An Evaluation of Course Content Grading of Primary English Syllabus in South Sudan: A Case Study of Four Textbooks in Malakal Primary schools

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Date: November, 2013
An Evaluation of Course Content Grading of Primary English Syllabus in South Sudan: A Case Study of Four Textbooks in Malakal Primary Schools

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Date of Examination: 26.11. 2013
Dedication

This Study is Dedicated to
the Soul of my Parents
And
To my Children—my Treasure on Earth
And
To my Beloved Wife
Acknowledgements

I would like to convey utmost gratitude and appreciation to my supervisor, Dr. Lubab Eltayeb Elmikashifi for her sincere supervision, guidance and advice through out this research. I would like also to acknowledge the invaluable help I have had from co-supervisor Prof. Abd Elmajeed Eltayeb Umar for giving detailed and helpful comments on the draft version. My thanks and gratitude also goes to the entire staff, faculty of education, lecturers, and workers who have helped in completing this research in one way or another.

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I am also grateful to the entire primary schools teachers, technical inspectors in the ministry of education for providing me with the necessary data without which this research would not come to reality. At last, but not least, my thanks go to my beloved wife and kids for their long patience during moving up and down to complete this research.
An Evaluation of Course Content Grading of Primary English Syllabus in South Sudan: A Case Study of Four Textbooks in Malakal Primary Schools
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Abstract

The development and updating of syllabus play an important role in the process of English language teaching and learning. The study aimed at identifying the course content grading problems of new English language syllabus in the Republic of South Sudan as well as suggesting methods that improve and enhance ways that could further lead to the development of the syllabus currently taught in primary schools. The descriptive analytical method was adopted in conducting the study. The sample was composed of (100) English teachers in (25) primary schools and (9) technical inspectors of English language in the Ministry of Education in Malakal town. The tools used for data collection were four questionnaires, an interview and the analysis of some representative units of the textbooks in focus. The data was analyzed using statistical package for social sciences (SPSS). The main findings of the study revealed the fact that, complex words and long reading passages were not properly based on pupils' level of proficiencies. Furthermore, both teachers and technical inspectors agree that: incorrect instructions and indicators obstructed successive stages of learning. Similarly, they ascertain that the textbooks illustrative pictures are not clear enough to create successful, motivational and associative learning as well as long syllabic words delay the understanding of the learning items. Based on the above findings, there is an urgent need to improve the course content grading of primary English textbooks in focus by developing viable and flexible materials that will incorporate and accomplish the learning objectives that are crucial and effective in fulfilling the pupils' aspirations. The study recommends that, any future research should compare the content grading of English syllabus in South Sudan with English syllabuses that are used in neighboring countries and to expand the number of questionnaires and interview questions in order to collect more inclusive data as well as conducting a comprehensive research in all the units of the textbooks that are included in the study.
تقييم تدرج محتوى منهج اللغة الأجنبية في المرحلة الابتدائية بجنوب السودان:
دراسة حالة إربعة كتب بمدارس ملكال الابتدائية
بيرا اتيم دينق ببار

ملخص الدراسة

إن تطوير وتحديث المناهج يلعب دورًا مهمًا في مراحل تدريس وتعلم اللغة الأجنبية. هدفت الدراسة إلى التحقق من المشكلات التي تنتج عن تدرج محتويات مقررات اللغة الأجنبية التي أدخلت حديثًا في جمهورية جنوب السودان. كما هدفت الدراسة إلى تحسين وتطوير الطرق التي يمكن أن تقوى على رفعة المناهج التي تدرس في المدارس الابتدائية. تم استخدام المنهج الوصفي التحليلي في إجراء الدراسة. تكونت العينة من مائة من معلمي المرحلة الابتدائية في خمس وتسعين مدرسة وتسع من المعلمين الفئيين للغة الأجنبية بوزارة التربية والتعليم بمدينة مكلال. أما الوسائل التي استخدمت في جمع المعلومات فهي أربعة: استناديات ورقائق حوارية وتحليل محتويات بعض الوحدات المماثلة للكلوب التي شملتها الدراسة كما استخدمت الحزم الإحصائية للعلوم الاجتماعية في تحليل البيانات. توصلت الدراسة إلى النتائج الرئيسية الآتية: إن الكلمات المريرة وفقرات القراءة الطويلة لم توضع بالضرورة التي يمكن أن تخلق التشاؤم والانسجام بين المقررات ومستوى كفاءات التلاميذ. وليس هذا وحسب بل كل المعلمين والموجين الفئيين الذين شملتهم العينة اتفقوا على أن التوجيهات والمؤشرات غير الصحيحة يمكن أن تتعلق عملية تدرج نسبيان اللغة ونفس القدر بجهور على أن الصور الموجودة في الكتب غير واضحة المعالم والرؤية لخلق عملية تعليمية ناجحة وذات دافعية سليمة ومرتبطة وعلى أن الكلمات ذات المقاطع الطويلة تعوق سلامة نسبيان الدروس. استنادًا على نتائج البحث المذكور أعلاه جرى تداعيب الدراسة بان هناك ضرورة ماسبة وملحة إلى إعادة النظر في تدرج المقررات بغرض تحسین وتبني مستويات تدرج محتويات مقررات اللغة الأجنبية من خلال إدخال وتطوير مواد مرينة قابلة للتكيف والتطبيق والتي يمكن أن تساهم في إنجاز الأهداف التعليمية المهمة والفعالة في تحقيق طموحات وآمال التلاميذ. عليه توسيع الدراسة بان لأبحث بجرى في المستقبل لأي أن يقارن تدرج مقررات اللغة الأجنبية المستخدمة في جنوب السودان مع المناهج الموجودة بدول الجوار وإن يكون هناك توعية في عدد أسلوب الاستعدادات والمقابلات حتى يتسنى جمع معلومات كافية وهادفة عن موضوع البحث وعلى أن تجري دراسة شاملة لكل وحدات الكتب التي شملتها الدراسة.
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<td>UNESCO</td>
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<td>GOSS</td>
<td>Government of South Sudan</td>
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<td>ESP</td>
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<td>SLT</td>
<td>Second Language Teaching</td>
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**Conclusion, Recommendations, and Suggestions**

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Chapter One
Introduction

1.0 Background of the Study

The evaluation and assessment of course content grading comes as a result of low performance observed on primary pupils' standards using the first batch of English language syllabus Introduced in 2006. The textbooks in focus are used in primary one to primary four known as (P1, P2, P3 and P4).

The realization of the course content grading problems in the process of teaching and learning is important for the understanding of the best ways in which the grading and sequencing of the course content of a certain class could be maintained.

Thus, the study is expected to provide suitable solutions through testing and examining of the pupils' textbooks analysis, teachers questionnaires and technical inspectors interviews results against the research questions and hypotheses.

1-1 Statement of the problem

The research purpose is to identify the course content grading problems by reviewing English language textbook one, two, three, and four taught in the Republic of South Sudan since 2006. The investigation and evaluation of course content grading is imposed by the mismatch between the textbooks grading and the standards of pupils as well as the implementation of the new curriculum to make sure that the learning objectives are attained in the most efficient way possible.

The two questions that posed themselves in gradation process in general and language material for FLT / SLT purposes in particular are:
1. What kind of grading is more efficient to achieve learning objectives? Should it be cyclic or linear gradation or both?
2. What is / are the most appropriate way(s) for ordering the materials selected? Should it be according to grammatical, situational, functional-notional, or lexical category principles?

1.2 Objectives of the Study

The main objective of this study is to trace, identify and diagnose the course content grading problems. These problems are assumed to have been caused by wrong selection of words, misplacement of structures, wrong grammatical settings and poor environmental presentation.

Therefore, the study of course content grading problems is important for the understanding of primary English syllabus level of consistency and efficiency in fulfilling the pupils' learning objectives. The study aims could be summarized as follow:

1. Shedding light on the grading of course content as an indispensable element in course design and English language teaching in general.
2. Evaluating and analyzing the primary English textbooks: one, two, three and four to see whether they are relevant to the pupils' needs.
3. Investigating the language skills grading needed by the primary schools pupils based on their ages.
4. Analyzing the components of first to fourth year's English textbooks based on the teachers' questionnaire and experts' interview feedback as well as thorough analysis of the textbooks.
5. Improving and enhancing ways that could further lead to the development of the syllabus currently taught in primary schools.
6. Identifying some problems confronted by the primary schools pupils in studying English textbooks.
7. Providing the teachers, especially those involved in the teaching of the textbooks with new insights into the nature of such syllabuses.
8. Ultimately, the implementation of the new curriculum in the Republic of South Sudan necessitates the investigation and evaluation based on the
grading of course content; and to make sure that the learning objectives are achieved.

1.3 Questions of the Study

The researcher attempts to answer the following questions:
1. Is the first batch of primary English textbooks materials lacking substantial grading requirements?
2. Is the layout of the textbooks materials lacking comprehensive motivational devices, integration as well as good physical appearance?
3. Does the course content grading experience wrong selection of words and misplacement of structures?
4. How can these problems be possibly amended?

1.4 Hypotheses of the Study

These hypotheses are applied to each of the four books separately
1. The first primary batch English textbooks are lacking substantial grading requirements.
2. The layout of the textbooks materials are lacking comprehensive motivational devices, integration as well as good physical appearance.
3. The course content grading experience wrong selection of words and misplacement of structures.
4. The possible solutions for the course content grading problems.

1.5 Significance of the study

The Significance of the study lies in the realization of the importance of grading and sequencing strategy in fulfilling the teaching and learning objectives. The findings of this study are expected to be of great importance to teachers, learners, syllabus designers, educationists, and researchers. It is intended to provide the teachers with accuracy, learners with better comprehension, syllabus designers and educationists with feedback,
researchers with new insight in the field of evaluation. In summary this study is important in the following areas:

1. The study is one of the few studies which aim at investigating and reviewing the grading of English course content of primary schools.
2. The study provides the first analysis and evaluation for the first primary English syllabus post independence conducted through subject teachers and technical inspectors in the ministry of education in form of feedback.
3. This study will stimulate teachers, syllabus designers as well as decision makers in general to provide good and updated materials to the pupils.
4. This study signifies the importance of textbooks evaluation from needs analysis perspective in order to contribute to the development of the syllabus and make it compatible with the pupils needs.

Since the syllabus needs constant evaluation and reviewing. It is hoped that the finding of this study will be of great value to curriculum development centers, and educational planners to produce effective teaching materials.

1.6 Methodology

The research has been oriented towards descriptive and analytical method in which Questionnaires, interviews and thorough study of the textbooks are used for data collection. The research findings and results are maintained through analysis and description of research data.

One hundred (100) primary school teachers in twenty five (25) different schools as well as nine (9) technical inspectors in the Ministry of Education were chosen randomly by the researcher to carry out the task for answering the questionnaires and interview. The chosen teachers were heterogeneous in nature based on their qualifications. The purpose for setting the questionnaire and interview was to give the teachers and technical inspectors...
who are working in the field as implementers a chance to express their experiences on the grading of primary English course books. Pupils English Language textbooks were also studied thoroughly so as to give the account of the nature of difficulties faced by primary pupils in the grading of their syllabuses.

1.7 Limits of the Study

The study is conducted on a small number of teachers (100) who are working in primary schools as English language teachers; as well as technical inspectors (9) who are supervising the teaching of English language in the Ministry of Education, Science and Technology in Malakal town. Therefore, the generalization of this study will depend on the result obtained and the degree of its decisiveness in answering the exposed questions. The limits of the study can be summarized as follows:

1. The study is only limited to the analysis and evaluation of the course content grading of primary English textbooks carried out in Malakal town.
2. All the units of the textbooks under study are too wide to cover. However, this study limits its data to the selected units, teachers' questionnaire, and experts' interview to acknowledge the grading problems of the course books.
3. The study is strictly limited to the course content grading problems without considering unrelated variables.

Chapter Two

Literature Review
2.0: Introduction

The grading of the course content is one of the steps in syllabus design process that is always preceded by the formulation of objectives, needs analysis, and the selection of the course content.

The gradation of the course content is much concerned with grading, sequencing, ordering, and arrangement of the learning materials in a coherent manner as well as grouping of the items that are much related to one another. This chapter will discuss the following topics as part of the historical perspective on gradation of the course content:

1. English language teaching background in Sudan.
2. Approaches to course design.
3. Analysis of the learner language needs.
4. Selection of course content.
5. Gradation of course content.

2.1 Historical Background of English Language Teaching in Sudan

The teaching of English language in Sudan started during the Anglo-Egyptian Condominium rule in order to create a class of young men that will occupy the subordinate posts in the administration of the country.

English language was taught as a language in the intermediate stage and used as a medium of instruction in secondary schools. English was the official language of the country. It was the main condition to government job. In the Cambridge school certificate (for overseas) English was essential as a means of performance in all subjects of the certificate except Arabic and Islamic religion. Failure in English was considered failure in the whole certificate.

The content and method of teaching in Sudan have been undergoing constant revision and change. The experiment began in Gordon Memorial
College in 1931 by Mr. Ellote; senior master of English language in the college, who introduced the teaching of Western Readers.

Another spell of curriculum reform took place at Bakht er Ruda by John Bright. In 1949 with the opening of Intermediate Teacher Training Center, the influence of the institute on the teaching of English was felt very strongly. It was J.A. Bright, head of English language department, who introduced a Direct Method course into intermediate schools instead of the previous mixture of the Grammar Translation Method in the readers and the Direct Oral Method in the 'West's Companions'. As a result, he discontinued the use of the Arabic companions by introducing the following:

2. J. A. Bright White Nile Reader 1.
3. J. A. Bright White Nile Reader 2.
4. J. A. Bright Junior English Composition and Grammar.

The standard of English language in secondary schools was exceedingly high. Ten periods of forty minutes a week were allocated for the teaching of English besides the fact that fluency in English with a good grade was a key to an excellent governmental job and failure in English in Sudan school certificate denied entry for university. As a result, students were highly motivated, standards were exceedingly high and the teaching of English was successfully carried out. The success of the secondary schools could be attributed to the following factors:

1. There were only few schools, so they were well equipped.
2. Schools were distinct and self-contained communities.
3. English was the language of instruction and was widely used in the life of those communities.
4. All other subjects except Arabic language and Islamic Religion were taught in English.
5. The English Department as well as some staff of other departments was English native speakers. Thus, the English language was not taught as an end in itself, but as a means to an end.

2.2 The Post Independence Situation

As soon as the independence was achieved, it became evident that the independent Sudan would retain English as a subject to be taught in schools and to continue as a medium of instruction in secondary schools and post secondary stages. Despite that fact, various arguments for the continuation of English language use was in place.

After the 1964 revolution and as a matter of National aspiration, rather than educational needs, Arabic language was introduced as a medium of instruction in secondary schools.

In 1969 the transition from English as a medium of instruction to Arabic was completed. The change was gradual and it took more than three years to complete the switch. With regard to Education, two opposing forces were in place. Despite the poor economic situation of the country, there was a great desire for the opening of more schools and appointment of extra number of teachers that will suit the new era.

As to the role of English in the future, it was thought that English will continue to be the chief link with the rest of the world and to be used in higher institutions of learning. Thus, the status of English was changed from that of a second language to a foreign language.

In 1970 the educational ladder which was implemented as part of the then called educational evolution during President Nimeiri, changed the old system which used to be of equal stages (4-4-4) to a new ladder (6-3-3). The change cut down two years from the time allocated to the teaching of English language, and teachers had to face a different situation which they
have to squeeze a four years course into a three one. The deterioration of English language standard in Sudan was deepened by the following factors:

a. The Arabicization policy caused gradual decline in the standard of English Language.
b. The departure of qualified teachers to work in the neighboring rich oil countries.
c. The great expansion in secondary education and the desperate need to fill the gap of the qualified English language teachers who left the country.

2.3 The status of English Language in Southern Sudan after Independence

Sid-Ahmed (2007,4) in his book "English as a Marker of Southern Sudanese Nationalism" entitled: "Southern National Consciousness" stated that, in 1957 immediately after independence, the South Federalist Party's Manifesto included for the first time the call for a federal constitution, in which English language would be co-official with Arabic language and Christianity a state religion with Islam. Two years after independence the army staged a coup and started the implementation of Arabicisation program in the South. The overthrow of Abboud in 1964 created a good atmosphere for a clearer vision for the south, a vision that accelerate the return of English language to Southern Sudan during the caretaker government headed by Sir elKhatim Al-Khalifa. During this period Christianity and English Language were acknowledged for Southern Sudanese in the constitution.

During the Round Table Conference in (1965) the association of teachers in Northern Sudan gave the Minister of Education an ultimatum: they would go on strike in four days if secondary education in the whole country was not Arabicised. The minister was forced to comply, and the policy of Arabicisation including the south was completed in1969.
In 1969, Numeiri took over the power in Khartoum and after three years, Addis Ababa peace agreement was signed. The new military leader in Khartoum decided that vernacular should be taught in the south in the first two years of primary school. This was a reversal of previous policies. The new language policy was part of broader government recognition of historical and cultural differences between the north and the south. The agreement stipulated that English is the principle language for the Southern Region-and Arabic for the rest of the country. The Southern Region's first Educational Conference, which reinforced English to southern schools, was held in 1972. The recommendations included teaching English and the vernacular in the south. But, during that time, English and Arabic were media of instruction in two separate patterns, with the vernacular taught in the first two years. A third pattern had Arabic taught from the beginning, with English as a subject.

In (1980) the southern educational authorities decided to unify educational system under the English pattern. In 1981, the regional minister of education decided that all schools in the south should use English as the medium of instruction. But in those days, there was a problem in the educational system. Resources were very limited and the standards were very low, placing Southern students at disadvantageous positions vis-à-vis their Northern counterparts in national examinations hence in government jobs.

In 1989, a military coup ended the democratic government of Saddiq Almahdi. The regime was more committed than Abboud in implementation of Islamicisation and Arabicisation policies.

