statistical package for social sciences)

The following equations were applied to analyze the data which was collected by the questionnaire:

1. **Mean:**
   \[
   \bar{X} = \frac{\sum X}{\sum F}
   \]

2. **Standard deviation:**
   \[
   S.D = \sqrt{\frac{\sum(X - \bar{X})^2}{\sum F}}
   \]

3. **Chi square:**
   \[
   \chi^2 = \frac{\sum (k - \bar{k})^2}{\bar{k}}
   \]

Where:

- k = experimental frequency
- \(\bar{k}\) = theoretical frequency

**2-The Interview:**

The interview was made with the experts and supervisors of the English language in Khartoum state. A sample of eleven experts and five supervisors of the English language was chosen randomly.
The interview consisted of eleven statements. A meeting was held with each subject and the researcher noted down their responses.

**Conclusion:**

This chapter has discussed the methodology of the study and the tools of data collection which are the questionnaire and the interview.

The analysis, interpretation and discussion of the data collected will be discussed in the next chapter.
Chapter Five
Analysis, Interpretation and Discussion of the Results

Introduction:
In this chapter, the researcher will analyze, interpret and discuss the data collected by the questionnaire and the interview.

Firstly: The questionnaire

The First axis: The Objectives of SPINE Textbooks:

Table No. (6) Shows the result of $\chi^2$ test to identify the opinions of the sample about this axis

<table>
<thead>
<tr>
<th>No.</th>
<th>The statement</th>
<th>Mean</th>
<th>STD</th>
<th>Calculated $\chi^2$</th>
<th>df</th>
<th>Tabled $\chi^2$ at 0.05</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SPINE textbooks enable the students to develop the four language skills</td>
<td>2.815</td>
<td>1.298</td>
<td>28.308</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>SPINE textbooks fulfill the specific objectives of the program in the treatment of its various units</td>
<td>3.354</td>
<td>1.022</td>
<td>69.538</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>SPINE textbooks enable the students to develop vocabulary</td>
<td>3.046</td>
<td>1.328</td>
<td>46.462</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>4.</td>
<td>SPINE textbooks enable the students to develop grammar</td>
<td>3.108</td>
<td>3.108</td>
<td>59.538</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
</tbody>
</table>

The above table reveals the following:

1. Statement No. (2) "SPINE textbooks fulfill the specific objectives of the program in the treatment of its various
units". This statement has got a mean of 3.354. Most of the sample agreed with this statement.

2. Statement No. (4) "SPINE textbooks enable the students to develop grammar". This statement has got a mean of 3.108. Most of the sample agreed with this statement.

3. Statement No. (3) "SPINE textbooks enable the students to develop vocabulary". This statement has got a mean of 3.046. Most of the sample disagreed with this statement.

4. Statement No. (1) "SPINE textbooks enable the students to develop the four language skills". This statement has got a mean of 2.815. Most of the sample disagreed with this statement.

Discussion:

Most of the sample agreed with statements No. 2 and 4 and disagreed with statements No. 1 and 3. Therefore, the answer to the question No. 1 of the study (to what extent do SPINE textbooks reflect the objectives of teaching English in Sudanese secondary schools?) could be as follows:

1. SPINE textbooks do not enable the students to develop the four language skills.

2. SPINE textbooks do not enable the students to develop vocabulary.

On the other hand:

1. SPINE textbooks fulfill the specific objectives of the program in the treatment of its various units.
2. SPINE textbooks enable the students to develop grammar.

The general objective of teaching a foreign language is to enable the learners develop the four skills of the language. The responses to the questionnaire show that it does not.

The vocabulary is an important sub-skill. Without vocabulary learners of the foreign language will find themselves unable to read well. They will also not be able to speak well. Topic-based vocabulary as it is taught in SPINE textbooks for the secondary level, especially in Book V and VI deprive the learners from that essential vocabulary – the vocabulary of common use which is needed for everyday situations.

The result of this study comes in agreement with the findings of the studies of Ahmed, 1992 and Azhari, 1989.

Since the 1970s there has been a movement to make learners the centre of language instruction and it is probably best to view books as resources in achieving aims and objectives that have already been set in terms of learner needs. We should make sure that materials selected closely reflect the needs of the learners and the aims, methods and values of the teaching program. A book may be ideal in one situation because it matches the needs in that situation perfectly, it has just the right amount of material for the program, it has an equal coverage of grammar and the four skills (Brown, 1995, Cunningsworth, 1995, Jack C. Richards, 2001).

The Second axis: The Content of SPINE Textbooks
Table No. (7) Shows the result of $\chi^2$ test to identify the opinions of the sample about this axis

<table>
<thead>
<tr>
<th>No.</th>
<th>The statement</th>
<th>Mean</th>
<th>STD</th>
<th>Calculated $\chi^2$</th>
<th>df</th>
<th>Tabled $\chi^2$ at 0.05</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The content of SPINE textbooks is appropriate to the cognitive standard of the students.</td>
<td>2.877</td>
<td>1.139</td>
<td>49.07</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>The content of SPINE textbooks is appropriate to the affective domain of the students.</td>
<td>2.785</td>
<td>1.078</td>
<td>28.923</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>The textbooks contain enough exercises that reinforce learning of English</td>
<td>2.785</td>
<td>1.218</td>
<td>41.385</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>4.</td>
<td>The content is arranged in a logical sequence</td>
<td>2.58</td>
<td>1.074</td>
<td>18.615</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.</td>
<td>The content is interesting</td>
<td>3.031</td>
<td>1.145</td>
<td>24.615</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>6.</td>
<td>The content is challenging</td>
<td>2.831</td>
<td>0.993</td>
<td>32.462</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>The content is motivating</td>
<td>2.877</td>
<td>1.053</td>
<td>35.077</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>There is sufficient variation of material in the content of the textbooks</td>
<td>3.462</td>
<td>1.017</td>
<td>60.000</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>9.</td>
<td>The content is up-to-date</td>
<td>2.800</td>
<td>1.135</td>
<td>34.308</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>10.</td>
<td>The content is suitable for the intended age group</td>
<td>2.923</td>
<td>1.203</td>
<td>27.692</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>11.</td>
<td>The content provides an appropriate balance of the four language skills</td>
<td>2.477</td>
<td>1.239</td>
<td>34.000</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

The above table displays the following results:

1. Statement No. (8) "There is sufficient variation of material in the content of the textbooks". This statement has got a mean of 3.462. Most of the sample agreed with this statement.

2. Statement No. (5) "The content is interesting". This statement has got a mean of 3.031. Most of the sample disagreed with this statement.
3. Statement No. (10) "The content is suitable for the intended age group". This statement has got a mean of 2.923. Most of the sample disagreed with this statement.

4. Statement No (1) "The content of SPINE textbooks is appropriate to the cognitive standard of the students". This statement has got a mean of 2.877. Most of the sample disagreed with this statement.

5. Statement No (7) "The content is motivating". This statement has got a mean of 2.877. Most of the sample agreed with this statement.

6. Statement No (6) "The content is challenging". This statement has got a mean of 2.881. Most of the sample disagreed with this statement.

7. Statement No (9) "The content is up-to-date. This statement has got a mean of 2.800. Most of the sample disagreed with this statement.

8. Statement No (2) "The content of SPINE textbooks is appropriate to the affective domain of the students". This statement has got a mean of 2.785. Most of the sample disagreed with this statement.

9. Statement No (3) "The textbooks contain enough exercises that reinforce learning of English". This statement has got a mean of 2.785. Most of the sample disagreed with this statement.
10. Statement No (4) "The content is arranged in a logical sequence. This statement has got a mean of 2.580. Most of the sample disagreed with this statement.

11. Statement No (11) "The content provides an appropriate balance of the four language skills". This statement has got a mean of 2.477. Most of the sample disagreed with this statement.

Discussion:

The above table clearly reflects that most of the sample of the study disagreed with all the statements of this axis except statements No. (7) and (8). Therefore, the answer to the question No. (2) of the study: (to what extent is the content satisfactory ?) could be stated as follows:

1. There is sufficient variation of material in the content of the textbooks.

2. The content is not interesting.
   One main strategy for learning is motivation. It enhances learning as it is well known in all methodology books. The responses showed that the content is not interesting. This will hinder learning.

3. The content is not suitable for the intended age group.
   If the content of the textbooks is not suitable it will not help the students to study well.
   This shows that the secondary school students lack of interest or decrease of the interest they came with from the
basic level schools, it might be one main cause for the falling standards of English language people always talk of.

4. The content of SPINE textbooks is not appropriate to the cognitive standard of students. If the content is not within the cognitive standard of the students teachers will find difficulty in teaching the material. Valuable learning time will thus be wasted.

5. The content is motivating. The response here does not conform with the above responses, perhaps this came as a reflection on the first response "there is sufficient variation of material".

6. The content is not challenging. How can it be challenging if it is not within the cognitive standard as they said above.

7. The content is not up-to-date. Lack of authentic material in the SPINE books (4-5-6) may be one cause for the response. The secondary school age group demands that what is presented to the learners must answer the demands of learners' age group (13 – 17).

8. The content of SPINE textbooks is not appropriate to the affective domain of the students. Young people like adventure, heroism and sports. The affective domain of SPINE as the questionnaire showed does not respond to this.
9. The textbooks do not contain enough exercises that reinforce learning of English. So, there will not be enough practice and language learning depends on it.

10. The content is not arranged in a logical sequence. It is well known that for the syllabus to be considered a good one, it must be graded and integrated. There must be grading for the following:
   - Grading the difficulty of the vocabulary.
   - Grading the difficulty of the structures.
   - Grading the difficulty of the language material.

11. The content does not provide an appropriate balance of the four language skills. The response here shows that teachers feel that the books do not help foreign language learning because there is no appropriate balance of the language skills. The results of this study are in conformity with the findings of Yassir, 1999, and Gareeballab, 2000.

   The need for surprise and variety within a forty-five minute lesson is essential. If, for example, students spend all of that time writing sentences, they will probably get bored. But, if, in that forty-five minutes there are a number of different tasks with a selection of different topics, the students are much more likely to remain interested. (*Harmer, 1998*, p.5)
Motivation is often seen as the key learner variable because without it, nothing much happens. For this reason, skills in motivating learners are an important aspect in the content of any ELT textbook. *(Schmitl, 2002, p. 172).*

Most members of the language teaching profession realize that their students' learning potential increases when attitudes are positive and motivation runs high. As Brown, 2006, points out, attitudes are cognitive and affective; that is they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning, which in the case of language requires exposure to a different culture and also to the difficult task of mastering a second language. *(Brown, 2006, p. 180).*
The Third axis: The Style of SPINE Textbooks:

Table No. (8) Shows the result of $\chi^2$ test to identify the opinions of the sample about this axis

<table>
<thead>
<tr>
<th>No.</th>
<th>The statement</th>
<th>Mean</th>
<th>STD</th>
<th>Calculated $\chi^2$</th>
<th>df</th>
<th>Tabled $\chi^2$ at 0.05</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The style of material in the textbooks is appropriate to the secondary level</td>
<td>3.369</td>
<td>1.206</td>
<td>41.385</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>The sentences length is reasonable for the students of this level</td>
<td>2.615</td>
<td>1.071</td>
<td>66.615</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>The structure of the sentences is graded from simple to more complex.</td>
<td>2.800</td>
<td>1.189</td>
<td>30.154</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>4.</td>
<td>The structure of the textbooks is graded from simple to more complex</td>
<td>2.821</td>
<td>1.193</td>
<td>24.769</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.</td>
<td>The texts are presented in a logical manner</td>
<td>2.709</td>
<td>1.101</td>
<td>21.077</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>6.</td>
<td>The texts are so interesting that students enjoy reading them</td>
<td>2.954</td>
<td>1.218</td>
<td>13.692</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>The activities are appealing to a wide range of students' abilities and interests.</td>
<td>2.831</td>
<td>1.140</td>
<td>18.308</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

The above table exhibits the following results:

1. Statement No. (1) "The style of material in the textbooks is appropriate to the secondary level". This statement has got a mean of 3.369. Most of the sample agreed with this statement.