Two distinct realities were working in Southern Sudan during the long period of the second civil war. In government held garrison town in the south, Arabic was the medium of instruction so that even today, the level of Arabic spoken in the southern towns is comparable to that in the northern Sudan. In the rebel-held areas, the situation was quite different: the SPLA/M
developed a very clear administrative hierarchy in the south that helped the
development of the south's main linguistic reality. The SPLA/M introduced
the British colonial educational policies to the south by encouraging the
teaching of vernacular at the primary levels, and English was possibly at the
upper levels in "bush schools", which were surprisingly successful.

The spread of education in SPLA/M controlled areas in the south,
especially with the adoption of UNESCO Education for All Policies, made
the transition to the government of southern Sudan (GOSS), after January
2005 peace agreement, very easy. The Education Minister of GOSS
completed a rapid assessment of learning spaces draft report, with the help of
the United Nations Children's Funds in November 2006. All learning spaces,
including bush schools, in southern Sudan were visited to prepare the report.

The GOSS educational authorities were very busy organizing many
educational programs to increase the literacy levels in English for example:
1. Initiating the Southern Sudanese Radio Instruction Program.
2. Rehabilitating Educational Training Centers.
3. Inviting South Sudanese in exile to volunteer to teach English.

Though teachers were allowed to teach in vernaculars and Arabic, the
official medium of instruction is English in the south. All the programs
above are designed to ensure that literacy in English is achieved as quickly
as possible. It is an achievement that the agreement stipulates that English is
not only the main language in the South but co-official with Arabic for the
whole country.

2.4 Approaches to Course Design

There are different distinct approaches to course design. Hutchinson and
Waters (1988, 65) are thought to have introduced a sound definition into the
history of course design. They defined course design "as a process by which
the raw data about a learning need is interpreted in order to produce an
integrated series of teaching / learning experiences, whose ultimate aim is to lead a learner to a particular state of knowledge”.

To serve the purpose of this study, the focus will be on the most essential and main three approaches which are:

a. The language-centered approach to course design.
b. The skill-based approaches to course design.
c. The learning-centered approach to course design.

2.4.1 The language-Centered Approach

The language-centered approach to course design is considered the simplest type of course design approach. It aims at drawing a direct link between target situation analysis and the content of course as exemplified in figure (2.1—p.16). The language teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about): that is, the actual matter that makes up teaching. Choices of syllabi can range from more or less purely linguistic forms; where content of instructions are grammatical and lexical forms of the language.

![Diagram of the language-centered approach to course design]

Fig. (2.1) language-centered approach to course design;
Hutchinson and Waters (1987, 66).

2.4.2 The Skill-Centered Approach

The content of the language teaching is the collection of specific abilities that may play a part in using the language. Skills are things that people must
be able to do to be competent in the language. In skill-centered approach, linguistics competencies (pronunciation, vocabulary, grammar and discourse) are grouped together into generalized types of behavior, such as listening to spoken language for the main idea, writing well formed paragraphs, and so on. According to White (1988, 68-69) language skills refer "to syllabuses that focus exclusively on one of the four traditional language skills", for instance the academic writing.

The approach has been widely applied in many countries, particularly in Latin America where students, universities, have the important need to read subject texts in English. This approach was based on two fundamental principles, one is theoretical and the other is pragmatic. The former hypothesis implies that any language behavior has certain skills and strategies utilized by learners to understand discourse. Such a course presents its learning objectives in terms of both performance and competence.

The later stems from a distinction formulated by Widdowson (1981, 65) between goal-oriented courses versus process-oriented courses. He stated that, goal-oriented approach focuses on what the learner has to acquire after learning, while the process-oriented approach focuses on which the learner needs to do in learning.

Process-oriented according to Nunan (1988b, 12) is the course in which a series of actions is directed towards some end, for instance classroom drilling, an interaction of two speakers----etc. In other words, process-oriented syllabus focuses on the learner experiences, while goal-oriented syllabus focuses on the knowledge and skills which learner should gain as a result of instruction, for instance, the selection of language e.g. a list of grammatical structures by reference to do ends of learning, thus reflecting the means of learning as illustrated in the below diagram:
2.4.3 The Learning-Centered Approach

This approach penetrates beyond the competence that enables someone to perform in order to determine how they acquired that competence. As such, it takes the account of the learner at every stage of the course design process with two implications:

1. Course design is viewed as a negotiating process. No single factor has the determining influence on the course content e.g. [material, methodology etc].
2. Course design is a dynamic process in that it does not move in a linear fashion from analysis phase to complete course. This is why course design should have been built in channels of feedback to respond to developments.

Hutchinson and Waters (1987, 74) distinguished between the learner-centered approaches versus learning-centered approach. According to them, the former approach refers to the concept that, the principle of learning is determined wholly by the learner, while the later indicates that, the learner is just one factor of the learning process and not the determining factor.

Similarly, Prabhu (1983) tend to be more specific in categorizing learner-centered approach in that, it reflects not just the presentation of items, skills,
and strategies, but also it involves methodological considerations right from the start. As for the language-centered approach, the syllabus is the main determiner of the entire course, where as the skill-centered approach, lays great store by use of the authentic texts and the aim is to provide opportunities for the learner to employ and evaluate the skills and strategies regarded as necessary in the target situation.

Thus, there is no thorough and comprehensive approach, on which designing of syllabuses can rely, but an eclectic approach can establish a sort of compromise and that approaches complement each other according to the requirements of each particular situation. The diagram on page (20) represents the learning-centered approach to course design as described by Hutchinson and Waters (1986, 74).

Fig. (2.3) the learning-centered approach to course design. Hutchinson and Waters (1986, 74)

Therefore, the learning-centered approach is considered a basic element in the syllabus design, similarly needs analysis could be regarded as syllabus evaluation Component. For example, Hutchinson and Waters (1987, 97)
relate the textbook evaluation to the "matching of needs to available solution".

In summary, to design a syllabus is to decide on what to teach and in what order. For this reason, the theory of language explicitly or implicitly is underlying the language teaching method which plays a major role in determining the syllabus that should be adopted. Theory of learning also plays an important part in determining the kind of syllabus used. The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible. There has been much confusion over the years as to what different types of content are possible in language teaching syllabi and as to whether the differences are in syllabus or in method. Several distinct types of language teaching syllabi exist, and these different types may be implemented in various teaching situations.

Johnes (1981) from a *Stockholm TEFL Training Course*, states that, "in classes of beginners and elementary level students, care need to be taken to teach grammatical structures in an order which makes it possible for learners to move gradually from the familiar to unfamiliar". In this sense, he is advocating for functional vocabulary and settings, though focus on syntax at these lower levels is inevitable.

**2.5 Contrastive Analysis**

Contrastive analysis was used extensively in the field of Second Language Acquisition (SLA) in 1960s and early 1970s, as the method of explaining why some features of a target language were more difficult to acquire than others. According to the behaviorist theories, language learning is a question of habit formation, and this could be reinforced by the existing habits. Therefore, the difficulty in mastering certain structures in second
language (L2) depends on the differences between the learners' mother
tongue (L1) and the language they are trying to learn.

Lado (1957) in his book, "Linguistics across Cultures" indicates that:
"those elements which are similar to the learners' native language will be
similar for him, and those elements that are different will be difficult". It is
expected that, once the areas of potential difficulty are mapped out through
contrastive analysis, it would be possible to design language courses more
efficiently, by providing the most effective grading strategy. Similarly, Ellis,
(1994) confirms the argument put forward by the former on contrastive
analysis by defining contrastive analysis as; the systematic study of a pair of
languages with the view of identifying their structural differences and
similarities.

2.6 Kinds of Contrastive Analysis

2.6.1 Intralingual Analysis

The term intralingual is basically referred to the activities conducted by
the language learners or experts within the same language. There are
different types of intralingual, such as intralingual translation that deals with
the adaptation of a texts to a new purpose in the same language (translating a
scientific text into a popular text), and intralingual interference that deals
with items produced by the learner which reflect not the structure of the
mother tongue, but generalization based on particular exposure to the target
language.

2.6.1.1 Analysis of contrastive phonemes

According to Douglas and Eugene (2003) in an extract from Lingual inks
Library, structure, "a phoneme is the smallest contrastive unit in the sound
system of a language". Philologists have different views on the phoneme.
The following are the two major views in the study of phoneme:
a. in the American structural tradition; a phoneme is defined according to its allophones and environments.

b. in the generative tradition; a phoneme is defined as a set of distinctive features.

There is need for comparing the native and the foreign sound systems as a means of predicting and describing the pronunciation problems of the native speaker learning a target language. Since the transfer is usually in one direction, from a native language to a foreign language, an analysis with English as the foreign language is not the same as one with English as the native language.

Even though the process of comparing two sound systems is tedious, dry, and abstract, the result obtained are of great practical use for the preparation of textbooks, tests, and exercises to supplement inadequate materials, evaluation of materials, and diagnoses of pupils problems.

2.6.1.2 Feature analysis of morph-syntactic categories

Hardie (2004) in his thesis entitled "The Computation Analysis of Morph syntactic Category" defines morph-syntactic concept in terms of its grammatical properties, as opposed to a phonetic or written words form, i.e. the distinguished forms within an inflectional 'paradigm'. Thus, the paradigm in many languages has two dimensions, formed by the morphosyntactic categories of number (singular or plural) and case (nominal, accusative etc).

2.6.1.3 Analysis of morphemes having grammatical meaning

Sencer (1992) in his seminal book "Morphological Theory", defines the word morpheme "as meaningful linguistic unit consisting of a word that can not be divided into smaller parts" as in: man,-ed in walked. In other words, it is the smallest meaningful unit in grammar of a language. These minimal
units of grammar are known as free and bound morphemes (lexical and inflectional units). The current approaches to morphology conceive morpheme as rules involving the linguistic context, rather than as isolated pieces of linguistic matter. He acknowledges that:

a. meaning may be directly linked to supra-segmental phonological units, such as tone or stress.

b. the meaning of a morpheme with a given form may vary, depending on its immediate environment.

c. a morpheme is a kind of comparison and contrast of word form; word, morpheme and syllable.

The morpheme can be classified on the basis of word formation characteristics into the following types: root, stem, affix, and they are broadly divided into bound or free morphemes. Any structure or pattern in the description of grammar is assumed to consist of form and meaning, for example: idea—ideas, boy—boys. The meaning of this contrast shows singular versus plural. The form is the 's' ending (-s, -z, -iz) for the plural and the omission of the ending for the singular.

2.6.1.4 Analysis of word order

Holan and Oliva (2000) in their book "Complexity Of Word Order" give a comprehensive definition of the Word order, by stating that, it is the order of elements within the sentence, whether words or phrases e.g. the basic word order in English is 'S V O'; that is to say a subject phrase 'S', whether one word or many, precedes the 'V', and an object phrase 'O', again whether one word or many follow it.

In English the sentence 'can he come?' with a falling high-low intonation; signals a question in contrast to 'he can come', which is a statement. Another example is the phrase 'pocket-watch' which is not the
same as 'watch-pocket', since the modifier head relationship is signaled by position in English. In English the word consists of three aspects namely: the form, the meaning, and their distribution.

**a. Form of Word**

In most languages the form of words consists of sound segments, stress, and in tone languages such as Chinese is made up of voice pitch. The form of word varies according to the formality of the situation, speed of talk, position in the sentence, position as to stress, etc. For example, the word 'and' vary from three segmental phonemes /ænd/ through intermediate degrees of reduction /ənd/, /æn/, /ən/ to one segmental phoneme /n/.

Another relevant feature of form is that of parts of words. The English word 'observational' consists of a stem 'observe', a suffix '-(a) tion', and another suffix '–al'. Other languages permit more complex combinations than those of English.

**b. Meaning of Word**

Meanings are culturally determined or modified, and they vary considerably from culture to culture. Some meaning found in one culture may not exist in another. The meaning of 'horse' did not exist in American Indian languages until the Spanish colonization brought horses to America. Similarly, the meaning of 'potatoes' did not exist in Europe before the product was taken from America to Europe. Meaning is classified according to the form to which they are attached. They are divided into lexical meaning, morphological meaning, and syntactical meaning.

**c. The Distribution of Word**

The distribution of word is important because:

1. In any language history, the speaker of that language carries with it the
habits of the restrictions in distribution.

2. Different languages have different restrictions. There are grammatical restrictions in English, for example, water may be a noun as in 'glass of water', a verb as in 'water the garden', a noun adjunct as in 'water meter'. In other languages the restriction may become greater.

Fries (1973, 81) classifies English words into four groups namely:

1. Function words that primarily perform grammatical functions such as signaling of questions.

2. Substitution words as in 'he, she, they, so, etc'.

3. Grammatical distributed words as in 'some, any, etc'.

4. Content words that constitute the bulk of the vocabulary of the language. They are subdivided into: things, processes, qualities, etc.

2.6.1.5 Componential analysis of lexemes

Jackson (1988) in his seminal research entitled "Words and their Meaning" defines lexeme "as the minimal unit of language which has a semantic interpretation and embodied a distinct cultural concept". He further added that, a lexeme is made up of one or more form-meaning composite called lexical units. A lexical data base is organized around lexemes, which include all the morphemes that never occur alone. A lexeme is structurally listed in a dictionary as a separate entry / different headword.

2.6.1.6 Analysis of lexical relations

Palmer (1976, 59) defines lexical relation "as culturally recognized pattern of association that exists between units in a language". He further
added that, lexical relation has an underlying structure that describes the relationship that senses within a lexical relation set as in the following example: -simple set, -scale, -set of pairs, -tree. The kind of relationship that exists is either paradigmatic or syntag-matic relationship. Paradigmatic relations are referring to the basic linguistic relationships which describe the complex structure of a language system. It is established by using constitutional test at vertical level in a paradigmatic class as in: beer, deer, and peer; the words today and tomorrow as in the sentence: He will arrive today / tomorrow. While syntag-matic relationships are defined by the ability of elements to be combined horizontally e.g. the relationship between, he will arrive and today.

2.6.2 Cross-Linguistic Analysis

Cross linguistics is related to languages of different families and types. It is also related to comparison of different languages. The significance of cross-linguistic influences has long been a controversial issue, not only among second language teachers and researchers, but also among linguists interested in language contact and language change. Transfer is extremely an important factor in second language acquisition.

2.6.2.1 Comparative analysis of morph-syntactic system

Milos (1964) in his seminal article "Comparative Morph- Syntactic Analysis" states that, "the goal of comparative analysis of morph-syntactic system is to develop a general theory of relations between languages". He adds that, the classification which is based on common origin is fundamental. In comparative analysis two or more languages are selected for comparative investigation because of the similarity stemming from their common origin and subsequent parallel development.
In comparative analysis of morph-syntactic structures, the investigation started with identification and classification of inflected forms of their morph-syntactic structures or properties.

2.6.2.2 Comparative analysis of lexical semantics

The most important schools of lexical semantics are syntax driven lexical semantic and ontology driven lexical semantics. According to Grimshaw (1990) the former approach seems to discover semantic properties of lexical items, while the latter approach tries to establish the meaning of natural language texts with the help of an independently structured world model 'ontology' which explicates relations among entities in the world rather than lexical units.

Lexical semantics could be defined as the study of word meaning, but in practice it is often more specifically concerned with the study of lexical (content) word meaning, as opposed to the meaning of grammatical (functional) words. The lexical semanticists are more interested in the open classes of noun, verb, and adjective than grammatical words such as definiteness and modality.

Lexical semantics fits into linguistic curricula in various ways. Some of the most common ways are:

1. As sub-module in a semantic course (lower-mid level degree).

2. As part of a course in vocabulary/lexicography including morphology, etymology, lexicography as well as semantics (often lower level).

3. As a free standing course (often upper level).
In summary, what one covers in lexical semantics is determined by the type of the course, the number of sessions devoted to lexical semantics, the level of the pupils, and what has been presented already in other courses.

2.6.2.3 Analysis of Translational Equivalence

Translational equivalence deals with the study of similarities and differences between a word/expression in one language and its translation in another. The similarity results from overlapping ranges of reference. Translation equivalence is a corresponding word or expression in another language. Translation is a process by which a unit that is basically of one syntactic class is transferred to a role that is basically of another. Thus the word 'cool' is basically an adjective, and the words 'in and out' are basically prepositions'. But in 'the cool of the night' or the 'ins and outs' they are translated to the role of noun. A grammatical element is translation if it is seen as marking a translation.

2.6.2.4 Study of interference in foreign Language Learning

Baljit (1999) in "International Education Journal" described the second / foreign language learning environment as having a wide variety of situations such as exchange of speech, conversation with friends, reading newspapers, as well as classroom activities. Regardless of the learning environment, the learner's goal is to master the target language. The learner begins the task of learning a second /foreign language by accumulating the entities of the target language, eventually amasses them in quantities sufficient to constitute a particular level of proficiency. This characterization of language learning entails the successful mastery of steadily accumulating structural entities and organizing this knowledge into coherent structures which lead into effective communication in the target language.
In reality, this is not always the case. Second language learners appear to accumulate structural entities of the target language, but demonstrate difficulty in organizing this knowledge in appropriate and coherent structures. There appears to be a significant gap between the accumulation and the organization of the knowledge. This then raises a question—What kinds of language do second language learners produce in speaking and writing the target language? The answer is that, second language learners tend to rely on their native language structures to produce a response. Dechert (1983) and Ellis (1997) believe that, if the structures of two languages are distinctively different, then one could expect a relatively high frequency of errors to occur in second/foreign language, thus indicating an interference of L1 on L2.

2.7 Needs Analysis

Hutchinson and Waters (1987, 53) argue that, all courses whether in general English or English for specific purpose (ESP) are based on perceived needs of some sort. The idea of analyzing the language needs of the learners as the basis for course development has emerged from the field of ESP. There is a difference between general English needs and those of ESP. The difference exists in the benefit of learners' awareness of their ESP courses. They also proposed that, if learners, sponsors, and teachers know why the learners need English, that awareness will have influence on what will be acceptable as reasonable content in the language course and what potential can be exploited. Needs analysis is widely accepted as a principle of programme design, as well as vital prerequisite to the specification of language learning objectives.