2. Statement No. (6) "The texts are so interesting that students enjoy reading them". This statement has got a mean of 2.954. Most of the sample disagreed with this statement.
3. Statement No. (7) "The activities are appealing to a wide range of students' abilities and interests". This statement has got a mean of 2.831. Most of the sample disagreed with this statement.

4. Statement No. (4) "The structure of the textbooks is graded from simple to more complex". This statement has got a mean of 2.821. Most of the sample disagreed with this statement.

5. Statement No. (3) "The structure of the sentences is graded from simple to more complex". This statement has got a mean of 2.800. Most of the sample disagreed with this statement.

6. Statement No. (5) "The texts are presented in a logical manner". This statement has got a mean of 2.709. Most of the sample disagreed with this statement.

7. Statement No. (2) "The sentences length is reasonable for the students of this level". This statement has got a mean of 2.615. Most of the sample disagreed with this statement.

**Discussion:**

Most of the sample disagreed with all the statements of this axis, except statement No. (1). Therefore, the answer to the questions No. (3) of the study (to what extent is the style appropriate ?) could be clarified as follows:

1. The style of material in the textbooks is appropriate to the secondary level.
2. The texts are not interesting for the students to enjoy reading them.
   If the content is not interesting as it is shown before, it is not surprising that they should respond to this saying that the texts are not interesting.

3. The activities are not appealing to a wide range of students' abilities and interests.
   The activities in any foreign language study are supposed to strengthen teaching by providing tasks that can implement the recycling by practice of materials taught.

4. The structure of the textbooks is not graded from simple to more complex.
   There is a general agreement as stated by most of the teachers that book V is more difficult than book VI.

5. The structure of the sentences is not graded from simple to more complex.
   Responses show that there is no grading for the structure of the sentences ranging from easy to difficult to more difficult.

6. The texts are not presented in a logical manner.
   There is a sharp jump from book IV to book V.

7. The sentences length is not reasonable for the students of this level.
   This also shows that there is no grading for the structures in the SPINE books.
The result of this study comes in consensus with the findings of Yassir, 1999.

The appropriateness of the text for the intended learners is one of the main criteria of evaluating a textbook.

The learners' cultural backgrounds, ages, interests, and purposes in acquiring the second language must be considered. For example, students in advanced English for academic purposes (EAP) course designed to prepare learners for university level coursework in English, will have a very different learner profile than those in an ESL literacy program. Their purposes in studying English would be quite different, and the textbooks chosen for their classes must reflect this. *(Garinger, 2001, p. 2).*

Another main criterion is grading and sequencing the structure of the textbook. One of the commonest ways of sequencing material is by difficulty level. Content presented earlier is thought to be simpler than later items. This is typically seen in relation to grammar content, but any type of course content can be graded in terms of difficulty. For example, in a reading course, reading texts may be simplified at the beginning of the course and unsimplified at later levels. Or simple skills such as "literal comprehension" may be required early on, and more complex skills such as "inferencing" taught at a later stage. *(Richards, 2001, p. 150)*

The Fourth axis: The Organization of SPINE Textbooks:
Table No. (9) Shows the result of $\chi^2$ test to identify the opinions of the sample about this axis

<table>
<thead>
<tr>
<th>No.</th>
<th>The statement</th>
<th>Mean</th>
<th>STD</th>
<th>Calculated $\chi^2$</th>
<th>df</th>
<th>Tabled $\chi^2$ at 0.05</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The textbooks provide a useful table of contents, glossary and index</td>
<td>2.431</td>
<td>1.118</td>
<td>27.846</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>The text is uniform in appearance and content layout (throughout the book as well as within each chapter)</td>
<td>2.692</td>
<td>1.145</td>
<td>11.615</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>The textbooks contain references for both teachers and students.</td>
<td>2.231</td>
<td>1.027</td>
<td>54.923</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>4.</td>
<td>The chapters provide introductions and summaries that are clear and comprehensive.</td>
<td>2.692</td>
<td>1.117</td>
<td>41.846</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.</td>
<td>SPINE textbooks require teachers to plan activities for the class.</td>
<td>3.969</td>
<td>1.015</td>
<td>66.615</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>SPINE textbooks reflect the integration of the different disciplines.</td>
<td>3.077</td>
<td>1.065</td>
<td>28.154</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

The above table shows the following result:

1. Statement No. (5) "SPINE textbooks require teachers to plan activities for the class". This statement has got a mean of 3.969. Most of the sample agreed with this statement.

2. Statement No. (6) "SPINE textbooks reflect the integration of the different disciplines". This statement has got a mean of 3.077. Most of the sample disagreed with this statement.

3. Statement No. (2) "The text is uniform in appearance and content layout (throughout the book as well as within each
Discussion:

The above table reveals that most of the sample disagreed with all the statements of this axis except statement No. (5). Therefore the answer to the question No. (4) of the study (to what extent is the organization of the book satisfactory?) could be as follows:

1. SPINE textbooks require teachers to plan activities for the class.

The questionnaire showed that most of the teachers in the target schools have agreed that the SPINE books lack enough tasks and activities. The teachers do not find time or ability to supplement activities needed for the class.
2. SPINE textbooks do not reflect the integration of the different disciplines. Teachers are always advised to do their best to integrate a number of skills in a lesson for the development of the skills and for variation – a motivating part of language teaching. The teachers' response for this showed that the books do not allow this integration.

3. The text is not uniform in appearance and content layout. The layout of syllabus books is desired for many reasons – good forms are appealing to the artistic taste of the students – the search for beauty is always desired and appreciated.

4. The chapters do not provide instructions and summaries. Instructions are important and they are really needed. They help as a guide for both teachers and students. Teachers are called instructors. The summary is needed for the students. It helps them to recapitulate the main points of a lesson.

5. The textbooks do not provide a useful table of contents, glossary and index. Most books have this, when this is lacking in syllabus books, the books will deviate from the acknowledged forms of books – a defect and a deficiency that must be well guarded against.
6. The textbooks do not contain references for both teachers and students.

References are necessary for teachers. They can go back to certain references to make clear certain points that were not fully understood or to increase their knowledge about certain topics. This will be helpful towards building teachers competence and confidence.

The result comes in harmony with the findings of Amira, 2001.

The textbook should meet the needs of the learners in several ways, not only in terms of language objectives. Students and teachers both want visually stimulating material that is well organized and easy to follow, so layout, design and organization should be considered.

The organization of a textbook refers to the presentation of language items and activities. The learning objectives should be clear and concise and a detailed overview of the topics, functions, structures, grammar and skills within each unit should be found in the introductory table of contents. The course components are to be effectively and clearly organized around specific topics such as culture, travel, rules, jobs and working, stories etc… Additional useful components of the overall organization of the textbook are the rather extensive vocabulary lists, glossaries, grammar references and communicative expansion. The vocabulary lists, glossaries and references are all
very helpful supplementary aids for students while the expansion activities at the end of the textbook provide them with further opportunities to use the language points from each particular unit in "quasi-creative" and meaningful manner. *(Litz, 2007, pp. 20-21)*

The teacher may need to plan activities for the class. This has obvious advantages. The teacher's own materials probably interests him or her more than what's in the textbook and it may well be more appropriate for the students. *(Harmer, 1998, Grant, 1987)*

For students, evidence of a plan shows them that the teacher has devoted time to thinking about the class. It strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect. Lack of plan may suggest the opposite of these teachers attributes. *(Harmer, 1998, Grant, 1987).*
The Fifth axis: The Language of SPINE Textbooks:

Table No. (10) Shows the result of \( \chi^2 \) test to identify the opinions of the sample about this axis

<table>
<thead>
<tr>
<th>No.</th>
<th>The statement</th>
<th>Mean</th>
<th>STD</th>
<th>Calculated ( \nabla^2 )</th>
<th>df</th>
<th>Tabled ( \chi^2 ) at 0.05</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The language is appropriate to the intended age group</td>
<td>2.600</td>
<td>1.143</td>
<td>44.462</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>The language contains vocabulary of common use</td>
<td>2.631</td>
<td>1.126</td>
<td>67.231</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>The language used is built on previous language levels (graded)</td>
<td>3.154</td>
<td>1.215</td>
<td>44.154</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>The progression of grammar points and vocabulary items is appropriate</td>
<td>2.862</td>
<td>1.158</td>
<td>29.846</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.</td>
<td>The pattern of punctuation is appropriate</td>
<td>3.000</td>
<td>1.159</td>
<td>38.769</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>The grammar rules are presented in a logical manner</td>
<td>2.600</td>
<td>1.143</td>
<td>42.615</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

The above table reflects the following results:

1. Statement No. (3) "The language used is built on previous language levels". This statement has got a mean of 3.154. Most of the sample agreed with this statement.
2. Statement No. (5) "The pattern of punctuation is appropriate". This statement has got a mean of 3.000. Most of the sample agreed with this statement.
3. Statement No. (4) "The progression of grammar points and vocabulary items is appropriate". This statement has got a mean of 2.862. Most of the sample disagreed with this statement.
4. Statement No. (2) "The language contains vocabulary of common use". This statement has got a mean of 2.631. Most of the sample disagreed with this statement.

5. Statement No. (1) "The language is appropriate to the intended age group". This statement has got a mean of 2.600. Most of the sample disagreed with this statement.

6. Statement No. (6) "The grammar rules are presented in a logical manner". This statement has got a mean of 2.600. Most of the sample disagreed with this statement.

Discussion:

The above table clearly reveals that most of the sample disagreed with all the statements of this axis except statements No. (3) and (5). Therefore, the answer to the question No. (5) of the study (to what extent is the language of SPINE textbooks appropriate ?) could be as follows:

1. The language used is built on previous language levels.
   This is what expected when you move from one level to another. The new books will use vocabulary and structures used in the previous book and build on them when they design a book for the next level.

2. The pattern of punctuation is appropriate.
   This is another merit for the SPINE books. It is not easy to read a text without punctuation.

3. The progression of grammar points and vocabulary items is not appropriate.
When lessons are topic-based the progression of grammar points and vocabulary items will not be appropriate. Different kinds of topics demand different kinds of grammar points and different vocabulary.

4. The language does not contain vocabulary of common use.
A topic-based vocabulary is not vocabulary of common use. A topic on economics will only use vocabulary needed to explain economic concepts – essential vocabulary for special purposes (ESP).

5. The language is not appropriate to the intended age group.
Book V is a good sample to qualify this point. The language and vocabulary in many lessons in this book are far away from the cognitive standard of second year students (14 – 15 years).

6. The grammar rules are not presented in a logical manner.
The grammar rules are found in what is called grammar-corner. They use prescriptive kind of grammar not descriptive which is recommended by many theorists. The result comes in consent with the findings of Azhari, 1989.

As it is mentioned by Jack C. Richards, 2001, in his book "Curriculum Development in Language Teaching", in order to plan a language course, it is necessary to know the level at which the program will start and the level learners may be expected to reach at the end of the course. More detailed
descriptions are needed of students' proficiency levels before they enter a program and targeted proficiency levels at the end of it. Specially designed tests may be needed to determine the level of students' language skills. Information from proficiency tests will enable the target level of the program to be assessed and may require adjustment of the program's objectives if they appear to be aimed at too high or too low a level. (Richards, 2001, pp. 146-147)

With respect to grammar, although grammatical proficiency and language proficiency are now no longer considered to be one and the same thing, grammar plays a role in speaking, listening, reading and writing skills. Hence, it cannot be ignored. Characteristic of current approaches to the teaching of grammar is, consequently, a tendency to treat grammar as a component of other skills, rather than as a separate skill in itself. This means that particular grammatical items are dealt with when they are needed for specific kinds of communicative tasks and functions. (Michael, 1987, p. 279)
The Sixth axis: The Exercises and Questions
Table No. (11) Shows the result of $\chi^2$ test to identify the opinions of the sample about this axis