Taking needs analysis in much more broad sense, Donough (1984, 4) disclosed that, the matter of analyzing learner's needs does not confine to tertiary level but even in schools there is a discussion about pupils present
and future, social and individual, language requirements. Therefore, it becomes a convention that any course in ELT in general and ESP in particular should be based on a clear specification of learners needs. This institutional trend was firstly adapted by the Council of Europe's Modern Language Project in the 1970s.

Nunan (1988, 44) in the *Council of Europe Documents*, states that, "needs analysis is used as the initial process for the specification of behavioral objectives". It is from these objectives that more detailed aspects of the syllabus such as functions, notions, topics, lexis, grading and structural exponents are derived.

At this level of study; needs analysis is a common factor within ESP courses, but the question is, what are the specific purposes that need analysis serves language programmed in general and ESP in particular? Richards (1984)] suggests that, needs analysis serves three main purposes:

a. It provides a means for obtaining a wider input into the content, design and implementation of language programme.

b. It can be used in developing goals, objectives, and contents.

c. It can provide data for reviewing and evaluation of an existing program.

### 2.7.1 Definition of Needs

Richterich (1983) c.f Brindly (1989, 65) states that, "the concept of language needs has never been clearly defined and remained at best ambiguous". Generally, it is difficult to give a concrete definition of 'need' in the context of second language learning. The absence of a clear cut definition for the term 'needs' leads to the emergence of different interpretations and views about it. The majorities of these views were derived from: The target situation that pupils are required to communicate in,
the learners' own interpretations to their needs, and the needs that make the actual process of learning to take place. The study will discuss the term 'needs' from the following points of view:

1. The teachers' views.
2. The learners' views.
3. The learning views.

2.7.1.1 The Teachers' Views of Needs

According to Ford (1981) c.f Robinson (1991,7) teachers perceived 'needs' as what the user, institution or society at large regards as necessary or desirable to be learned from a programme of a language instructions. The term teacher is used here to include classroom teacher, sponsors, administrators, and authorities in general.

Brindly (1989, 66) refers to the teacher's view of needs as the gap between current needs and desired general proficiency level, and hence he tends to stress the importance of language proficiency as a criterion for learners. That is to say, it is concerned with what the learners will have to do in their professions or particular academic disciplines such as writing reports, reading textbooks, etc. This is what is called by Widdowson (1981, 2) as goal-oriented definition of needs.

2.7.1.2. Learners' Views of Needs

Berwick (1989, 55) defines personal needs as 'wants' or 'desires'. By stating that, the term 'needs' at this stage refers to what the pupils themselves would like to gain from the language course. This view of needs implies that pupils may have personal aims in addition and/or even in opposition to the requirement of their needs or jobs.

Hutchinson and Waters (1987, 56) believe that, the learners must have their own views as what their needs are. Richterich (1984) argues that "need does not exist independent of a person, it is people who build their images of
their needs on the basis of data relating to themselves and their environment”.

2.7.1.3 Learning Views of Needs

Hutchinson and Waters (1987, 47) conceive needs in the context of learning as "an internal process in which the mind observes, organizes and stores information". The best definition for 'learning' here is learning as a cognitive affective process. The cognitive process must be preceded by affective factors like motivation and attitudes of the learner towards the supposed subject matter. The emotional reaction to the learning experience is the essential foundation for the initiation of the cognitive process.

Keeping in mind the different views of needs that have been stated, it can be proposed that needs analysis in broad term is a discrepancy or a gap between an existing set of circumstances and some desired set of circumstances.

Thus needs analysis as such implies more than simply identifying the linguistic feature of the target situation. A number of ways by which information about needs analysis can be gathered, were suggested by Robinson (1991), Hutchinson and Waters (1986), Munby (1989) and West (1994) - the most common ones are: Questionnaires, Interviews, Observations, Gathering texts and Internet consultations with sponsors. Because of the complexity of needs, it is preferable that more than one method be used for example a questionnaire and a structured interview will establish a full picture, both present deficiencies and preferred learning styles.

West (1994) discloses that, in order for these needs analysis to be as rigorous as possible, a set of pre-conditions and requirements are important:
1. Transparency- the involvement of the participants.
2. Needs analysis should be repeated during the course so that the results are reliable.
3. It should be based on the learner-centered approach.
4. Needs analysis should take account of the target-situation needs as well as learners' present deficiency.
5. Establishing a syllabus by indicating learning/teaching priorities (content specification).
6. They should be related to the target situation (real world than to the linguistic category).
7. Needs analysis should be credible to both learners and sponsors. This requires a common language to enable course designers, participants and sponsors to specify their needs.

2.7.2 Needs as a Policy Determining Factor

Rivers (1968, 8-9) identifies a number of frequently cited arguments in favor of teaching foreign languages. She acknowledged that, it is important for pupils to study foreign languages because it:

a. Aids their intellectual development.
b. Aids their cultural development by bringing them into contact with other customs, norms and ways of thinking.
c. Enriches their personalities by bringing them into contact with the literature written in other languages.
d. Enables them to communicate with speakers of a different language, either by means of the written word or spoken word.
e. Contributes to better international relations.

2.8 Selection of Course Content

Halliday (1964, 202-7) and Corder (1973, 205) in *Applied Linguistics and the Learning and Teaching of Foreign Languages* state that, the selection of course content is always guided by:
a. The objectives that have been formulated, since it is necessary for the course content to be selected in such a way that it enables pupils to do what is specified in the objectives.
b. The specific level for which the selection is made.
c. The amount of teaching time available.
d. The size of linguistic classes.
e. The language material should include: dialect, register, style, and medium to be taught.

2.9 The Role of External Factors

The objectives of the external factors are most important, since the selection enables the learners to carry out the task described in the objectives.

It makes differences, whether the selection is made on FLT for general purposes or FLT for specific purposes. When selecting for general courses a large number of different types of language material is needed. But when selecting for specific courses, it is based on special types of language material. Both types of course will have a certain amount of language material in common, a common core which is the basis of any form of language use.

The aims and objectives play an important role in the selection of the course content. They only give limited insight into the type of language material that should be incorporated into the course; they also roughly determine the area within which the selection of language forms should take place. The selection of the course content objectives is attained when the below steps are fulfilled:
a. Specification of settings in which the learner will be able to use the foreign language.
b. The topic s / he will be able to discuss.
c. The notion s/he will be able to use.
d. The language functions s/he will be able to fulfill in the foreign language.

The level, in which the pupil is in, has an important influence on the course selection. A course for beginners will not have the same type and the same amount of language material as a course for advanced learners. The higher the level for which one selects, the more important it is to have concrete objectives. At the lowest level this is less important because any language contains a certain number of elements which any learner will have to master.

Time is important in carrying out well founded selection by indicating a number of hours available for FLT/SLT and how they are spread throughout the curriculum. The amount of material which can be dealt with in a certain period may depend on the type of the course that is provided and on the level of proficiency already attained by the learner.

2.10 Selection of Type of Language Material

Mackey (1965, 163) points out that the selection of the type of language material is guided by the objectives and other external factors such as: dialect, register, style, and medium.

2.10.1 Dialect

When making a choice from a number of dialects and/or accents, it is important to know for which level and which skills the selection is made. For a basic level and for a productive skill one will generally opt for the standard language and a prestigious accent, while a selection for receptive skills (advanced level) would probably include different dialects and different accents.

2.10.2 Register
Horace (1956, 194) in his seminal paper "Language, Society and Culture" believes that, "the choice of register has a direct effect on the style of what people say". The variation according to use in specific situation is studied in terms of register. It is a language use which is characterized for a certain context or subject areas. There is a religious register in which it is expected to find expressions not found elsewhere as in "ye shall be blessed by Him in time of tribulation". The legal register as in "the plaintiff is ready to take the witness stand". The linguistic register such as "the morphology of dialect contains inflectional suffixes". A selection therefore entails a selection among registers.

2.10.3 Style

Selection of course content may also mean selection regarding style. Joos (1961) distinguishes five styles: frozen, formal, consultative, casual, and intimate.

Horace (1993, 111) relates all social factors variation to the user of the language and the user situation. In the language, there are different styles of gradation as in speech, from formal to informal. Also when going for a job interview, it may be said to secretary 'excuse me; is the manager in his office? I have an appointment'. Or when speaking to a friend, one may produce a much less formal expression: 'Hey is that lazy cat still in bed? I gotta see him about something'.

The use of more or less formal styles depends on a large number of interrelated factors such as: social status of the participants in linguistic interaction, the nature of the subject matter, settings, and the medium used.

2.10.4 Medium

Matthew (1996, 222) relates selection of medium to the distinction between spoken and written language. Research has shown that considerable differences exist between spoken and written language, such as the use of
fillers in spoken language 'I see', 'you know', and stereotype phrases which help the speaker plan his utterances: first of all I would like to say that-----and the like.

The term medium refers to the physical means by which language is transmitted. Thus speech is transmitted through the phonic medium of sound, written language through the graphic medium, and sign language through the medium of hand gestures.

2.11 Selection of Language Forms

The selection of language forms is guided by the type of material selected and by external factors: objectives, language properties, and linguistic level to which the selection relates (receptive and productive).

2.11.1 Options at the Linguistic Level

Gimson (1980) states that, "the options at various linguistic levels are largely dependent on the size of linguistic classes and on the frequency of the elements within these classes". That is to say, the smaller the classes, the higher the frequency the options are. The larger the classes, the lower the frequency of the elements in these classes, the more possibilities for choice there are. This explains why the options are most limited at phonological level (only 44 phonemes). Grammatical morphemes constitute a classed system of limited number of rules which in general have a high frequency of occurrence.

It is possible to indicate certain patterns within the total number of sentence patterns occurring in a language without which efficient language use would be impossible. The following structures will occur in any Basic English Course:

1. John is coming (S V).
2. He is a crook (SVC).
3. Mary is in the house (S V A).
4. He caught the ball (SVO).
5. I put it on the table (S V O C).
The possibilities for selections at the lexical level are extensive for two reasons: the lexicon of a language contains many items, and many of these items occur infrequently. The possibilities for selection or reduction of the total number of words to a number that can be managed in teaching differ from category to category.

The figure on page (44) indicates the ratio between the relative size of different word classes and the frequency with which they are used.

Selection of language forms: which and how many.

![Graph showing the relationship between class size and frequency of occurrence.](image)

**Fig (2.4) Relationship between class size and frequency.** [Mackey, 1965: 169].

The possibilities for selection at the morphological, phonological, syntactic and lexical levels are largely determined by the size of the various linguistic classes and by the frequency of elements within these classes. This table shows the possibility and usefulness of reducing the number of language forms into manageable proportions.
Table (2-5) shows the relationship between sizes of word classes and level of frequency (Mackey 1965, 171)

**Percentage of total**

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<tr>
<th></th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
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2.11.2 Selection of Structures

Wilkins (1976a, 59-61) maintains that, "selection of structures has been a notion as to what simple and central structures in a language are and what are complex and peripheral". It starts with grammatical approach followed by functional-notional approach, in which the selection of structures is made dependent on communicative acts specified in the objectives. He strengthens his notion with a list of structures that could be used for asking permission:

1. Can I use your telephone, (please)?
2. May I use your telephone, (please)?
3. Please let me use your telephone?
4. Is it alright to use your telephone?
5. If it's alright with you, I'll use your telephone?
6. Am I allowed using your telephone?
7. Do you mind if I use your telephone?
8. Do you mind me using your telephone?
9. Would you mind if I use your telephone?
10. You don't mind, if I use your telephone, do you?
11. I wonder if you have any objection to me using your telephone.
12. Would you permit me to use your telephone?
13. Would you be so kind as to allow me to use your telephone?
14. Would it be possible (for me) to use your telephone?
15. Do you think you could let me use your telephone?
16. I should be very much grateful if you would permit me to use your telephone?

The language forms in the structures are based on intuition, introspection and experience for what they call the language function as exemplified below:

1- May I + VP
2- can I + VP
3- Let me + VP
4- do you mind + if + clause.

2.11.3 Criteria for Selection of Structures

2.11.3.1 Frequency

Mackey (1965, 170) discloses that, frequency is one of the best known criteria on how frequently words and structures occur in a sample of texts which are representative of the language used and described in the objectives. Words and structures which occur most frequently in the sample are preferred to less frequent words and structures.

2.11.3.2 Range

Sciarone (1979, 53) states that "range is the way in which words and structures are distributed over various parts of which the sample consists".
Words and structures of the sample which occur frequently over various parts are preferred than those occur infrequently in some parts of the sample.

2.11.3.3 Availability

Mackey (1965, 183) and Michea (1953) relate availability to the readiness with which a word is remembered and used in relation to a specific situation or theme.

2.11.3.4 Coverage

Mackey (1965, 184-6) and Savard (1971) relate coverage to the extent to which a word can replace or do the work of other words. They stated that, coverage includes the following words relation:

1. Definition: the coverage of a word is related to the extent to which it can be used to define other words. Verbs like get and take, nouns like person and part, adjective like old and young are words that can replace quite a number of other words.

2. Inclusion: are words that include the meanings of a number of other words and can be used instead of these words.

3. Combination: refers to words which can be combined into compounds to replace other words for example: hand+book [manual], news+paper+man [journalist].

4. Extension: words with many meanings rate more highly than words with few meanings as in the words head, spine, and foot.

2.11.4 Psychological and Didactic Criteria

In the selection of language material the degree of difficulty or learnability of words and structures, are determined by factors such as the language distance between L1 and L2 and the regularity/irregularity of the items. The selection may also be affected by the teach-ability of words and structures.
2.11.5 Summary

In order to select comprehensive and appropriate course content the following criteria must be considered. Course content should:
1. Fit with the course learning goals
2. Have importance in the discipline
3. Be based on or related to research
4. Appeal to pupils interests
5. Not overlap excessively with pupils past experience or knowledge
6. be multi-functional (help teach more than one concept, skill, or problem)
7. Stimulate search for meaning
8. Encourage further investigation
9. Show interrelationships amongst concepts

2.12 Gradation of course content

Pimsleur et al (1964) and Saver (1971) describe the gradation of course content as much concerned with the problem of how the materials that have been selected are arranged in such a way that the objectives are attained in the most efficient possible way.

Gradation of course content is necessary, not only because it is impossible to present the total body of selected material at once, but also foreign languages are strongly sequential. They are more sequential because, future learning depends more on previous learning than most other subjects taught in schools.

Pimsleur et al (1964, 135) maintain that "foreign languages are subjects which require a coordinated programme to ensure orderly progress through successive stages of learning". It can be observed that learners continue to be affected by gaps in their knowledge of such subjects, and that there is sufficient time to repeat parts of it.
For any course book to fulfill grading requirements, should have a slow beginning, accurately understood, and immediately tested. All parts of the course book should be bound together so that one flow out of the other, and later units include earlier ones. Whatever precedes forms a step to what follows and the last step should be traceable to the first by clear chain of connection.

The study of course content grading will be limited to the question of how the language material could be ordered best. A number of factors play an important role in the selection of course content, such as the objectives, the level and the teaching time available. These same factors can play a role in choosing a specific type of gradation. There are a number of criteria which could lead to the decision to present an item early or lately in a course, and to have it presented or followed by other items.

2.13 The Role of External Factors

As in selection, external factors such as objectives, proficiency level and available teaching time are important factors in gradation. The relationship between gradation and objectives can be described as follows: The material that has been selected is ordered in such a way that the pupils attain the level specified in the objectives in the most possible and effective manner. In general, gradation along functional-notional line is not considered adequate for general purpose courses, especially where basic courses are concerned. Choosing a certain type of gradation may also depend on the total number of hours available for FLT / SLT and on whether these hours are allotted over longer or shorter period of time. Similarly, gradation may also depend on whether one teaches beginners or advanced pupils. The need for systematic gradation decreases as the level of L2 proficiency of the learners increases.

2.14 Types of Gradation
Any one, who designs a course, will be confronted with a choice between two types of gradation, often called linear and cyclic in the literature. The other names used are successive for linear and spiral/concentric for cyclic.

2.14.1 Linear Gradation

Basco and Dipicto (1970,15), Corder (1973, 296-7), and Howatt (1974, 19-20) describe linear gradation in an ordered course, as a process in which the learning items are presented one by one in a strictly linear sequence which is maintained throughout the course. That is to say, each item is discussed in detail, and the aim is to attain complete command of the item before proceeding to the next item.

But, nowadays linear gradation is generally not considered to be suitable for foreign language courses. The following are the main objections against linear gradation:

In a strictly linearly ordered course, an item is presented only once, practiced intensively, and largely ignored. Martin (1978) believes in the studies of retention in which an item is better remembered if it keeps recurring in different contexts.

Progress will be very slow at first, because each item is discussed in detail. It takes considerable time, especially in grammatically ordered courses, before the learners can use what they have learned in communicative situations. This may have negative effect on the motivation of the learners, or it may lead them to question the use of what they have learned.

Marton (1974,26-7) argues that, the distinction between materials for productive and receptive uses are not incompatible with the principles of linear gradation, in that, many linearly ordered courses do not make this distinction. This distinction severely limits the amount of material that can be offered to anyone who wants to provide exercises in the shape of spoken
or written texts. These problems can be over-come more easily in cyclically ordered courses.

2.14.2 Cyclic Gradation

The term cyclic refers to the presentation of a point in a way that leads to gradual familiarization by turning to it at different intervals in the course of instruction. In the cyclic approach, mastery is achieved through successive approximation to a given standard.

Corder (1973, 297) believes that, the course in which the material is ordered cyclically, the individual items are not presented and discussed exhaustively, but only essential aspects of the item in question are presented initially. These items then keep recurring in the course, and every time a new item is introduced, it is related to and integrated with what has already been learned.