<table>
<thead>
<tr>
<th>No.</th>
<th>The statement</th>
<th>Mean</th>
<th>STD</th>
<th>Calculated $\chi^2$</th>
<th>df</th>
<th>Tabled $\chi^2$ at 0.05</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The exercises and questions in SPINE textbooks promote learners' language development</td>
<td>3.062</td>
<td>1.059</td>
<td>34.923</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>The exercises and questions reinforce what students have already learned and represent a progression from simple to more complex</td>
<td>3.092</td>
<td>1.221</td>
<td>31.692</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>The exercises and questions facilitate students' use of grammar rules</td>
<td>2.985</td>
<td>1.082</td>
<td>31.231</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>The exercises promote critical thinking of the text</td>
<td>2.615</td>
<td>1.182</td>
<td>33.385</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.</td>
<td>The exercises encourage sufficient communication</td>
<td>2.7692</td>
<td>1.183</td>
<td>37.385</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>6.</td>
<td>The exercises promote creative, original and independent responses</td>
<td>2.754</td>
<td>1.173</td>
<td>16.154</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>The textbooks contain enough activities and enough questions for practice</td>
<td>2.708</td>
<td>1.100</td>
<td>49.077</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

The above table unveils the following results:

1. Statement No. (2) "The exercises and questions reinforce what students have already learned and represent a progression from simple to more complex". This statement has got a mean of 3.092. Most of the sample disagreed with this statement.

2. Statement No. (1) "The exercises and questions promote learners' language development". This statement has got a
mean of 3.062. Most of the sample agreed with this statement.

3. Statement No. (3) "The exercises and questions facilitate students' use of grammar rules". This statement has got a mean of 2.985. Most of the sample agreed with this statement.

4. Statement No. (5) "The exercises encourage sufficient communication". This statement has got a mean of 2.769. Most of the sample disagreed with this statement.

5. Statement No. (6) "The exercises promote creative, original and independent responses". This statement has got a mean of 2.754. Most of the sample disagreed with this statement.

6. Statement No. (7) "The textbooks contain enough activities and enough questions for practice". This statement has got a mean of 2.708. Most of the sample disagreed with this statement.

7. Statement No. (4) "The exercises promote critical thinking of the text". This statement has got a mean of 2.615. Most of the sample disagreed with this statement.

**Discussion:**

With respect to question No. (6) of the study (to what extent are the exercises and questions adequate), the answer could be as follows:
1. The exercises and questions do not reinforce what students have already learned and do not represent a progression from simple to more complex. The teachers' response show that this is a serious defect.

2. The exercises and questions promote learner's language development. This is one merit that will be counted for the SPINE books.

3. The exercises and questions facilitate students' use of grammar rules. The exercises are supposed to do so. It is another merit for the books.

4. The exercises do not encourage sufficient communication. When the exercises lack well clear cut activities, they will definitely not encourage sufficient communication.

5. The exercises do not promote creative, original and independent responses. The teaching of the communicative ability demands a number of simulations that should be presented. Precommunicative ability should be taught. The vocabulary needed for each simulation is taught together with the structures needed for developing the communicative ability.

6. The textbooks do not contain enough activities and enough questions for practice. So they cannot develop the ability.
7. The exercises do not promote critical thinking of the text. Good exercises can aim at developing the intelligence of learners by giving them questions that demand of them the use of their minds – questions that make them think and give answers that the text alone will not help them to give.

The result comes in agreement with the findings of Mahasin, 2001.

As suggested by Dawn Garinger, 2006, when evaluating the quality of a textbook's exercises or questions, four key questions should be answered:

1. Do the exercises and activities in the textbook contribute to learners' language acquisition?
2. Are the exercises balanced in their format, containing both controlled and free practice?
3. Are the exercises progressive as the students move through the textbooks?
4. Are the exercises varied and challenging?
The Seventh axis: The Vocabulary of SPINE textbooks:
Table No. (12) Shows the result of $\chi^2$ test to identify the opinions of the sample about this axis

<table>
<thead>
<tr>
<th>No.</th>
<th>The statement</th>
<th>Mean</th>
<th>STD</th>
<th>Calculated $\chi^2$</th>
<th>df</th>
<th>Tabled $\chi^2$ at 0.05</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The new vocabulary words are recycled in subsequent lessons to reinforce their meaning and use</td>
<td>2.815</td>
<td>1.059</td>
<td>44.308</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>The new vocabulary words are reasonable for the students of the secondary level</td>
<td>2.615</td>
<td>1.141</td>
<td>40.462</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>The vocabulary content of SPINE textbooks is vocabulary of common use in English</td>
<td>2.585</td>
<td>0.987</td>
<td>71.846</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>4.</td>
<td>The new words for a particular lesson are enough for teaching that lesson</td>
<td>2.600</td>
<td>1.209</td>
<td>28.308</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.</td>
<td>There are no unknown words in that particular lesson apart from the ones given in the teacher's guide book</td>
<td>2.600</td>
<td>0.949</td>
<td>64.615</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>6.</td>
<td>The new vocabulary words are presented at an appropriate rate so that the text is understandable</td>
<td>2.585</td>
<td>1.088</td>
<td>35.846</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>The new vocabulary words are presented in a logical manner and in increasing order of difficulty</td>
<td>2.662</td>
<td>1.63</td>
<td>29.538</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

The above table reveals the following result:

1. Statement No. (1) "The new vocabulary words are recycled in subsequent lessons to reinforce their meaning and use". This statement has got a mean of 2.815. Most of the sample disagreed with this statement.

2. Statement No. (7) "The new vocabulary words are presented in a logical manner and in increasing order of
difficulty". This statement has go a mean of 2.662. Most of the sample disagreed with this statement.

3. Statement No. (2) "The vocabulary words are reasonable for the students of the secondary level". This statement has got a mean of 2.615. Most of the sample disagreed with this statement.

4. Statement No. (4) "The new words for a particular lesson are enough for teaching that lesson". This statement has got a mean of 2.600. Most of the sample disagreed with this statement.

5. Statement No. (5) "There are no unknown words in that particular lesson apart from the ones given in the teacher's guide book". This statement has got a mean of 2.600. Most of the sample disagreed with this statement.

6. Statement No. (3) "The vocabulary content of SPINE textbooks is vocabulary of common use in English". This statement has got a mean of 2.585. Most of the sample disagreed with this statement.

7. Statement No. (6) "The new vocabulary words are presented at an appropriate rate so that the text is understandable". This statement has got a mean of 2.585. Most of the sample disagreed with this statement.
Discussion:

It is clearly evident from the table above that all the sample disagreed with all the statements of this axis. The answer, to the question No. (7) of the study (to what extent is the vocabulary adequate?) could be as follows:

1. The new vocabulary words are not recycled in subsequent lessons.
   This is a deficiency that has serious effects on knowledge of words that will help the students when they write. Recycling vocabulary helps in their being in the permanent memories.

2. The new vocabulary words are not presented in a logical manner. New words should be presented in a logical manner for learners.
   They should also be presented in an increasing order of difficulty. A good learning principle demands that teachers always move from easy items in vocabulary to more difficult ones, words about classroom environment, then the school environment, and then you move to the environment that is directly related to your learners.

3. The vocabulary words are not reasonable for the students of the secondary level.
   Topic-based vocabulary lays its importance on understanding these topics, and when the topics are not within the cognitive knowledge of the students, they will
not be easy to understand or retain. They are not in common use.

4. The new words for a particular lesson are not enough for teaching that lesson.

It is noticed that the words that are supposed to be new as the teacher's book designate are not the only ones as you read the lesson. You will find many new ones not mentioned in the teacher's book.

There is no grading for vocabulary and the problem of vocabulary in the SPINE book is therefore quite complicated.

5. There are unknown words in that particular lesson apart from the ones given in the teacher's guide book. The teachers' response here reinforces the previous point. The learners will find difficulty in understanding a lesson when it contains many unknown words for them.

6. The vocabulary content of SPINE textbooks is not a vocabulary of common use.

It is not surprising that the response will be so. The vocabulary of common use will enable students to make use of the language in both speech and writing, but topic-based vocabulary may be useful for English for Specific Purposes (ESP).

7. The new vocabulary words are not presented at an appropriate rate, so the text is not understandable. I was
not surprised to find that the responses on vocabulary are on the negative side. The teachers in the secondary schools felt the need for grading vocabulary.

The result is confirmed by the findings of Ahmed, 1992.

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. What words should be taught in a second language? This depends on the objectives of the course and the amount of time available for teaching. (Richards, 2001, pp. 4-5).

Vocabulary needs to be met a number of times to allow the learning of each word to become stronger and to enrich the knowledge of each word. White (1997), suggested that there are a number of criteria that can be used in the selection and grading of vocabulary. He argued that frequency (the total number of occurrences of an item in a given corpus of language), coverage (the number of things which can be expressed by any given item), range (the amount of times a word or words appear in texts within a given corpus), availability (the readiness with which a word is remembered and used by native speakers in certain situations), and potential learnability can all play an important role in vocabulary selection. (White, 1997, p. 36).
The Eighth axis: The Educational Technology:
Table No. (13) Shows the result of $\chi^2$ test to identify the opinions of the sample about this axis

<table>
<thead>
<tr>
<th>No.</th>
<th>The statement</th>
<th>Mean</th>
<th>STD</th>
<th>Calculated $\chi^2$</th>
<th>df</th>
<th>Tabled $\chi^2$ at 0.05</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The educational technology gives students opportunity to promote their language skills</td>
<td>3.523</td>
<td>1.511</td>
<td>19.231</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>The textbooks contain appropriate pictures, drawings and tables</td>
<td>2.462</td>
<td>1.160</td>
<td>23.846</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>The educational technology is sufficient</td>
<td>2.262</td>
<td>1.228</td>
<td>26.923</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

The above table exhibits the following results:

1. Statement No. (1) "The educational technology gives students opportunity to promote their language skills". This statement has got a mean of 3.523. Most of the sample agreed with this statement.
2. Statement No. (2) "The textbooks contain appropriate pictures, drawings and tables". This statement has got a mean of 2.462. Most of the sample disagreed with this statement.
3. Statement No. (3) "The educational technology is sufficient". This statement has got a mean of 2.262. Most of the sample disagreed with this statement.

Discussion:
The sample of the study agreed upon the importance of the educational technology in teaching English. The answer to
question No. (8) of the study (to what extent is the educational technology sufficient) could be as follows:

1. The educational technology gives students opportunity to promote their language skills. This is a principle that no teacher can question and it is a response that shows the importance of using Educational Technology in teaching a foreign language.

2. SPINE textbooks do not contain appropriate pictures, drawings and tables. When the teachers were asked to respond on whether SPINE books contain appropriate pictures, drawings and tables, they gave their opinions that the books do not cater for these.

3. The educational technology in SPINE textbooks is not sufficient. The teachers agreed that the educational technology has made use of in the SPINE books is not enough.

The result is consented by the findings of the study of Azhari, 1989.

Due to the current status of English as a global language of science, technology, and international relations, it is of great importance to take advantage of the continuing advances, in multimedia technology and to make an effort to integrate this technology with in-class instruction. Multimedia technology can help with some difficulties associated with the EFL situation,
such as large class sizes and mixed-ability classrooms. Multimedia technology can help students to be autonomous learners. This explains the growing number of schools with facilities for students to access computers and audiovisual equipment. (Mayora, 2006, p. 14)

The Ninth axis: The Reference Material of SPINE Textbooks

Table No. (14) Shows the result of $\chi^2$ test to identify the opinions of the sample about this axis

<table>
<thead>
<tr>
<th>No.</th>
<th>The statement</th>
<th>Mean</th>
<th>STD</th>
<th>Calculated $\chi^2$</th>
<th>df</th>
<th>Tabled $\chi^2$ at 0.05</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SPINE textbooks depend on reliable references</td>
<td>2.677</td>
<td>0.969</td>
<td>28.769</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>SPINE textbooks depend on specialized references</td>
<td>2.969</td>
<td>1.015</td>
<td>23.231</td>
<td>4</td>
<td>9.45</td>
<td>0.000</td>
<td>Sig</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

The above table displays the following results:

1. Statement No. (2) "SPINE textbooks depend on specialized references". This statement has got a mean of 2.969. Most of the sample disagreed with this statement.
2. Statement No. (1) "SPINE textbooks depend on reliable references". This statement has got a mean of 2.677. Most of the sample disagreed with this statement.