Furthermore, Corder (1973, 296) advocates that "cyclic gradation is much more related to the way in which language is structured than linear gradation". Similarly, Howatt (1974b, 20) strongly supports Corder views by saying that, cyclic gradation resembles the natural process of language learning more closely. Cyclic gradation has a number of clear advantages:

a. Constantly recurring revision in different contexts of the material which has already been presented.

b. Marton (1974, 23) acknowledges the relative Progress of cyclic gradation at early stages of learning as the initial presentation of the material that is limited to a small number of essential aspects; the learner will very soon find that he has a command of a coherent system which he can use to communicate in the foreign language. This will encourage the learner to make a greater effort in learning the language.
Marton (1974, 26) points out the wide range of possibilities offered by cyclic gradation in distinguishing between materials for productive and receptive use. This makes it easier to make the course material more interesting. Corder (1973) provides a number of examples that indicate various aspects of simple present tense as follow:

1. Present state
   - This is John
2. Habitual action
   - I come to school every day.
3. Timeless truths
   - Cows give milk.
4. Verbs of perception
   - This mango looks good.
5. Timeless conditional sentences
   - I eat if am hungry.
6. Future reference
   - when I go to Dacca, I shall see my Father.

Cyclic gradation is generally considered more suitable for foreign language courses than linear gradation. In recent years, the discussion between linear and cyclic gradation has been replaced with a discussion about the desirability of ordering the material along either grammatical or functional-notional lines.

2.15 Grammatical, Situational, and Functional-Notional Gradation

In compiling a foreign language course, one will not only be confronted with the question of whether the language material selected should be ordered linearly or cyclically, but also with the question which linguistic categories provide the best criteria for ordering the material. A course in which the language material is ordered in a morpho-syntactic category manner is usually referred to literally as exhibiting grammatical gradation and structural gradation for ordering material in Situational and Functional-Notional categories.

2.15.1 Structural Gradation

Historically, the most prevalent of syllabus types is perhaps the grammatical syllabus. Richie (1967) states that, "in a typical grammatical
ordered course the units' centered on syntactic or morphological structures". He adds that, in such a course, the units are often named after the structures, for example: present tense or possessive singular. In grammatical syllabus, the selection and grading of the content is based on the complexity and simplicity of grammatical items. The learner is expected to master each structural step and add it to his/her grammar collection. As such the focus is on the outcomes or the product and not on the process.

Corder (1973, 197), Candlin (1973, 58), Canal and Swain (1980) acknowledge that "foreign language teaching should not only focus on the development of linguistic competence, but also, on the development of communicative competence". When the course content is based on these objectives, then the course is certain to contain sufficient language material.

Similarly, Eric (1979) c.f Krahnke (1981, 915) in his book "Approaches to Syllabus Design for Foreign Language Teaching" reveals that, the focus of the grammatical grading is naturally on the grammatical structures of the language. The underpinning idea is that different parts of the language should be taught separately, as distinct parts. In the grammatical syllabus, all structures are taught in the long run, and lexical items are limited to make sure that enough items are taught to allow adequate variability. The criteria used for sequencing grammatical items are based on several principles as follows:
1. Simplicity-simple sentences are taught first.
2. Regularity-generalizable and productive structures are taught first.
3. Frequency- the most common structures are taught first.
4. Contrastive difficulty-structures not found in the L1 are emphasized.

Wilkins (1976) acknowledges the problem faced by the advocates of structural sequencing, showing that, the criteria given are often conflicting with one another. He identifies the following reasons:
a. Language is not necessarily mastered when all grammatical forms are learned.
b. Forms are taught simply" because they are there" regardless of whether or not the forms will be of any use to the pupils.
c. Pupils lose motivation when "faced with a mountain of grammatical structures".
d. The greatest grammatical syllabus drawback is its emphasis on the forms, which only serves to divorce learning from meaning and context.

In conclusion, it is clear that, in any structural gradation the content of language teaching is the collection of the language forms and structures, usually the grammar of the language being taught. Wilkins (1974b, 120) raises a number of objections against a primarily grammatical gradation of course content. He states that, "the objection encountered by syllabus designers pursuing a grammatical order to sequencing input is that the ties connecting the structural items may be rather feeble. The more fundamental criticism is that grammatical syllabus focuses only on one aspect of language, namely grammar, whereas there are many aspects of language that exist. Finally, recent corpus based research suggests that there is a divergence between the grammar of a spoken language and of written language: raising implications for the grading of content in grammar based syllabuses.

2.15.2 Situational Gradation

Wilkins (1976a, 15) states that, "the situation in which the learner uses the language constitutes the most important consideration in gradation". The learners experience in grammatical ordered courses limitations, have led to situational gradation. The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a
specific setting. The language occurring in the situation involves a number of functions, combined into a plausible segment of discourse. The primary purpose of a situation language teaching syllabus is to teach the language that occurs in the situations. For this reason, units in situational courses are often given names such as: 'In the post office', 'in the restaurant', 'doing the shopping', 'seeing the dentist', 'meeting a new student', 'complaining to the landlord' and so on.

Wilkins (1974a, 256; 1976, 18) identifies the main objections against situational gradation by relating it to the excessive emphasis on the relation between the linguistic content of utterances and physical environment where it takes place. It is difficult for the learner to apply what he has learned in a situation which has not been dealt with in the course. That is to say, situational syllabus will be limited for pupils whose needs are not encompassed by the situation in the syllabus. It is also not clear how the various situations could best be ordered in respect to each other.

Dubin and Olshtain (1986) emphasize the social aspects of the language, by saying that, the situational syllabus focuses on language as a social medium, revealing the following facts:

a. The language is always used in context, never in isolation.

b. The choice of linguistic forms is restricted by social situations.

c. The selection of materials is based on the situations that pupils would have to deal with.

e. Some situational texts rely on structural complexity of the dialogue to determine sequencing.

The principal organizing characteristic of situational approach is that, a list of situations which reflects the way language and behavior are used every day outside the classroom are arranged in a course book, by linking structural theory to situation in which the learner will be able to induce the meaning from a relevant context.
Wilkins (1976) states that, since situational syllabuses are learner-centered rather than subject-centered, they are highly motivating for pupils whose needs are addressed, but for those whose needs are not included found difficulties. This dissatisfaction led Wilkins to describe notional and communicative categories which had a significant impact on syllabus design.

**a. Situational Syllabus Strengths**

The situational-syllabus strengths lie in the fact that:

1. It contains highly relevant content.
2. Explicit attention is paid to the influence of social factors on language choice.
3. Students are made more aware of the range and regularity of registral variation (when to be formal vs. informal)

**b. Situational Syllabus Weaknesses**

There are no clear defined criteria for sequencing material.

1. The situation alone does not always determine what language will be used for.
2. Some notions are common (modals), yet are not associated with a given place.
3. The situational syllabus does not prepare students for unusual situations.

**2.15.3 Functional-Notional Gradation**

Wilkins (1974b, 121) and Johnson (1977, 670) noted that, "the content of the language teaching is the collection of the functions that are performed when the language is used". They also stated that, functional-notional gradation is unsuitable for elementary general courses; it is advisable for advanced and remedial courses. Functional-Notional gradation is a new approach to syllabus design. It is developed in direct response to the failure in both grammatical and situational syllabuses. Instead of asking what structures, or when and where they use the language, the notional syllabus
asks, what is it that speakers communicate through language? Or the notions
that language is using in expressing ideas. Examples of functions include:
*informing*, *agreeing*, *requesting*; examples of notions include *size*, *age*,
*color*, *comparison*, *time*, and so on. Wilkins (1976a, 21) differentiates
between three different types of functional categories:

a. Semantic-Grammatical Categories—which is much related to the
   perception of events, processes, states and abstractions.

b. Categories of modal meaning—which is much related to the way in
   which a language user expresses his own attitude towards what he is
   saying or writing.

  c. Categories of communicative function—used to indicate what to do
     through language which is more important than mastery of language.

White (1988, 77) claims that, language functions do not occur usually in
isolation. He further confirms the difficulties faced in selecting and grading
of functions and forms in the following quotation: "the task for deciding
whether a given function is easier or more difficult than another makes the
task harder to approach".

Brumfit (1978, 1979), Johnson (1979b, 1982), Jung (1979) and Knapp
(1978, 48) maintain that, the long-term aim for gradation is to integrate
communicative and structural aspects of language. In the absence of
criteria which can be used to impose a systematic gradation on functional-
notional categories, the material should be based on grammatical category
for the time being.

Functional-Notional syllabus holds that, the classification of skill levels
should be based on what people wanted to do with the language or
accomplish through speech (functions) or in terms of what meanings people
want to convey or express through parts of speech (notions). The major
emphasis of the functional-notional approach is on the speech acts. It is
much concerned with the followings:
a. Its focuses on the communicative purpose of language.
b. The potential, not the immediate mastery of language is the goal.
c. The selection of material should be based on the fact that the language forms learned should be limited to situations and the needs of particular pupils.

A. Functional-Notional Syllabus Strengths

The greatest strengths of this syllabus include the fact that every day, real-world language is used.

1. The syllabus deals with a real authentic communicative purpose.
2. The syllabus is easily expandable.
3. The admission of the pupils into the syllabus is possible at any time.
4. The syllabus is intrinsically motivating.

B. Functional-Notional Syllabus Weaknesses

The potential weaknesses of functional-notional syllabuses are as follows:

1. Functions and notions are quite abstract and some learners may have difficulties thinking of communicative functions outside a specific context.
2. Different kinds of structures are often used to express the same communicative function, as such; it is difficult to follow a progression from simple to more complex structures.

2.15.4 Skill-based syllabus

Dubin and Olshtain (1986) acknowledge that, the content of language teaching in a skill-based syllabus is a collection of specific abilities that may play a part in using a language. Skills are things that people are able to do in a language, relatively independent of the situation or setting in which the language use can occur. While situational syllabi group functions together into specific setting of language use, skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together
into generalized type of behavior, such as listening to spoken language for
the main idea, writing well-formed paragraphs, and so on.

2.15.5 Task-based syllabus

Gattegno (1972, 157) states that, "the content of teaching in the task-
based syllabus is a series of complex and purposeful tasks that the pupils
want or need to perform with the language they are learning". The tasks are
defined as activities with a purpose other than language learning, but, as in a
content-based syllabus, the performance of the task is approached in a way
that is intended to develop second language ability. Language learning is
subordinate to task performance, and language teaching occurs only as the
need arises during the performance of a given task. Task-based teaching
differs from situation-based teaching in that, situation-based teaching has the
goal of teaching the specific language content that occurs in the situation (a
predefined product), while task-based teaching has the goal of teaching
pupils to draw on resources to complete some pieces of work (a process).
The pupils draw on a variety of language forms, functions, and skills, often
in an individual and unpredictable way, in completing the tasks. The tasks
that the learners have to perform in any time are: applying for a job, talking
with a social worker, getting housing information over the telephone and so
on.

However, task-based approach is a skill best perfected through practice
and interaction, and uses tasks and activities to encourage learners to use the
language communicatively, in order to achieve a purpose. The task must be
relevant to the real world language needs of the pupil.

2.15.6 Content-based syllabus

Mohan (1979) acknowledges that, the primary purpose of instruction
regarding content-based syllabus is to teach some content or information
using the language learned by the pupils. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes.

In spite of different syllabus design criteria, a complete syllabus specification will include all five aspects: structure, function, situation, topic and skill. Eclectic is a common feature of the majority of course books. In an attempt to combine the various aspects of language, Hutchinson and Waters (1987:50) state that, any teaching material must operate several syllabuses at the same time. One of these syllabuses will be used as the principal organizing feature, but the others are still there. The difference between syllabuses lies in the priority given to each of these aspects.

2.16 Vital Grading Information

Within each class, the learning material should be organized in a way that pupils are able to learn and retain information. These are vital steps that should be followed:

1. Teachers start with what pupils already know and then move to the abstract model or theory.
2. Teachers start with concrete examples, such as cases, new items, or other real world situations, and then generate the abstract concepts.
3. Teachers start with a solution, conclusion, or model and work backwards to the question.
4. Pupils should be given time to reflect, individually or through discussion, on what and how they are learning.
5. Teachers build in practice time, with feedback, either in class or assignments so that pupils learn to work with the concepts and can receive assistance in problem areas.

2.17 Summary
There are many variations on concept mapping techniques in the structure of content organization. The key idea is to name the major topics or concepts, and then try to place them in a hierarchical order or put the concept in the centre of the page to see how the materials are well connected. Then try to clarify the relationships between ideas, by moving them around until they create an organization that makes sense. For more linear thinkers, creating lists of headings and subheadings is equally effective.

Palmer (1964, 200) in his seminal paper "Selection of Language Forms" identifies three crucial points as additional criteria for gradation of the course content:
1. A first criterion for ordering morpho-syntactic structures was derived from descriptive grammars of the target language (ranging from structurally simple to structurally complex).
2. The second criteria are derived from the description of the target language through frequency of occurrence and functional load (the productivity of a particular structure, its utility in constructing a large variety of sentences and its function as basis for other structures).
3. Lado (1972, 2) states that, "the language elements that are similar to native language will be learned easily than the different ones". These criteria were based on contrastive analyses of L1 and L2 grammars.

2.18 Previous Studies:

During survey study in Sudanese public and private libraries in one to one corresponding research; no similar research of its kind has been written by any one of the researchers. The most relevant ones though different, are those written by the following researchers:

order to achieve the objectives, the questionnaire, interview and evaluation of language skills exercises were used for data collection. He acknowledged in his findings that, the textbook was not based on systematic enquiry for the students' needs; therefore the textbook does not meet the students' needs. Another finding stated that, the textbook concentrate on academic needs leaving a side general and future need of the students. The findings also indicate that, the textbook does not cover all the language skills required by students and subject teachers. He further acknowledged in his findings unequal presentation of language skills in the textbook. The researcher recommended that, further studies need to be carried out to investigate the background knowledge of the students in order to bridge the gap between the background knowledge and present needs. The differences between the two thesis's lie in the following: the previous study investigate the language skills required by preliminary year science students in Sudanese Universities post Arabicisation, while the present study embark on the evaluation of primary English textbooks course content grading. The other difference is in the number of targeted population.

Abuobeida, Z. A. (2011) conducted a Ph. D study at the faculty of education, University of Gezira under the title "Investigating the Problems of ESP Syllabus in Sudanese Colleges of Medicine: A case study of the university of Gezira". The main objectives of this study were to contribute to the development of ESP in Sudanese Universities through incorporating its problems into the field of English research. The other objective was to investigate the problem of syllabus of medical English in the Sudanese Universities taking the University of Gezira as a case study. For the objective attainment, the researcher employed the descriptive and analytic methods for data analysis; while using questionnaire for data collection. The findings indicate that, the teaching of English to medicine students at the University of Gezira was not based on systematic syllabus but it was just on
a collection of teaching materials. The other finding showed that, both the students and teachers are not satisfied with the teaching materials. He recommended for the adaptation of the syllabus and teaching materials which were designed and presented in the study as practical solutions for the problem in focus. The two studies differ in the following: the previous study deals with the development of ESP in Sudanese Universities, while the present study concentrate on the analysis of English textbooks course content grading of primary schools. They differ in sample, method used for data gathering, objectives and findings.

Yousif, N.M. (1999) of Khartoum University in her study tries to test the discrepancy between what had been desired for in policy-making and the actual outcome of the policy (mismatch between theories and practices). The main objective was to test whether the changes in educational policy has affected the standard of English at secondary school stage in Northern Sudan; under her master thesis entitled "The Impact of the Educational Policy on the Standard of English at Secondary School Stage in Northern Sudan 1965-1995". The findings of the study confirmed the drop of English language standard at secondary school stage in Northern Sudan 1965-1995. She recommended that, the decision-makers should provide a coherent curriculum and suggest a follow-up study. The previous study tested the state of English language at secondary school in Northern Sudan in a certain period of time, while the present study is testing the course content grading of English textbooks taught at primary level in the Republic of South Sudan. Other differences lie in the tools, population, objectives and findings.

The words and phrases such as 'analysis', 'evaluation', 'investigation', 'testing' of the textbooks were geared towards secondary and higher levels of education; while the present study is meant for testing the course content grading of primary English textbooks. The course content grading of newly
introduced South Sudan syllabus has not received any evaluation of any kind since the implementation of the new curriculum.

Chapter Three

Methodology

3.0 Introduction

This chapter is primarily intended for describing the procedures followed in conducting the present study. Sampling, instruments for data gathering and data analysis are treated below in sections: 3.1, 3.2, 3.3, and 3.4 successively. The data are collected from two groups of subjects plus the analysis of the intended English textbooks using the following instruments:

1. A structured questionnaire for the English subject teachers of Primary level schools in Malakal town.
3. An analysis of the Primary level (p1---p4) English textbooks components, with special references to the grading of the course content.
3.1 Sample

The research sample is comprised of one hundred (100) Primary School teachers and nine (9) technical inspectors in the Ministry of Education in Malakal town. The task was to express their ideas on the effectiveness and the efficiency of the course content grading of primary English textbooks. The first targeted subjects (teachers) were divided into four main groups based on the English language textbooks in focus. Each of these textbooks was represented with twenty five teachers. The main reasons for selecting the targeted teachers were their involvement in the teaching of the textbooks and administrative work related to Primary level syllabus teaching, evaluating, designing and feedback.

The questionnaires were distributed randomly to the schools specified for answering the questionnaire. In each school, four different types of questionnaire were distributed to first, second, third, and fourth years English language teachers in order to choose one of the three options they thought appropriate. The primary schools that were covered in Malakal County include: John Garang primary school for boys, John Garang primary school for girls, Saint Lwanga primary school, E.C.S primary school, Esalam primary school, Joshua Die Weng primary school, Sora West primary school for girls, Seventh Day Adventist primary school, Good Shepard Presbyterian primary school, Bender primary school for boys, Bender primary school for girls, Sora Bender primary school for boys, Shab primary school for boys, Shab primary school for girls, Sora Malakia East primary school for boys, Sora Malakia East primary school for girls, Malakia primary school for boys, Malakia primary school for girls, Mahad Malakal Elelmi primary school, Luakhat primary school, Sudan Inland church primary school, Dhar Esalam primary school for boys, Dhar Esalam primary school for girls, and P.C.O.S primary school.
The system of study followed in these schools on daily bases is either: two streams of parallel classes or two different shifts of daily school classes (morning and afternoon classes). These difference ways of learning were imposed partially by the great number of returnee from the Republic of Sudan and in flack of refugee from neighboring countries as the only way for accommodating the huge number of pupils.