Discussion:

Most of the sample disagreed with all the statements of this axis. Therefore, the answer to the question No. (9) of this
study (to what extent are SPINE textbooks depending on reference material?) comes as follows:

1. SPINE textbooks do not depend on reliable references.
   Teachers mentioned before that the SPINE books do not incorporate any references.

2. SPINE textbooks do not depend on specialized references.
   There are no references whether reliable or not.

Secondly: The Interview

Statement No. 1:
The SPINF textbooks do not enable the students of the secondary level to develop the four language skills.
Most of the respondents agreed that SPINE textbooks do not enable the students of the secondary level to develop the four language skills. This is attributed to the fact that most of the units in the three books of the secondary level are on the reading side of the language skills. The stress in the books is on comprehension. The writing skill is not given enough emphasis. Listening and speaking are the least developed skills. The books are not accompanied with any teaching aids or modern technology like cassettes, C.Ds videos.. etc. There are no enough activities and exercises to ensure practicing these four skills.
Statement No. 2:
It is noticed that the students in the secondary schools are less motivated for learning English compared to those in the Basic level. Most of the respondents agreed to this statement. This is felt by many teachers. The books are not attractive and they do not discuss what suits their age. Students do not know whether they are studying English as a subject or as a language. The main goal is just to prepare them for the examinations.

Statement No. 3:
The SPINE books are considered one of the causes of the low standards of English in the secondary schools. Most of the interviewees agreed that SPINE could be considered as a major factor of this low standard of English in secondary schools, and this is because the books do not reflect real life situations. Most of the topics are not up-to-date, and students are not given opportunity to practice the language. Other factors are the time allotted to English and the teacher's competency and level of training.

Statement No. 4:
The SPINE textbooks do not contribute to the achievement of the objectives of teaching English in the secondary schools. It is well noticed that the students of the secondary level are not able to communicate well in English and the main objective of learning a foreign language is to do that. This is the opinion of most of the respondents. According to them, the books mainly focus on reading and writhing, but even these skills are not
given sufficient practice. The books are full of vocabulary, but how to use this vocabulary is the problem, besides, the time allotted to English is not sufficient, so as to allow teachers do their own efforts.

Statement No. 5:
The shortcomings in the vocabulary content is due to the fact that SPINE books are topic-based (not aimed to develop the language skills).

The problem of vocabulary, according to the respondents, is that the vocabulary is not graded within each book and within the whole series i.e. the vocabulary in every unit has nothing to do with the pervious one and even with the coming unit in the same book and this is applied also from one book to the other. Students are not having a good exposure to the English language, because the books lack exercises which enhance the learning of vocabulary. The respondents clarified that SPINE 4 is simple and does not prepare students to the coming level (book 5) which is difficult and full of vocabulary that is above the level of many teachers let alone the students.

Statement No. 6:
The SPINE books reflect the socio-economic conditions in the country and at the same time neglect the culture of the native speakers.

The respondents agreed that the foreign language should be taught through its culture. The SPINE books introduce only a few lessons as for as the issue of culture is concerned. They said
that the syllabus is too much Sudanese. Some of the local reading materials, like Sudanese customs and traditions, seem to be translated or written in Arabic sense rather than English. The sense of true native English is lacking. We should use both cultures, but with great emphasis on the culture of the native speakers and this could be accomplished through literature and exercises which reflect the daily life situations and vocabulary of common use in English.

**Statement No. 7:**

What do you think of the process of grading and sequencing in the SPINE books for the secondary level (Book V is more difficult than Book VI).

The respondents agreed on the above statement. The grading of the whole syllabus is really poor, and this can be witnessed in SPINE 4 and 5 on one side and 5 and 6 on the other side where we find a great gap between 4 and 5. SPINE 5 is the most difficult book in the whole series. Book 6 is easier than book 5.

**Statement No. 8:**

To what extent does the style of SPINE books suit the ability and the standard level of the students in this stage?

The respondents assured that the style of the books doesn't suit the student's age, interest and educational background. The topics are not interesting for them and not up-to-date.

**Statement No. 9:**
Teachers do not benefit from the teacher's book and do not have any substitutes:
Most of the respondents strongly agreed to this statement. They have assured that the teacher's book is not available at schools and most teachers do without it. Teachers sometimes find mistakes in the teacher's book and some questions do not have answers. Teachers need to work as a team to resolve some problems or to seek the advice of others outside the school because schools do not contain any substitutes.

Statement No. 10:
The SPINE books do not enable the students of the secondary level to communicate effectively inside and outside the classroom. According to the respondents, the statement is true because students are not exposed to real life situations in English, the books do not contain sufficient exercises to enable them practice the skills of speaking and listening. The skills of reading and writing are not properly taught and not using up-to-date methodology for teaching these skills.

Statement No. 11:
To what extent do you think that authenticity (real-life situations) is reflected in SPINE books?
The responses show that the exercises and activities in SPINE books do not reflect these kind of situations. They do not develop pre-communicative abilities- through vocabulary and tasks based on real life situations.

Conclusion:
This chapter has dealt with the analysis of data, interpretation and discussion of the results.
The conclusions of the study, recommendations and suggestions for further studies will be discussed in the next chapter.
Chapter Six

Summary, conclusions, Recommendations, and suggestions for further studies

Summary:

The problem of this study is: Evaluation of SPINE textbooks for teaching English in Sudanese secondary schools. The study consists of six chapters.

Chapter one represents the general framework of the study which includes introduction to the problem of the study, questions of the study, significance of the study, objectives of the study, methodology of the study and the definition of some important terms.