3.2 Tools for Data Collection

The tools used for data collection were questionnaire and interview. They were revised thoroughly by the supervisor, co-supervisor and two Upper Nile university language teachers in order to confirm their eligibility and validity. Generally, the tools were bearing the following characteristics:
1. The questionnaire and interview were in written forms. The main idea is to explain the nature and the purpose of the study.
2. The nature and the length of the questions used in the structured interview administered to the experts in the ministry of education contain the same ideas with the questions used in the structured questionnaire administered to the Primary level English language teachers.
3. The questions are presented in simple language and clear instructions.
4. The sets of questions obtained subjective as well as objective questions.

3.2.1 Teachers' Questionnaire

The questionnaires were basically designed to investigate the grading of course content of primary English textbooks introduced in South Sudan. The questionnaires are consisted of thirteen (13) questions related to the grading mechanism used in English language textbooks one, two, Three, and four respectively. These questionnaires were adopted following AlBusairi's questionnaire (1993, 13) that was used to identify pupils perceived needs in the context of Arabicization. The assumption for selecting (13) questions lie in their eligibility to cover the grading of course content of the prescribed
English textbooks by revealing the state of their arrangement, grading and sequencing on one hand; and the extent to which pupils are benefiting from such grading and whether there are shortcoming in the manner of their settings. The list offered in the questionnaire is not comprehensive and could be expanded.

3.2.2 Experts' Interview

Following the questionnaires, a series of interviews were held in an attempt to expand discussion with the educationists in the Ministry of Education in Malakal town over the item of the interview connected with the grading of the course content. All the experts' were technical inspectors in the Ministry of Education, Science and Technology, Upper Nile State. The interview was meant only for English language Technical Inspectors who are monitoring and supervising English language teaching. The experts' interview contained four open-ended questions, presented as follows:

Q1. The new primary school syllabus has been used for five years in the Republic of South Sudan prior to this study. What are the kinds of feedback that you have received from different school teachers in Malakal town about the course content grading of pupils English textbook one to four?

Q2. Based on your experience, clearly express your opinion about the impact of course content grading on pupils English book one to book four, in the following areas:
   (a) Units Grading.
   (b) Lessons Grading.

Q3. Does the grading of the English textbooks represent the outside world inside the classroom? If yes, justify?

Q4. What are the major problems you think are related to the grading of course content of pupils English book one to book four? If any, what do you recommend?
2.2.3 Method of Textbooks Analysis

The method used for the analysis of the textbooks involves the intensive reading to trace the unfortunate words and structures that create the mismatch between the course content grading and the pupils' proficiencies level. The evaluation of course content grading problems is maintained through the analysis and description of the textbooks. The examples that stand for the course content grading problems are presented in appendix (1) to highlight the areas of long reading passages, incorrect instructions and indications, unclear illustrative pictures and long syllabic words.

The targeted English textbooks have been provided by the Ministry of Education, Science and Technology since (2006) as new curriculum of the state. The curriculum was published and printed by secretariat of Education, New Sudan, first edition (2002) in Nairobi, Kenya. It comprises students' textbooks, teachers' textbooks and primary syllabus volume (1).

3.3 Procedures

The researcher started by explaining the nature of the research topic to the Director General for Primary Schools in the Ministry of Education, Science and Technology, Upper Nile State. The director complied by issuing a letter informing the school teachers and technical inspectors to assist the researcher in obtaining the information required.

The questionnaires respondents were consulted in twenty five primary schools in Malakal County. Each school teachers were given four different forms of questionnaire in accordance to their classes, based on the pupils' English textbooks they are teaching. The main topic around which the questionnaire centered was an evaluation of course content grading of primary English syllabus consistency and effectiveness in addressing the learning objectives. Ninety eight respondents were able to return their questionnaires.
On the other hand, the interview that was directed to the technical inspectors in the Ministry of Education, Science and Technology was conducted in their respective administrative areas known as Payams, namely: southern payam, central payam, and northern payam respectively. Only nine out of twelve attended the interview in their administrative areas.

The questionnaire and interview were conducted during rainy season that imposed a great challenge to the researcher. Similarly, the collection of forms was interrupted by the first term holidays that took place in September 2011.

3.4 Validity of Research Instrument

Salinger and Shahomy (1989, 188) define validity as the "extent to which the data collection procedure measures what it intend to measure or does the job for which it is intended". However, the term validity is said to have different connotations for different types of measures, therefore different kinds of validity evidence are appropriate for each type of measure. In the present study, the researcher chooses face-validation that is based on asking the respondents whether each developed item in the instrument measures what it supposed to measure. After selecting the questionnaire questions, the whole process was exposed to the supervisor and to the Head of department of English at the University of Gezira for amendments as well as given to two senior members of English department, Upper-Nile University; all confirmed the validity and eligibility of the questionnaires.

3.5 Data Analysis

The tools used for data analysis are survey and content analyses. In survey analysis, the data are treated through the analysis of questionnaire, interview, quantifying of data, and description of the statistical data. The other technique that is employed in the analysis of data is content analysis for the purpose of describing and evaluating the data that are collected
through comprehensive reading. Thus, the method of data analysis is descriptive as well as analytic in nature that employed statistical package for social sciences (SPSS).

Chapter Four
Data Presentation, Analysis, and Discussion

4.0 Introduction

This chapter aims at presenting the analysis and discussion of the results of teachers' questionnaires, technical inspectors' interviews and the analysis of some parts of the textbooks units; besides attempting to suggest evaluation criteria to compare the components of the textbook against the result of the structured questionnaires and interviews. In addition, some textbooks units are subjected to thorough analysis, describing the various components of the units and explain how they work together and try to give points for and against them. Moreover, tables and illustrations are constructed where necessary. Lastly, the study will put forward its findings and recommendations for promoting the efficiency and effectiveness of primary English textbooks.

4.1 Presentation and Analysis of Data Collected from First Year Teachers
Table 4.1.1 The textbook grading versus pupils' needs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite Satisfied</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>Less Satisfied</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>04</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table (4.1.1) above illustrates whether the first year English textbook is fulfilling the pupils' needs. 12 teachers (48%) of the sample state that the course content grading is quite satisfying, whereas 9 teachers (36%) conceive the grading with less satisfaction, while the third group consist of 4 teachers (16%) have an idea of dissatisfaction with the grading of first year English textbook. Based on the different answers given by the respondents, the first option is a good indication towards the satisfaction of first year English language textbook grading. Moreover, when the second option is added to the first one, the values exceed eighty percent of the pupil's needs. Therefore, the grading of the first year course content is satisfying the pupils' needs.

Table (4.1.2) Teachers' experiences in the textbook units grading

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Graded</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>Fairly Graded</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>Poorly Graded</td>
<td>04</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The responses that are given by the teachers regarding the textbook units grading judgment indicate that; 15 teachers (60%) of the subjects consider units grading of the first year textbook as well graded, followed by 6 teachers (24%) confirm that the textbook is fairly graded, whereas the last group of 4 teachers (16%) have an idea of poor grading of the textbook.
Hence nearly two thirds of the sample strongly believe in the smooth grading of the first year English language textbook units and could meet the objectives that it was designed for. That is to say, the level of the language, the skills use in the book, the exercises and activities provided in the book, cultural representation, and arrangement of units from simple to more complex one are maintained.

Table (4.1.3) the outside world representation inside the classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It Strongly Does</td>
<td>04</td>
<td>16%</td>
</tr>
<tr>
<td>It Does</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>It Does not</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

The answers given by the subjects as to whether the first year textbook content grading represent the outside world inside the classroom indicate that; 4 teachers (16%) of the sample agree by saying it strongly does, whereas 15 teachers (60%) responded using the word it does, still other 6 teachers (24%) deny the present of the outside world inside the classroom.

Regarding the responses above, the second alternative (it does) reflects the kind of material found in the textbook. According to the option, the textbook material is mostly a domestic one (cultural curricula) rather than reflection of world knowledge. Therefore, the second option is the best option for the pupil at this age because they are in need of common core knowledge.

Table (4.1.4) Subjects views on the organization of the textbook units grading

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyclically</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Linearly</td>
<td>08</td>
<td>32%</td>
</tr>
</tbody>
</table>
Table (4.1.4) indicates the organization of the textbook units grading. 13 teachers (52%) of the subjects think that the textbook units grading is cyclically organized, whereas 8 teachers (32%) agree on the fact that grading content is linearly organized, still the last group of 4 teachers (16%) neither believe in the first option nor in the second one as an organization used in the textbook.

As a result of this finding, half of the respondents acknowledged that, the content grading of the first year textbook is cyclically organized. Such confirmation reveals the fact that any of the learning items or materials presented in each lesson is used in different contexts. Although, the percentage is slightly above the average, this method of organization is important and recommendable in educational settings.

Table (4.1.5) the ways in which the textbook materials are strongly related

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topically</td>
<td>16</td>
<td>64%</td>
</tr>
<tr>
<td>Thematically</td>
<td>05</td>
<td>20%</td>
</tr>
<tr>
<td>Neither (a) Nor (b)</td>
<td>04</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The responses regarding the textbook materials relatedness reveal the fact that, 16 teachers (64%) of the sample stated that the textbook materials is topically related, whereas five teachers (20%) express the opinion of thematic relationship of the textbook materials, while the remaining 4 teachers (16%) neither believe in the first option nor the second one as the technique employed in binding the different parts of the textbook materials.
Based on the responses, the majority of respondents strongly believe in topical relationship of the first year English textbook material grading, as well as using thematic kind of relationship in creating coherent among its linguistic elements.

**Table (4.1.6)** the extent to which the sequence of the materials is motivating

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Motivating</td>
<td>07</td>
<td>28%</td>
</tr>
<tr>
<td>Motivating</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td>Slightly Motivating</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The teachers' responses to the question whether the textbook materials sequence is motivating or not; 7 teachers (28%) of the sample consider the textbook sequence as highly motivating, where as 8 teachers (32%) believe that the textbook is motivating, while the remaining 10 teachers (40%) describe the textbook layout mechanism that it is slightly motivating.

The responses reflect the fact that, the sequence of the textbook materials motivation is in need of more input since the third option is having the high ranking value 40%. Therefore, certain measures should be taken to improve the motivational quality of the textbook.

**Table (4.1.7)** the degree of first year English textbook integration

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much Integrated</td>
<td>05</td>
<td>20%</td>
</tr>
<tr>
<td>Integrated</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Less Integrated</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The responses given by the respondents in regards to the first year language skills integration; 5 teachers (20%) of the sample acknowledge that the textbooks skills grading is very much integrated, where as 10 teachers
(40%) think that there is integration at the level of four skills, while the remaining 10 teachers (40%) expressed their dissatisfaction of the textbooks skills integration.

As shown on the table 4.1.7 above, the second and third choices have equally high rates of respondents; based on the responses an urgent action is needed for the improvement of the textbook language skills despite the language skills provided in the textbook context.

**Table (4.1.8)** the best method for the teaching of English language

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Simple to Complex</td>
<td>14</td>
<td>56%</td>
</tr>
<tr>
<td>From Difficult to Easy</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>Neither (a) Nor (b)</td>
<td>-</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

A great number of teachers confirm the viability of simple to complex method as a way forward for teaching first year pupils. 14 teachers (56%) of the sample think that the best teaching process should start from simple to complex, whereas 11 teachers (44%) think that the teaching process should start from difficult, meanwhile none of the respondents opt for the third choice that stated neither (a) nor (b).

As a result of this finding, the majority agrees on the fact that, the best method for teaching is from simple to complex because of its gradual enhancement of the knowledge to the pupils. In spite of this, more efforts are needed to enlighten the rest of the teachers about the importance of gradual learning of pupils through simplification of information during learning processes.

**Table (4.1.9)** Listening and responding to simple greetings, naming objects in immediate environment are

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>18</td>
<td>72%</td>
</tr>
<tr>
<td>Important</td>
<td>06</td>
<td>24%</td>
</tr>
</tbody>
</table>
The responses given in table (4.1.9) in answering the choices proposed in the statement as part of listening skills that should be in first year assure the following; 18 teachers (72%) of the subjects consider the presented language items in the statement as very important, whereas 6 teachers (24%) think that the items in the statement are important, still one teacher (4%) has low opinion about the proposed listening items presented in the statement.

In this context, the majority of respondents voted for the viability and flexibility of the materials used in the statement and their role in accomplishing the textbook listening objectives.

**Table (4.1.10)** Reading and understanding of simple English words through visual aids are

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>21</td>
<td>84%</td>
</tr>
<tr>
<td>Important</td>
<td>04</td>
<td>16%</td>
</tr>
<tr>
<td>Less Important</td>
<td>-</td>
<td>00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The teachers' responses regarding the importance of reading components mentioned in the statement above indicate that; 21 teachers (84%) of the sample confirm the utmost importance of the reading items presented in the statement, whereas 4 teachers (16%) assent the important of the statement, while none of the respondents opted for the third option.

These results show that, a great number of respondents strongly support the statement as an important part that should be incorporated into the first year textbook reading components.
Table (4.1.11) First year writing skills involve, writing the shape of the alphabets in the air, sand, paper and copy simple words in pencil

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite True</td>
<td>17</td>
<td>68%</td>
</tr>
<tr>
<td>Partially True</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td>False</td>
<td>-</td>
<td>00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The teachers responses to the writing skills mechanism proposed in the statement as part of first year components reveal the following; 17 teachers (68%) of the sample agree that the writing skills presented in the statement is a true part of first year writing mechanism, whereas 8 teachers (32%) confirm the writing objectives to be partially true, while none of the respondents responded to the last option.

This table shows clearly that the majority of respondents strongly agree on the writing skills components proposed in the statement as an important and a crucial part of the first year writing skills materials.

Table (4.1.12) first year language components should involve simple nouns, pronouns and adjectives

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite True</td>
<td>14</td>
<td>56%</td>
</tr>
<tr>
<td>Partially True</td>
<td>07</td>
<td>28%</td>
</tr>
<tr>
<td>False</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

The answers given by the subjects as to whether the first year language components should include simple nouns, pronouns, and adjectives have shown the following; 14 teachers (56%) of the sample consider the language
items proposed in the statement as a true part of the first year language components, whereas 7 teachers (28%) state that the statement's items are true to some extent, while 3 teachers (12%) disagree with the language items presented in the statement.

Hence the majority of the respondents agree on the importance of the language components presented in the statement to be adopted as part of first year language component.

Table (4.1.13) Teachers' responses to the order of language needs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>Reading</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td>Writing</td>
<td>14</td>
<td>56%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>92%</td>
</tr>
</tbody>
</table>

The responses displayed above shows the order of language skills components needed for the learners as proposed by the respondents; 14 teachers (56%) of the sample think that the priority should be given to writing skills, whereas 6 teachers (24%) confirm their loyalty speaking skills, while 3 teachers (12%) consider reading skills to be prioritize based on their pupils' needs, 2 teachers (8%) failed to give in their answers.

The majority of the respondents think that, in order to avail needs of the learners the grading emphasis should start with writing, speaking, and reading skills successively. The skills that are practiced intensively in primary schools nowadays are reading and writing, with slight emphasis on listening and speaking.

4.2 Presentation and Analysis of Data Collected from Second Year Teachers

Table (4.2.1) the textbook grading versus pupils' needs
The teachers' responses to whether the second year textbook content grading meet the needs of the pupils: 12 teachers (48%) of the sample confirm that the textbook is quite satisfying the pupils' needs, whereas 11 teachers (44%) agree that the textbook is less satisfying the pupils' needs, while 2 teachers (8%) believe in the dissatisfaction of the textbook in fulfilling the pupils' needs.

Generally, the response given by the respondents to the second year textbook grading satisfaction is beyond doubt. Because the first two options deserve the highest values; hence the textbook content grading is fulfilling the aspirations of the learners.

**Table (4.2.2) Teachers' experiences in the textbook units grading**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Graded</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Fairly Graded</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Poorly Graded</td>
<td>05</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Concerning the answers given for the judgment of the second year textbook units grading, the respondents provide the following answers: 10 teachers (40%) of the sample consider that the textbook units is well graded, while the other 10 teachers (40%) believe in the fairness of the textbook
units grading, whereas 5 teachers (20%) conceive the textbook units as poorly graded.

In respect to the responses given by the respondents, the percentage of the first two options reflects the better state of the textbook units grading judgment. Therefore, the content of the second year textbook grading is reliable and advisable for use.

**Table (4.2.3)** Teachers' responses to the outside world representation inside the classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It Strongly Does</td>
<td>04</td>
<td>16%</td>
</tr>
<tr>
<td>It Does</td>
<td>14</td>
<td>56%</td>
</tr>
<tr>
<td>It Does not</td>
<td>07</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The answers given by the respondents as to whether the textbook content grading represent the outside world inside the classroom: 4 teachers (16%) of the subjects strongly agree on the representation of the world knowledge inside the classroom, whereas 14 teachers (56%) confirm that the representation is obvious, while 7 teachers (28%) deny the outside world representation inside the classroom.

Based on this finding, the majority of respondents agree on the normality of the shared knowledge inside the classroom. Therefore, the second year English syllabus is effectively fulfilling the outside world aspirations inside the classroom.