Chapter two deals with the review of related literature to the study and this includes: the concept of the textbook, the literature related to the questions of the study, the evaluation of the textbook, the pre-SPINE stage and introduction of SPINE series, and the objectives of teaching English in Sudanese secondary schools.

Chapter three exhibits some previous studies which do in a way or another contribute to the present study.

Chapter Four describes the methodology of the study. The researcher adopted a descriptive analytical method. The tools of the study were the questionnaire and the interview. The questionnaire was directed to the teachers of the English
language in model schools. The interview was directed to the experts and supervisors of the English language.

Chapter five deals with the statistical analysis of the data collected by the questionnaire, it deals also with the responses to the interview. The chapter then interprets and discusses the results.

Chapter Six reviews a summary to the whole thesis. It gives the conclusions which the study came up with, recommendations and suggestions for further studies.

**Conclusions:**

In light of the analysis of the data collected by the questionnaire and the interview, the researcher obtained the following main findings:

1- Although there is sufficient variation of material in the content of the SPINE textbooks of the secondary level, most of the content is not interesting, not up- to – date and does not suit the students age.

2- The emphasis on the books is on reading and writing.

3- Listening and speaking are the least practiced skills in the books.

4- The process of grading and sequencing in the SPINE books of the secondary level is not appropriate.

5- Most of the vocabulary of SPINE books for the secondary level is neither graded, nor recycled in subsequent lessons and is not suitable for the students of this level.
6- The SPINE textbooks of the secondary level do not help students to communicate in English because the communicative ability needs many tasks and activities in order to be developed. There are not enough of them on the books.

7- The secondary level requires teachers to plan activities for the class. Here there is need for reference books.

8- Teachers do not benefit from the teacher's book. The teacher's book is not available at schools and most teachers do without it.

9- The syllabus is national. It reflects the Sudanese culture with very little emphasis on the western culture.

10- Students have little exposure to the English language due to the absence of literature and insufficient exercises and activities.

11- A syllabus alone can not be a reason for a low standard in English. Other factors are the time allotted to English and the teacher's competency and level of training. A good teacher can compensate for his/her material.

12- Teachers are unable to do their own efforts because the time allotted to English is not sufficient.

13- The books do not provide a useful table of contents, glossary and index.

14- The SPINE books are not accompanied with any educational technology.
Recommendations:

1) There should be clear objectives for introducing English in Sudanese schools.
2) If the objectives include the four skills there should be an appropriate balance of them in the ELT textbook.
3) The vocabulary should be a vocabulary of common use in English. It should be graded from simple to more complex and should be recycled.
4) The material should be interesting, up-to-date and suitable to the students' age.
5) The content should be appropriate to the cognitive standard and affective domain of the students.
6) English Literature should be introduced because it reflects the culture of the foreign language and hence offer students a good exposure to the language.
7) Time allotted to English should be doubled so as to allow for the teacher to compensate for any deficiency.
8) The books should include sufficient exercises and activities which give the students opportunity to practice the language.
9) The books should be accompanied with educational technology like videos, cassettes …etc. which will make teaching and learning enjoyable.
10) The books should include tables of contents, glossary, index and references.
11) The textbooks should contain appropriate coloured pictures and drawings to make it attractive to the students, and to help in the understanding of the materials.

12) The teacher's book should be more informative to the teachers and should be available at schools.

Suggestions for further studies:

1- A study about the teaching of the language skills of reading, writing, listening and speaking in conjunction so that they should be integrated in each lesson with activities that relate listening and speaking to reading and writing.

2- A study about the grading and sequencing of vocabulary items.

3- A study about the time allotted to English which I believe is the main obstacle in the whole teaching process.

4- A study about the introduction of literature in ELT and the resulting consequences of its absence.

5- A study about the teacher's book or the teacher's guide. The question of the teacher's book may raise a general question: Should the teacher's book "take the teacher step by step through every stage of every unit"? (*Cunningsworth, 1984, p. 52*) or should it only provide detailed plans for sample lessons or units from which teachers can develop their own plans for later lessons or units.
6- Although my research is on the Evaluation of SPINE textbooks for teaching English in Sudanese secondary schools, I find it of great importance to suggest that teachers of English in these schools need more training and more refresher courses. Further study on that is very important.

7- The English Language textbook should be improved and revised every year.
Bibliography:


Websites:
4- File://G:\ importance of textbook-htm.
5- File:// F:\ to define evaluation-htm.
6- http://iteslj-org/
Appendix No. (1)

Name of the Referees who assessed the Questionnaire
### Name of the Referees who assessed the Questionnaire

<table>
<thead>
<tr>
<th>Names</th>
<th>Status</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Dr. Osman Ahmed Mohammed A/Wahab</td>
<td>Professor</td>
<td>Sudan University of Science and Technology</td>
</tr>
<tr>
<td>2- Dr. Mohammed Muzammel Albasheir</td>
<td>Associate professor</td>
<td>University of Khartoum</td>
</tr>
<tr>
<td>3-Ustaz Abdelrahman Mohammed Ahmed</td>
<td>Associate professor</td>
<td>University of Khartoum</td>
</tr>
<tr>
<td>4-Dr. Abbas Abdel-Rahman Alansari</td>
<td>Associate professor</td>
<td>Omdurman Islamic University</td>
</tr>
<tr>
<td>5-Dr. Abdel Majeed Al-Tayeb Omer</td>
<td>Associate professor</td>
<td>University of Um-Alghora</td>
</tr>
<tr>
<td>6-Dr. Thoraya Hassan Hamdoun</td>
<td>Assistant Professor</td>
<td>University of Khartoum</td>
</tr>
<tr>
<td>7- Dr. Salah Aldeen Aldoma</td>
<td>Assistant Professor</td>
<td>Sudan University of Science and Technology</td>
</tr>
<tr>
<td>8-Dr. Yassir Hassan Hussain</td>
<td>Assistant Professor</td>
<td>Omdurman Islamic University</td>
</tr>
</tbody>
</table>
Appendix No. (2)
The Questionnaire in its first form
Appendix No. (3)
The Questionnaire after assessment
Appendix No. (4)

The Interview statements
Appendix No. (5)
Number of English language Teachers at the Model Schools