**Table (4.2.4)** the organization of the textbook units grading

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyclically</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Linearly</td>
<td>07</td>
<td>28%</td>
</tr>
</tbody>
</table>
The respondents responses as to how the grading of the textbook units is organized, the following answers are in place: 10 teachers (40%) of the sample assent that the textbook units is cyclically organized, whereas 7 teachers (28%) consider the organization of the textbook units as linearly organized, still 8 teachers (32%) neither believe in (a) nor in (b) as the mechanism used for the organization of the textbook units grading.

It is very clear from the responses displayed above that, simple majority agree on the cyclic organization of the textbook, i.e. a state in which the same item is used in different contexts. For those who neither believe in (a) nor in (b) be inform that, cyclic and linear are the only methods used in the organization of the textbooks in which the cyclic is the most applied one.

**Table (4.2.5)** the ways in which the textbook materials are strongly related

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topically</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>Thematically</td>
<td>07</td>
<td>28%</td>
</tr>
<tr>
<td>Neither (a) Nor (b)</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The answers given to the statement above regarding the ways in which the textbook materials are strongly related; 15 teachers (60%) of the sample assent the topical relationship of the textbook, where as 7 teachers (28%) disclose that the relationship is a thematic one, still 3 teachers (12%) neither believe in (a) nor (b) as a relationship that exist between the text book materials.

Based on the first choice, two thirds of the sample supported the first option as the most kind of relationship that exists across the textbook. This
kind of relationship helps the pupils in connecting and associating the recent lesson with the previous one.

Table (4.2.6) the extent to which the sequence of the materials are motivating

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Motivating</td>
<td>05</td>
<td>20%</td>
</tr>
<tr>
<td>Motivating</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>Slightly Motivating</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

The teachers responses as to whether the textbook materials sequence is motivating or not; the below responses are provided; 5 teachers (20%) of the sample affirm that the textbook is highly motivating; whereas 9 teachers (36%) consider the textbook materials sequence as motivating, while 10 teachers (40%) view the materials sequence of second year textbook as slightly motivating.

The values of responses given by the respondents emphasized on the last option. Therefore, the second year motivational devices need more input in order to match the growing needs of the learners.

Table (4.2.7) the degree of second year English textbook integration.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much Integrated</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>Integrated</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>Less Integrated</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The responses given by the respondents concerning the textbook skills integration show that: 6 teachers (24%) of the subjects think that the textbook is very much integrated, whereas 9 teachers (36%) believe in the
textbook integration, while 10 teachers (40%) express that the textbook being less integrated.

According to the responses displayed by the respondents, the third option is below the average and cannot be relied on; therefore the best mechanism is to consider the average of the first two options together compared with the average of the second and third to decide the highest average. In this case the second option is the highest. Therefore, the integration of the second year English textbook at the level of four skills is not eminent.

**Table (4.2.8)** the best method for the teaching of English language

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Simple to Complex</td>
<td>17</td>
<td>68%</td>
</tr>
<tr>
<td>From Difficult to Easy</td>
<td>05</td>
<td>20%</td>
</tr>
<tr>
<td>Neither (a) Nor (b)</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The responses given by the respondents in the above table show the method of teaching that they prefer in delivering their lessons; 17 teachers (68%) of the samples prefer simple to complex method of teaching, whereas 5 teachers (20%) agree on difficult to easy method of teaching, still 3 teachers (12%) took the third choice which is neither (a) nor (b).

As a result of this finding, the majority of subjects consider simple to complex method of teaching as the most used means for delivering learning materials to the learners during the learning process.

**Table (4.2.9)** Listening and responding to simple commands, statements, requests, simple stories and act in primary two is

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>Important</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>Less Important</td>
<td>02</td>
<td>08%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The responses given by the respondents as to whether the language items produced in the statement are some of the listening materials needed by the second year pupils are: 12 teachers (48%) of the samples consider the items as having a very important listening impact on pupils, whereas 11 teachers (44%) state that the items are important in second year context, while 2 teachers (8%) think that the items are less important.

According to the results above the first and the second options deserve the highest values of ranking respectively. Therefore, the language items revealed in the statement are vital and important in second year as listening skills components.

**Table (4.2.10)** Reading of new words and sentences; matching words with pictures; reading words from flash cards in primary two

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>Important</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>Less Important</td>
<td>02</td>
<td>08%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

The teachers' responses to the reading judgment of language items presented in the statement are: 11 teachers (44%) of the subjects confirm that the reading items are very important as second year reading materials, whereas 11 teachers (44%) assent the importance of the items, while 2 teachers (8%) agree that the items are less important.

Based on the responses, the first two options reflect the views of the majority that, the reading materials contained in the statement are critically needed as part of the second year reading components.

**Table (4.2.11)** writing skills objectives is composed of words written against pictures; writing words and simple sentences

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
</table>

The responses given by the respondents as to whether the writing items presented in the statement are needed in the second year writing context; 16 teachers (64%) of the subjects agree that the presented writing skills items are very important in second year context, whereas 5 teachers (20%) confirm their partial importance, while 3 teachers (12%) totally disagree to the statement.

Hence the majority of respondents confirms their eligibility as part of second year writing skills and should be maintained as long as it is addressing the pupils' aspirations.

**Table (4.2.12)** Second year language components should involve simple nouns, tenses, contraction of verb to be, adjectives and adverb ending in –ly

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite true</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Partially true</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td>False</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>96%</td>
</tr>
</tbody>
</table>

It is very clear from the table (4.2.12) above that, 10 teachers (40%) of the samples agree on the viability of the language components stated in the statement, whereas 8 teachers (32%) confirm their partial importance, while 6 teachers (24%) denied their importance.

This means that the first and the second options with the highest value of ranking represent the majority of respondents' responses; hence supporting
the statement presented above as important and vital language elements in second year language setting.

**Table (4.2.13) Teachers' responses to the order of language needs**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>Reading</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td>Writing</td>
<td>07</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>84%</strong></td>
</tr>
</tbody>
</table>

According to the responses given by the second year teachers concerning the language skills order needed for their pupils. 8 teachers (32%) of the samples state that their pupils are in need of reading skills, whereas 7 teachers (28%) assent that their pupils are in need of writing skills, while 6 teachers (24%) declare the speaking skills as needed by their pupils, 4 teachers (16%) fail to give in their answers.

As a result of this finding, the percentages of responses given by the respondents have nearly equal degree of rating. Therefore, the ordering mechanism of language skills presented by the subjects is lacking certainty in deciding which language skill should come first. Based on empirical nature of learning; the process should come as follows: listening, speaking, reading and inevitably writing.

**4.3 Presentation and Analysis of Data Collected from Third Year Teachers**

**Table (4.3.1) the textbook grading versus pupils' needs**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
</table>

76
With reference to the third year English textbook grading satisfaction, the following responses are provided by the table above: 11 teachers (44%) of the subjects express that the textbook grading is quite satisfying the pupils' needs, whereas the other 11 teachers (44%) confirm their less satisfaction of the textbook grading, still 3 others (12%) have shown dissatisfaction of the textbook grading.

Based on the above responses, the first and second options together expressed the satisfaction of the textbook grading needs. The first two options together represent more than 90% of pupils' needs. Hence, the grading requirements are preserved.

**Table (4.3.2) Teachers' experiences on the textbook units grading**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Graded</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Fairly Graded</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>Poorly Graded</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The responses given by the sample to the textbook units grading judgment reveal the following answers: 13 teachers (52%) of the subjects confirm that the textbook units are well graded, whereas 9 teachers (36%) disclose that the textbook units are fairly graded, while 3 teachers (12%) confirm the poor grading of the textbook.

As a result of this finding, the majority of the respondents agree on the well grading of the textbook units in responding to the needs of third year pupils.

**Table (4.3.3) the outside world representation inside the classroom**
<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It Strongly Does</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>It Does</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>It Does not</td>
<td>05</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>96%</td>
</tr>
</tbody>
</table>

The responses that are derived from the respondents regarding the representation of the outside world inside the classroom reveal the following facts: 6 teachers (24%) of the sample agree on the strong reflection of the outside world inside the classroom, whereas 13 teachers (52%) express the normality of the outside world representation inside the classroom, still 5 teachers (20%) state poor presentation of the world knowledge inside the classroom.

It is clear from the second option that, the majority of respondents agree on the normality of the representation of the world knowledge inside the classroom. Therefore, the second option is the best alternative for the pupil at this age because it reflects common core knowledge relying on the domestic ones.

Table (4.3.4) the organization of the textbook units grading

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyclically</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Linearly</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>Neither (a) Nor (b)</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>88%</td>
</tr>
</tbody>
</table>

Concerning the organization of the textbook units grading, the following responses are provided: 13 teachers (52%) of the subjects classified the textbook as cyclically organized, whereas 6 teachers (24%) described the textbook as linearly organized, still the last group of 3 teachers (12%) neither agrees on (a) nor (b) as a way in which the content grading is organized.
Hence the majority of respondents confirmed the importance of cyclic organization of the textbook units grading. This kind of content organization is advisable because it provides chances for reviving pieces of information that are learnt in the past in different setting. Therefore, the third year textbook content grading organization is addressing the pupils' aspirations.

Table (4.3.5) the ways in which the textbook materials are strongly related

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topically</td>
<td>16</td>
<td>64%</td>
</tr>
<tr>
<td>Thematically</td>
<td>07</td>
<td>28%</td>
</tr>
<tr>
<td>Neither (a) Nor (b)</td>
<td>-</td>
<td>00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>92%</strong></td>
</tr>
</tbody>
</table>

The responses displayed in table (4.3.5) indicate that; 16 teachers (64%) of the sample stated that the textbook materials are topically related, whereas 7 teachers (28%) point to the existence of the thematic relationship of the textbook, while no teacher chooses the third option.

The results show that two thirds of the respondents opted for the first choice, in which they acknowledged the relationship that hold the textbook materials. As a matter of fact, the first two options work hand in hand in presenting authentic learning materials. Thus, the third year textbook materials are strongly related topically as well as thematically.

Table (4.3.6) the extent to which the sequence of the materials are motivating

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Motivating</td>
<td>07</td>
<td>28%</td>
</tr>
<tr>
<td>Motivating</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td>Slightly Motivating</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>
The teachers' responses as to whether the textbook materials sequence is motivating or not, the following answers are revealed: 7 teachers (28%) of the sample state that, the grading sequence is highly motivating, whereas 8 teachers (32%) note that the grading sequence is motivating, still 9 teachers (36%) point to poor motivation of the third year textbook sequence.

The percentages pertaining to this question reveal the fact that, the third year textbook is lacking or having inadequate motivating aspects. Therefore, those who are responsible technically for reviewing primary syllabus should inject more motivational devices into third year English textbook.

**Table (4.3.7)** the degree of third year English textbook integration

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much Integrated</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>Integrated</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Less Integrated</td>
<td>05</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

In response to the table (4.3.7) the respondents demonstrate the following answers: 9 teachers (36%) of the total subjects describe the textbook skills integration as very much integrated; whereas 10 teachers (40%) confirm that the textbook is integrated; still 5 teachers (20%) assent the textbook to be less integrated.

Hence, the second option deserves the highest score that stand for the normality of the textbook integration. Moreover, the first two options together constitute a positive ground for the enhancement of better integrated skills.

**Table (4.3.8)** the best method for the teaching of English language

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
</table>

80
The answers given by the respondents in respect to the teaching method that they preferred in teaching English language are: 16 teachers (64%) of the subjects prefer simple to complex method of teaching, whereas 8 teachers (32%) agree to follow difficult to easy process of teaching, while the last option is not chosen by respondents.

Based on the previous answers, the first option gains much of the respondents' emphasis. Therefore, the gradual enhancement of knowledge from simple to complex is an advisable process that should be used in the teaching of third year English language components.

**Table (4.3.9)** Listening and participating to simple conversation, expressing simple feelings, telling home news and polite words are

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>Important</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>Less Important</td>
<td>02</td>
<td>08%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>92%</strong></td>
</tr>
</tbody>
</table>

The responses given by the respondents concerning the listening items that are supposed to be in third year as stated in the statement; reveal the fact that: 15 teachers (60%) of the sample state that the listening items presented in the statement are very important, whereas 6 teachers (24%) agree on their importance, still other 2 teachers (8%) consider the items to be of less importance.

Based on the above percentages, the first option is much emphasized by two thirds of the respondents that confirm the eligibility of the items, and
should be part of third year English language syllabus, in the area of listening skills.

**Table (4.3.10)** Reading, understanding phrases and sentences; reading simple comprehension passages in primary three

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>Important</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td>Less Important</td>
<td>01</td>
<td>04%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

The responses given by the teachers regarding the degree of the importance of the items presented in the statement as essential parts of third year reading components are: 15 teachers (60%) of the sample note their very importance in third year setting, whereas 8 teachers (32%) agree on their importance, still 1 teacher (4%) considers the items to be of less importance.

The above responses reveal that most of the subjects agree on the first option that considers the reading items presented in the statement as an important part of third year reading skills components.

**Table (4.3.11)** third year writing skills, is mainly composed of copying of words, phrases and simple sentences using ink, describing pictures in writing

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite True</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Partially True</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>False</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

The responses given in the above table as to whether the writing techniques presented in the statement should be considered as part of third year writing skills; the responses reveal that: 10 teachers (40%) of the
sample assent the eligibility of the items presented in the statement, whereas 11 teachers (44%) state that the writing skills items presented as true, while 3 teachers (12%) totally disagree to the proposed writing skills items.

The responses clearly reflect the essential role played by the proposed writing items in third year context. However, the first two options together confirm the eligibility of the learning items in addressing the third year writing skills objectives.

**Table (4.3.12)** Third year language components should contain basic vocabulary from the surrounding environment

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite true</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Partially true</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td>false</td>
<td>02</td>
<td>08%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>92%</td>
</tr>
</tbody>
</table>

The responses that are given by the respondents concerning the third year language components as proposed in the statement are: 13 teachers (52%) of the total sample assent the language components presented in the statement, whereas 8 teachers (32%) partially agree on the presented items, still 2 teachers (8%) totally disagree on the items presented in the statement.

Regarding the responses displayed above, the first two options together constitute more than 80% of the subjects in which the presented language components acceptance could be accounted

**Table (4.3.13)** Teachers' responses to the order of language needs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>04</td>
<td>16%</td>
</tr>
<tr>
<td>Reading</td>
<td>07</td>
<td>28%</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>84%</td>
</tr>
</tbody>
</table>
The answers given by the respondents pertaining to the order of language skills needed for their pupils are: 10 teachers (40%) of the sample agree that the writing skills should be given the first priority, whereas 7 teachers (28%) consider reading as the most important skill that the teachers should emphasis on, while 4 teachers (16%) state that speaking should be the one taken care of during teaching processes, 4 teachers (16%) failed to give in their answers.

The results reveal that the order of language skills is difficult for the beginners to follow. Therefore, based on the learning experience, the grading of skills at the lower level of learning should start with listening, speaking, reading and then writing.

4.4 Presentation and Analysis of Data Collected from Fourth Year Teachers

Table (4.4.1) the textbook grading versus pupils' needs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite Satisfied</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>Less Satisfied</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>01</td>
<td>04%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

The responses forwarded by the respondents in regards to the fourth year text book grading satisfaction are: 15 teachers (60%) of the subjects express that the fourth year textbook is quite satisfying, whereas 9 teachers (36%) stated their less satisfaction with the textbook, still 1 teacher (4%) expressed dissatisfaction with the course book grading in fulfilling the needs of the fourth year pupils.
These results indicate that the majority of respondents are for the grading of the fourth year textbook, which means the book is well graded and should not be tempered with in the meantime.

**Table (4.4.2)** Teachers' experiences on the textbook units grading:

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Graded</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Fairly Graded</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Poorly Graded</td>
<td>02</td>
<td>08%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As shown in the above table: 13 teachers (52%) of the subjects express the view that the textbook units are well graded, whereas 10 teachers (40%) consider the textbook as fairly graded, two teachers (8%) state that, the textbook is poorly graded.

Hence the results indicate that the majority of the respondents declare their acceptance for the fourth year English textbook units grading. In other words, the first two options comprise more than 90% percent of the fourth year pupils' units grading needs. Therefore, the judgment of the fourth year units grading is positive in complying with the pupils' aspirations.

**Table (4.4.3)** Teachers' responses to the outside world representation inside the classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It Strongly Does</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>It Does</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>It Does not</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Table (4.4.3) shows that: 6 teachers (24%) of the sample agree on the strong reflection of the outside world inside the classroom, whereas 9 teachers (36%) reveal the normality of the outside world representation inside the classroom, ten teachers (40%) consider the world knowledge as poorly represented inside the classroom.

Based on the results, it is clear that the subjects believe in the poor representation of the outside world inside the classroom as indicated in the third option. Therefore, the outside world representation of the fourth year English textbook depends on the pieces of information that are taken from domestic environment (cultural curricula). As a result, they are using shared knowledge.

Table (4.4.4) Teachers' views on the organization of the textbook units grading

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyclically</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Linearly</td>
<td>02</td>
<td>08%</td>
</tr>
<tr>
<td>Neither (a) Nor (b)</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

The answers given by the respondents in the table (4.4.4.) above are: 13 teachers (52%) of the subjects believe in cyclic organization of the textbook, whereas 2 teachers (8%) confirm the linear organization of the textbook, while a group of 9 teachers (36%) respond negatively to the question by denying the first two options as a method used for textbook units organization.

The responses reveal that, the majority considers the content organization of the textbook as cyclic, i.e. the cyclic option is the right method for the content organization of the textbook because it is capable of repeating the
same learning item in different contexts. Therefore, this method of organization is advisable and could fulfill the learners' aspirations.

**Table (4.4.5)** the ways in which the textbook materials are strongly related

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topically</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>Thematically</td>
<td>05</td>
<td>20%</td>
</tr>
<tr>
<td>Neither (a) Nor (b)</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

The responses given by the respondents in the above table show that; 11 teachers (44%) of the sample assent that the textbook materials are topically related, whereas 5 teachers (20%) think the textbook materials are thematically related, still the last group of 8 teachers (32%) reject the first two options as method of relationship that combine the textbook materials.

The results reveal that, less than half of the respondents are for the first option that confirms the existence of the topical relationship within the textbook. But, the first two options collectively represent two third of the subjects that believe in the usefulness of the topical and thematic relationship in making written genre coherent and authentic worldwide.

**Table (4.4.6)** the extent to which the sequence of the materials are motivating

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Motivating</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>Motivating</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>Slightly Motivating</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>
The answers given by the subjects are: 9 teachers (36%) of the subjects confirm that fourth year materials sequence is highly motivating, whereas other nine teachers (36%) consider the materials as motivating, while six teachers (24%) believe in the slight motivation of the textbook.

Based on the above results, the first two options show that show that 72% of the teachers think that the materials are motivating.

Table (4.4.7) the degree of fourth year English textbook integration

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much Integrated</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>Integrated</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td>Less Integrated</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table (4.4.7) show that six teachers (24%) of the sample state that the textbook is very much integrated, whereas 8 teachers (32%) consider the textbook to be normally integrated, while 11 teachers (44%) believe the textbook as less integrated.

According to the results shown above, the subjects are for the third option that supports less integration of the textbook 40%. Therefore, the fourth year textbook integration is incapable of fulfilling the pupils’ aspirations.

Table (4.4.8) the best method for the teaching of English language

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Simple to Complex</td>
<td>19</td>
<td>76%</td>
</tr>
<tr>
<td>From Difficult to Easy</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td>Neither (a) Nor (b)</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
As seen in the table above, the responses given by the respondents concerning the best method that should be used in teaching English language; 19 teachers (76%) of the subjects consider the best method of teaching is that starts from simple to complex, whereas 3 teachers (12%) agree that difficult to easy process is the best for teaching, while three teachers (12%) believe neither in (a) nor in (b) as the best teaching method. According to the results the majority of respondents agree on the first choice as the most essential way for teaching the fourth year English textbook. Therefore, the first option is advisable to be used in fourth year language context.

**Table (4.4.9)** Listening and reacting to more difficult commands, participating in simple conversations using correct pronunciation, intonation and stress in fourth year is

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>Important</td>
<td>07</td>
<td>28%</td>
</tr>
<tr>
<td>Less Important</td>
<td>03</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table (4.4.9) above reveals that; 15 teachers (60%) of the sample consider the items as very important in fourth year listening context, whereas 7 teachers (28%) agree that the materials are important, while three teachers (12%) acknowledge that the present listening materials are of less importance.

Hence, the results confirm that the subjects agree on the items presented in the statement as constituting very important part of listening skills components that should be taught in fourth year. Therefore, the mentioned
listening language items and the rest are what supposed to comprise fourth year English textbook listening materials.

**Table (4.4.10)** Reading silently for information and pleasure; reading, understand, and solve words puzzles in primary four is

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>Important</td>
<td>06</td>
<td>24%</td>
</tr>
<tr>
<td>Less Important</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The results in table (4.4.10) indicate that 11 teachers (44%) consider the reading items presented in the statement as very important in the fourth year context, whereas 6 teachers (24%) perceive the reading items as important, while the remaining group of 8 teachers (32%) views the reading materials presented to be of less importance to the fourth year pupils.

So, it is clear from the results given that more than two thirds of the teachers acknowledge the utmost importance of the reading items presented in the statement.

**Table (4.4.11)** The writing skills objectives of the fourth year is mainly composed of writing simple paragraphs using joined letters and guided composition

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite True</td>
<td>16</td>
<td>64%</td>
</tr>
<tr>
<td>Partially True</td>
<td>08</td>
<td>32%</td>
</tr>
<tr>
<td>False</td>
<td>01</td>
<td>04%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
According to table (4.4.11), the respondents provide the following answers: 16 teachers (64%) of the sample strongly believe in the proposed writing items, whereas 8 teachers (32%) consider them to be partially important, still one teacher (4%) disagrees with the statement as part of fourth year language components.

Most of the respondents strongly agree on the writing skills items presented in the statement. In other words, the items presented by the statement are in line with the writing skills objectives; therefore they are advisable to be made as part of the fourth year writing skills components.

**Table (4.4.12)** Fourth year language components should involve difficult forms of verbs such as: reflexive, irregular, continuous, adverbial phrases, countable and uncountable nouns

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite True</td>
<td>14</td>
<td>56%</td>
</tr>
<tr>
<td>Partially True</td>
<td>09</td>
<td>36%</td>
</tr>
<tr>
<td>False</td>
<td>02</td>
<td>08%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The responses provided by the respondents as seen in the above table; 14 teachers (56%) of the subjects confirm their utmost important, whereas 9 teachers (36%) agree that the items are partially important, still the remaining 2 teachers (8%) consider the language items presented in the statement to be of no importance.

According to the results, over half of the respondents opted for the first option that confirms the utmost important of the learning items presented in the statement. In spite of this, the fourth year language components presented in the statement needs additional language input to meet the learners growing aspirations due to the results of the other options.
Table (4.4.13) Teachers' responses to order of language needs

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>05</td>
<td>20%</td>
</tr>
<tr>
<td>Reading</td>
<td>04</td>
<td>16%</td>
</tr>
<tr>
<td>Writing</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>84%</strong></td>
</tr>
</tbody>
</table>

The answers given by the respondents in table (4.4.13) indicate that; 12 teachers (48%) of the subjects agree that the order of language components should start with writing skills, while 5 teachers (20%) view the reading component as the best order to start with, still 4 teachers (16%) consider reading as the best to start with, 4 teachers (16%) failed to give in their answers.

According to the results obtained the order of language skills pertaining to the fourth year pupils' needs as stated by the respondents. The hierarchy of emphasis should start with: writing, speaking and reading respectively. But, based on the empirical knowledge, the process of learning at tertiary level always started with listening, speaking, reading and then writing.

**4.5 Presentation and Analysis of Data Collected from Experts' Interview**

The presentation and analysis of experts' interview data is trying to discuss the results of data collected through a structured interview administered by the technical inspectors of English language in the Ministry of Education, Science and technology, Upper Nile State, Malakal. During the discussion of the topic, all the interviewee praised the research theme presented to them, and called for the improvement of the English textbooks
content grading. Beneath are the questions and responses given by the respondents (technical inspectors) in answering four open-ended questions.

**Table (4.5.1)** Technical inspectors' interview results concerning teachers' feedback on English course content grading

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers are contented with the ways in which English textbooks are graded</td>
<td>03</td>
<td>33.33%</td>
</tr>
<tr>
<td>2. Teachers are asking for reviewing of the textbooks</td>
<td>02</td>
<td>22.22%</td>
</tr>
<tr>
<td>3. Teachers are complaining about the difficulty of textbooks grading</td>
<td>02</td>
<td>22.22%</td>
</tr>
<tr>
<td>4. Some textbooks pictures are irrelevant to the pupils' environment and in white color</td>
<td>02</td>
<td>22.22%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>09</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Three technical inspectors (33.33%) agree that, school teachers are contented with the ways in which English textbooks content grading are presented. Whereas 2 technical inspectors (22.22%) report that teachers are asking for reviewing of the textbooks to subdue the grading problems that may rise now and then. While 2 subjects (22.22%) reveal that teachers are complaining about the difficulty of English course content grading, asking for simplification of their contents. Still two experts (22.22%) report that, some teachers are discontented with the ways in which pictures are presented (irrelevant to the pupils' environment and in white color). In addition to that others are criticizing pupils' English book one on the ground that, it contains mathematical inputs, similarly it has started with small letters instead of capital ones. Lastly, the experts agree that, in order to
overcome these different feedbacks, reviewing of English textbooks content grading is necessary.

**Table (4.5.2) Experts' observations on English textbooks units grading**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complex words and long reading passages should be avoided at these stages of learning</td>
<td>05</td>
<td>55.56%</td>
</tr>
<tr>
<td>2. The frequent repetition of some learning items should be reduce</td>
<td>02</td>
<td>22.22%</td>
</tr>
<tr>
<td>3. English book four units have more learning information, difficult to finish on time</td>
<td>02</td>
<td>22.22%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>09</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

The answers given by the respondents in table (4.2.2) reveal that; 5 experts (55.56%) think that complex words and long reading passages should be avoided at these stages of learning. Whereas 2 experts (22.22%) state that the frequent repetition of some learning items should be reduced. Two technical inspectors (22.22%) believe that, English book four units have more inputs or more learning information which is difficult to finish within an academic year. Lastly they agree that, units should be divided into reasonable topics and topics into smaller sub-topics, based on the number of periods in a week, month, term, and for the whole academic year.

**Table (4.5.3) Experts' observations on English textbooks lessons grading**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Textbook lessons are rich in vocabulary, short reading passages at all levels</td>
<td>03</td>
<td>33.33%</td>
</tr>
<tr>
<td>2. For a lesson to have positive impact on learners, teachers need to be creative and have a sense of responsibility</td>
<td>03</td>
<td>33.33%</td>
</tr>
<tr>
<td>3. More advanced lessons should be delayed</td>
<td>03</td>
<td>33.33%</td>
</tr>
</tbody>
</table>
Based on the table (4.2.3) above three experts (33.33%) believe that, the textbooks lessons are rich in vocabulary, and the reading passages are capable of empowering the learners with more information at all levels. Whereas 3 subjects (33.33%) think that, in order for a lesson to have positive impact on learners, teachers need to prepare their lessons in advance, be creative, and carry a sense of responsibility towards their career. Three technical inspectors (33.33%) assent that, the lessons considered to be more advanced for the pupils to comprehend, should be delay for the right time of the academic year. They strongly confirm that, lesson grading is a matter of logical arrangement of ideas and skills covered during teaching learning processes in the classroom.

**Table (4.5.4) Experts' responses and justification to the outside world representation inside the classroom**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The objects that are found in schools, at home, in the market are part of the outside world knowledge</td>
<td>04</td>
<td>44.44%</td>
</tr>
<tr>
<td>2. Different environmental climates, technological devices, human cultures, and the ways of living are part of the world knowledge</td>
<td>05</td>
<td>55.56%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>09</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

In the table (4.2.4) above, four experts (44.44%) consider the objects that are found in the school compound, at home, in the market places, in neighboring countries and the entire world as part of the outside world knowledge reflected in the classroom. Whereas 5 subjects (55.56%) believe that the textbooks are containing the reflection of different environmental climates, world technological devices, human cultures and the ways of
living. They agree that, all the mentioned objects, devices, situations and information are capable of providing the learners with new skills as well as providing the teachers with new insights.

Table (4.5.5) First Year Major Grading Problems

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Some vocabularies are not easily understood by the pupils because they involve more than two syllables</td>
<td>04</td>
<td>44.44%</td>
</tr>
<tr>
<td>2. The illustrative pictures pupils are not familiar with should be avoid for sometimes until the perception develop</td>
<td>03</td>
<td>33.33%</td>
</tr>
<tr>
<td>3. The textbook is lacking learning component used for the development of speaking skills</td>
<td>02</td>
<td>22.22%</td>
</tr>
</tbody>
</table>

Total 09 100.00%

The answers given by the respondents in the table (4.2.5.1) indicate that 4 experts (44.44%) agree that some vocabularies are not easily understood by the pupils because they involve more than two syllabic words; hence, they are difficult to pronounce such as: umbrella, elephant, grandfather, grandmother, skipping etc. These words should have been delayed to second year. While 3 experts (33.33%) believe that the illustrative pictures that the pupils are not familiar with or not found in the domestic environment should be avoided for sometimes until pupils developed reasonable perception that could help them understand those pictures and the words written against them. Whereas 2 technical inspectors (22.22%) think that, the first year English textbook content grading is lacking the learning components that could be used for the development of speaking skills. Some parts of the learning items need to be built around conversational perspective.
According to the table (4.5.5.2), the respondents provide the following answers: 2 experts (22.22%) confirm that the second year English textbook is lacking teaching aids such as: posters, charts etc. These teaching aids should be made available to help in reinforcing new teaching points. Similarly, 3 experts (33.33%) agree on the fact that the course content grading should not involve foreign fictions or stories at this stage. The emphasis should be on domestic fictions and stories. Whereas 2 technical inspectors (22.22%) assent that, most parts of the course content input are similar across the English textbooks. This kind of grading is good but, should not be used intensively to the extent of reducing new teaching points. Two other experts (22.22%) agree that, teachers are in need of training that will enable them to grade the learning materials based on the learners immediate aspirations; starting with the most easiest to the most difficult lesson, topic, or unit.
Table (4.5.5.3) Third Year Major Grading Problems

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some parts of language components are not related to the pupils' environment</td>
<td>03</td>
<td>33.33%</td>
</tr>
<tr>
<td>Teaching aids and textbook must be made available</td>
<td>03</td>
<td>33.33%</td>
</tr>
<tr>
<td>The time scheduled for the opening of primary schools must change</td>
<td>03</td>
<td>33.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>09</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Table (4.5.5.3) above, reveals that; 3 experts (33.33%) think that some parts of the third year language components are not related to the pupils' environment. Language components should be adapted from local environment at this stage. Whereas 3 other experts (33.33%) state that teaching aids and textbooks must be made available in order to supplement pupils understanding. The last 3 subjects (33.33%) confirm that some teachers are rejecting the time scheduled for the opening of primary schools, claiming that it affects the smooth running of the school's annual performance due to the rainy season. They proposed that, the opening of primary schools should change from April-December to October-June, otherwise, each state should be allowed to have its' own calendar due to its' own climatic conditions.

Table (4.5.5.4) Fourth Year Major Grading Problems

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading passages in fourth year are too lengthy</td>
<td>04</td>
<td>44.44%</td>
</tr>
<tr>
<td>There are no enough guide charts, wall maps etc. to provide motivation</td>
<td>03</td>
<td>33.33%</td>
</tr>
<tr>
<td>Teachers should be more creative in helping their learners</td>
<td>02</td>
<td>22.22%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>09</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
The responses given by the respondents in the above table show that; 4 technical inspectors (44.44%) agree that the reading passages in fourth year are too lengthy. Hence, they need to be shortened. Whereas 3 subjects (33.33%) assent that there are no enough guiding charts, wall maps, etc to supplement the fourth year textbook and to provide more illustrations and motivation. Similarly, 2 experts (22.22%) disclose that teachers must be creative, looking for the right ways for classroom lessons grading in accordance to their pupils' needs and capabilities.

4.6 Evaluation and Discussion of Primary Textbooks

In order to provide a comprehensive analysis for the grading of course content of primary English textbooks; the instrument used for data collection must involve the analysis of the intended books. The targeted English textbooks have been provided by the Ministry of Education, Science and Technology since (2006) as new curriculum of the state. The curriculum was published and printed by secretariat of Education, New Sudan, first edition (2002) in Nairobi, Kenya. It comprises students' textbooks, teachers' textbooks and primary syllabus volume (1).

4.6.1 Presentation and Analysis of First Year Textbook

Primary pupils' English textbook one consists of twenty five units. The units and sub-units follow the same format, patterns and sequence of arrangement. Nine units out of twenty five were studied to represent the whole book. The criteria used for selecting units for analysis are based on taking three units from the first part of the book, three in the middle and the last three units from the other extreme part of the book.

The first unit of the book is entitled "26 letters". These letters are attached to the pictures for the pupils to understand and learn better through association. Based on the textbook assessment and analysis the unit should
have started with the word "Alphabets" instead of "Letters", because it is more inclusive in meaning. Then comes the exercises that deal with the uses of capital letters, small letters; completion of alphabets, transformation of words from capital letters to small letters and vise versa. Unit two and three are well graded, because of the topics and objects presented in them. Unit two is entitled "At school" while unit three was presented under the title "At home". These two units are much related topically and thematically to the extent that the objects that are found at home are also found in school, which represent the process of good grading of the course content. The general layout of unit two and three are strengthened by the use of pictures and words against one another. At the end of each unit there are simple sentences to be exercised by the pupils for consolidating what they have learned so far.

The middle units that were taken by the researcher for analysis are units ten, fourteen and sixteen. Unit ten is entitled "Big letters" in which capital and small letters are presented together in order to help pupils in associating the two letters as one having different shapes. In the same unit, pictures are drawn on page (21) whereas the words that stand for them are on the other side of the page. The correction should be in place for the better understanding of the learning items. In the same unit, there are words with more than two segments as in "umbrella". Therefore, pupils are supposed to be given one to two syllabic words instead of three to four syllabic words to match with their ages. This unit should have been presented after the first unit 'letters' for the smooth running of the content grading. Unit fourteen is mainly talking of "Farm Animals and Pets" in which words are written against the animals that they stand for. The kind of activities presented has something to do with filling of blank spaces with nouns. The other exercise which is similar to this is the filling of more than one blank space with words that are similar in meaning using the provided examples. Unit sixteen is mainly about "Numbers from One to Five". This unit is composed of
pictures drawn for the purpose of counting, provided that the numbers are in agreement with the noun e.g. one cat, but two cats. This unit reflects the learning of words rather than mathematical inputs, and should deserve better arrangement than it has. Pictures should have been put vertically against the numbers written in capital letters as well as in small letters and in appropriate and sequential manner; because good arrangement provides better understanding. Relevant activities are to be made available for the easiness of the learning items.

The last three units are comprised of unit twenty three, twenty four and twenty five successively. Unit (23) consists of simple paragraphs with the attachment of some pictures to supplement pupils' in understanding the paragraphs. It is presented under the title "Where are they", which is mainly concern with practices of question words (where and what). In addition to words that tell position of things such as: on, under, in and near. The activities that are involved in this unit have something to do with filling of blank spaces with words taken from illustrative pictures. Unit (24) is presented under "My Family", which is talking about the common names given to the members of the family. The kind of activity that should have been added to this unit is the discrimination of words that stand for "she" and "he". The last two phrases on page (50) namely: mother and father, brother and sister need to be reversed in order to match with the pictures that they stand for, in a way that could help the flow of knowledge to the pupils. Reading exercises presented in unit (25) are short and simple paragraphs in which some parts of speech are used to update the previous reading exercises. The end of this book is lacking a series of revision activities that are supposed to be used for consolidating the knowledge acquired by the pupils.

4.6.2 Presentation and Analysis of Second Year Textbook
The second year English textbook is composed of twenty one units. These units are having the same sequence of arrangement, using comprehension questions, vocabulary, writing skills, discrimination of sounds and spelling of some vocabulary. The criteria used for selecting units for analysis are based on taking three units from the first part of the book, three in the middle and the last three units from the other extreme part of the book.

The first unit of the book is a revision unit presented under the title "The Letters" in which all the alphabets are displayed in small and capital letters with the attachment of illustrative pictures. The activities and exercises are excluded for unknown reason. Unit two is comprised of different paragraphs that are linked with the heading "The Family". The sentences that form the paragraphs are either demonstrative or descriptive in nature. The activities involved in unit two include: simple comprehension questions, new words for acknowledgement, filling of blank spaces with letters, discrimination of the initial sounds for the identification of picture, and the spelling of new words. Unit three is mainly consists of short reading paragraphs designed for the practices of "Here and There". In other words, this unit is exercising the use of demonstrative devices that shows how far or near things are. The activities and exercises that are embedded in this unit include: comprehension questions, writing skills using here and there in blank spaces. Discrimination and identification of correct sounds and pictures; spelling and acknowledgement of new vocabulary are also used as parts of the activities. These two units are supplemented with illustrative pictures in the areas of paragraphs reading, new words and selection of the correct sound that matches with the picture.

Unit ten is about wild animals in which demonstrative sentences are written beneath the pictures in clear and illustrative manner. The instruction used in comprehension question on page (43) needs to be refer to as page
Unit eleven is comprised of paragraphs that are mainly talking about the uses of present continuous tense and past continuous tense using (is + ing, was + ing) form of the verbs. Each one of the six paragraphs that formed the reading comprehension has got an illustrative picture. The activities used in unit eleven are: direct comprehension questions based on the written paragraphs, pupils' personal questions based on the provided pictures. The instruction used for answering the comprehension questions on page (48) need to be refer to as page (46 and 47) instead of page (45 and 46). The second activity is about writing skills asking the changing of sentences from today to yesterday. The third activity is a process in which vowel letters are written against each of the sixteen pictures to identify the odd vowel that are irrelevant to the words that stand for the pictures. The last activity is spelling of some vocabulary in order to upgrade the pupils' pronunciation. Unit twelve is about numbers counting from one to ten. The purpose for presenting alphabetical numbers is linguistically rather than mathematical. All the presented sentences are based on the filling of the blank spaces with the right numbers. This unit is supplemented with pictures with which the counted numbers are based.

The third part of the study started with units nineteen, twenty and twenty one. Unit nineteen is mainly composed of sentences and paragraphs with illustrative pictures meant for helping the pupils in understanding the written context. The unit is basically about the uses of simple present tense and simple past tense (today and yesterday) that show the actions prescribed in
sentences and illustrative pictures. The comprehension questions that are indicated to be on page (73, 74) are actually on page (74, 75) respectively. The presented questions are much relevant to the paragraphs. The second activity is about the writing skills in which the pupils are asked to insert the inbox verbs into blank spaces in exercise (A), while in exercise (B) the instruction is asking to convert today verbs into yesterday. The third activity deals with practicing and drilling of words having the same middle vowel sounds. The last activity presents the spelling of new vocabulary. Unit twenty is mainly exercising the use of adverb that is formed by using adjective + ly. The reading sentences given as examples have some pictures to illustrate their contents. There are only two activities in unit twenty namely: twelve direct comprehension questions and writing skills that asked to describe oneself using the correct verbs in blank spaces. Unit twenty one is a story entitled "The Fox and the Hen". It is mainly narrating the process followed by the fox in killing the family's hen and how it was killed by the father. The instruction used for answering comprehension question on page (83) need to be refer to as page (81, 82 and 83) instead of page (80, 81 and 82) successively. The second activity is writing skills in which the pupils are asked to write three sentences related to the passage and also to make exercises on sounds presented on page (64, 72 and 77). Lastly, fifty words from various word classes are to be practiced under spelling activity. The book should have ended with a revision unit that could have covered a lot of activities so as to test pupils' understanding.

4.6.3 Presentation and Analysis of Third Year Textbook

Third year English textbook is comprised of twenty units. These units are nearly having the same format, patterns and sequence of arrangement, using comprehension questions, language work, speaking and listening skills, working with words, writing skills, games exercises and spelling of
words. The criteria used for selecting units was based on taking three units from the first part of the book, three in the middle and the last three units from the extreme end of the book.

The first unit is presented under the title "Nadi and Gai". It is mainly a reading passage that involves introduction and conversation. The number of activities that are used include: direct comprehension questions in which nine questions were asked based on the reading passage, language work is about reading of sentences that are meant for exercises of verbs in present continuous (now) and present simple (everyday) using examples. Speaking and listening exercises are presented in form of dialogue to the pupils using role play practices, followed by listening activity that should be carryout by the teacher. Working with words activity shows the uses of noun and verb agreement saying: when there is more than one (–s) is added to the noun form but, when a word ends with -s, - x, - sh, - ch we add (-es). The writing skills instruction is asking for the uses of some given vocabulary to form sentences. More so, games are provided to the pupils asking for the rearrangement of the jumble words to form correct sentences. The last activity is spelling of some vocabulary to update the pupils' pronunciation.

Unit two starts with a reading passage that is mainly talking about the pupils who come late to school. The illustrative pictures are well placed alongside the passage. The activities begin with direct comprehension questions to be answered by the pupils. The second activity is about the use of verbs and pronouns in now and yesterday situations, followed by the formation of adverb with –ly in which the examples are presented for clarification and practices. The third activity deals with speaking and listening which should be practice by the pupils in pairs, while the second part is given to the teacher to narrate a story for listening. Working with words activity shows the irregular forms of noun and the importance of the agreement between the number and noun form using the provided sentences. Writing skills are
provided to reinforce the activity, in which pupils are asked to answer some questions to form clear and complete sentences. The fifth activity is about a puzzle, in which the pupils are instructed to ask one another "Who am I" giving a description of oneself, animal, object etc. Spelling skill exercise is where the pupils are asked to pronounce the presented words correctly. Unit three is a comprehension passage composed of five paragraphs entitled "Nadi and the Snake". The paragraphs are strengthened with the use of illustrative pictures to create better understanding of the passage. The activities started with relevant comprehension questions and language work that show the use of tenses applicable to: now, every day and yesterday. Speaking activity is a guided activity in which pupils are asked to perform their roles in pairs to develop conversation skills. Whereas in listening skills pupils are asked to listen to what a teacher narrates as an example. In working with words activity pupils are requested to exercise the uses of words that are similar in sound and shape as in "Here and There" known as minimal pairs. They are also asked to practice the use of nouns that express more than one and end with –y. The writing skills are asking the pupils to create correct sentences using the nouns, followed by the game meant for the specification of the odd words. Spelling activity is also presented to acquaint the pupils with pronunciation of words that they have not met before. On page (16) the word 'exercise' which is a sub-topic should be written in bold type, because it stands for instruction.

Unit ten is formed from a number of paragraphs entitled "House in Yei". It described the types of houses and the furniture used for the house equipment. The comprehension questions are distributed along-side the paragraphs in which they should be immediately answered. In addition to that, illustrative pictures are well distributed to help the pupils in understanding the paragraphs. The language work presented on page (62) is dealing with the uses of pronouns (personal pronouns) in which the pupils
are asked to fill the spaces with the inbox words. In speaking and listening activity, pupils are instructed in pairs to carry out guided conversation. On the other hand, listening activity is directed to the teacher to narrate a story for listening purposes that should involve the house plan and arrangement of the furniture. Working with words activity was mainly about words that are used for showing directions and the possible questions that could be used in that situation. Writing skills' is form of questions to be answered by the pupils. The crossword puzzle game is also asking the pupils to fill the squares vertically and horizontally with the correct words. The last activity is using the vocabulary for cementing the pronunciation through spelling. In the previous unit some the instructions and functions were not clearly stated. The reading passage presented in unit eleven is talking about "The blind man and his grandson". Along-side the passage illustrative pictures are distributed to describe the events that took place during the story. The activities began with direct comprehension questions, followed by the use of language in which the words before, after, still and not yet are exercised using examples and filling of the blank spaces. The alphabetical exercises that are on page (69) were used for entertainment, followed by the rearrangement of the jumbled words. Reading and listening activities are based on the statements that help in pair practices, while the other part of listening practices is left for the teacher to perform. Working with words is fully exercised by the pupils' using full stops and commas in sentences and paragraphs, whereas in writing skills, pupils are asked to form sentences by adding the second list to the first one. The puzzle game activity is well constructed with a guiding example asking the pupils to fill the squares with a given numbers. The last activity is a state in which pupils are asked to pronounce the words accurately as they can. Unit twelve is composed of reading comprehension entitled "The Hungry Monkey". The main theme of the story is about the family food that was stolen by the monkey. The illustrative pictures are presented following
the flow of the story. The activities started with direct and related comprehension questions, language exercises related to the uses of "will and were", as well as sentences that contain the uses of *morning, afternoon and evening* are largely practiced. Speaking and listening activities are in form of request that should be practice in pairs in which one is requesting and the other is turning down the request, using the word 'sorry'. The second part of listening activity is to be presented by the teacher. Working with words activity is presented in form of minimal pairs in order for the pupils to play with sounds and to differentiate between similar sounds. In writing skills pupils are asked to respond to the questions that are given in writing; whereas in the puzzle activity pupils have to form many words as they can from the word "AFTERNOON". The last activity is a process in which pupils should spell correctly the ten words provided.

The last part of the English textbook three, started with unit eighteen which is a reading comprehension presented under the title "Mr. Monkey and Mr. Fish". The unit is talking about friendship and how it is betrayed by one of the party. Illustrative pictures are distributed along-side the reading passage for better understanding. The activities began with comprehension questions, language use asking the pupils to convert present tenses of the verbs into past tenses. Part B of the same activity is about the question words (words that start with wh-words) in which the blank spaces are presented to be filled with those operative words. The speaking and listening activity takes the form of a dialogue, whereby the pupils in pair's practice the role play, and extend its uses by giving similar examples. The writing skills exercise presented is to be carried on by constructing sentences based on a given word on page (111), followed by spelling of some words taken from the passage to consolidate the use of vocabulary. Unit nineteen starts with the reading passage on page (113). The passage is about the "The Visit of Uncle Wani". It is mainly a visit that took him from Khartoum to visit his
brother's family in Wau. Pictures are attached to the paragraphs for the sake of better understanding of the passage. The activities started with comprehension questions, language use that concentrate on examples and exercises showing short forms of the verbs. Speaking and listening activities are presented in form of pair dialogue in section (A) whereas in section (B) a teacher is to narrate a story. Working with words activity is mainly on words functions in which the pupils' practice short forms of verbs, kinds of transports, polite way of asking things with 'excuse me', and polite way of turning an offer down. The writing activity takes the form of direct composition in which pupils' are asked to write a letter on behalf of their aunts to their families. The next exercise to be practiced is a puzzle activity in which the pupils are expected to pick out correct words from jumble squares. The words presented in spelling activity are taken from the reading passage to consolidate their importance. Unit twenty is a revision unit, in which all the previous language items are presented following the same sequence of arrangement: reading paragraphs, language work, working with words, and speaking and listening activities respectively.

4.6.4 Presentation and Analysis of fourth Year Textbook

The primary English textbook four is consist of fourteen units. The units and sub-units are following the same format, patterns and sequence of arrangement. Nine units out of fourteen were studied to represent the whole book. The criteria used for selecting units is based on taking two units from the first part of the book, two in the middle and the last two units from the other extreme part of the book.

The first unit of book four is entitled "About Myself". Pictures are attached to the paragraphs for the pupils to understand and learn better
through association. The activities are arranged according to the learning objectives in which listening and speaking surmount the other activities. The pupils are asked to describe what they see in the book, followed by reading paragraphs in which pupils are expected to answer comprehension questions. In addition to writing skills that provide chances for inserting words into blank spaces. The language use is practices through acknowledgement of South Sudan cities, common names and directions; use of like and dislike; comprehension questions and formation of sentences based on appropriateness. The last activity is about spelling and handwriting in which the pupils are asked to insert the correct vowels and consonants into blank spaces, followed by handwriting exercises in which pupils are asked to join letters correctly as indicated. The second unit is 'Doing Things' which is mainly talking about day to day performance. Illustrative pictures are presented as part of paragraphs development. Listening and speaking activities are mainly based on listening and answering comprehension questions, reading of paragraphs for the sake of answering comprehension questions. The writing activity demand pupils to join phrases to make sentences, followed by filling of blank spaces in pupils' exercise books. Language activity takes the form of sentences formation; consolidating the uses of every day, once a week, once a month, the use of full stops at the end of sentences. The last activity is a handwriting exercise in which pupils are asked to copy the given samples.

The two middle units to be studied are units seven and eight. Unit seven is presented under the title "Looking at Animals". It comprises short reading passages with illustrative pictures mainly wild animals. The listening and speaking activities are presented in form of pictures to be named and questions to be answered by pupils. The second activity is about four short reading passages meant for comprehension testing. The second sentence before the last on the third paragraph on page (62-63) and the phrase 'lion
has finished eating' is repeated and should be erased. Writing activity is a kind of matching in which the pupils are asked to match the phrases based on appropriateness. The language exercises given is to name the animal parts, asking and answering questions based on animal parts, the use of 'too' and 'also' in sentences, the uses of definite and indefinite articles, and demonstrative devices. The activity E is about 'spelling and handwriting' in which pupils are asked to exercise vowel sounds of "ai", followed by careful handwriting of some given scripts. Lastly, pupils' abilities are tested through arrangement of some jumble words. Unit eight is about "hunting". It is mainly talking of the procedures and tools used in hunting of wild animals. Illustrative pictures are used alongside the reading paragraphs. The activities start as usual with 'listening and speaking' in which the hunting story is discussed; followed by two long passages for reading. The comprehension questions and writing skills are asking for the formation of sentences based on the names of the animals given. The language activities comprise the sentences using animal parts and 'adverbs' with and without –ly, matching of animals with their young ones, and questions based on animals names. The last activity is about spelling and handwriting in which the pupils are asked to fill in the blank spaces with the words 'their' and 'there', in addition to the copy of the prescribed letters. For notification, the flow of paragraph writing is broken down by the illustrative picture on page (73), in which the paragraph should have been finished before inserting the picture.

The last two units of English textbook four are unit thirteen and fourteen. Unit thirteen is presented under the theme "children in other lands" in which short passages are allotted to the pupils for the reinforcement of language skills as revealed in the activities (listening and speaking, reading, writing). The other activities involved the correct uses of language to form sound sentences, giving reasonable answers, uses of some punctuation devices, practice of spelling and handwriting. Unit fourteen is entitled "Folk Stories"
that is composed of four short stories, illustrative pictures and comprehension questions at the end of each story. The other activities attached to the folk stories are: listening and speaking, reading, and writing. Moreover, language practices are given in various forms such as: replacement of a proper noun with a pronoun, same sentence with different structures, filling of blank spaces with the correct words (adjectives, verbs, and but, any or some); punctuation of short sentences and handwriting practices.

4.7 Discussion of Hypotheses in Relation to the Results

This section is limited to the discussion of the hypotheses which have been constructed in chapter one. Each hypothesis will be treated separately based on the number of books that are being evaluated.

4.7.1 Discussion of First Year Hypotheses

4.7.1.1 Hypothesis one

*The first primary batch English textbook one is lacking substantial grading requirements.*

This hypothesis has been proved to be valid by the technical inspectors' interview items number (1, 2, and 3) on table (4.2.5.1) that shows the first year major grading problems. The subjects gave three quantified reasons that they think contribute to the setback of the first year textbook grading requirements. The samples that confirmed the validity of this hypothesis is reflecting on the following: Four experts (44.44%) think that the textbook is involving some words that are difficult to pronounce because of their length such as umbrella, elephant, skipping, grandfather, grandmother etc. As a result, these words are supposed to be taught in second year level. Three experts (33.33%) also reveal that, some of the illustrative pictures pupils are not familiar with need to be delayed until pupils develop reasonable sense of perception that could help them understand those pictures and words written against them. Lastly, 2 respondents (22.22%) state that the textbook is
lacking learning items built around conversational perspectives. These reasons are showing disparate need for adjustment in the exposed areas; hence supporting the validity of the hypothesis.

4.7.1.2 Hypothesis Two

*The layout of the textbook materials is lacking comprehensive motivational devices, integration as well as good physical appearance.*

The verification of this hypothesis is assured to be valid by the item number six and seven of the teachers' questionnaire. These items reveal the fact that first year textbook is lacking motivation as well as integration based on the percentages reflected by the first and the second options. The item number six (table 4.1.6) indicates that 28% of the teachers think that the sequence of the material is highly motivating, whereas 32% assent that the material is motivating and 40% agree on the slight motivation of the textbook materials. Similarly, in table (4.1.7), 20% teachers express the very much integration of the textbook, while the other percentages are divided between integrated 40% and disintegration of the textbook skills 40%. These nearly equal low percentages are sign of need to inject more motivational devices as well as improving the textbook language skills integration. Never the less, the textbook has light cover, poor quality paper and large size. Thus the percentages are supporting the validity of the hypothesis that confirms lack of motivational devices, integration and good physical appearance of the first year textbook.

4.7.1.3 Hypothesis Three

*The course content grading experience wrong selection of words and misplacement of structures.*

This hypothesis is confirmed to be valid by the presentation and analysis of the first year textbook number (4.3.1). The first unit of the textbook title should have been "Alphabets" instead of "Letters" because the former is
more inclusive than the latter. In unit ten, pictures are drawn on page (21) whereas the words that they stand for are on the other page. Similarly in unit ten, which is entitled "Big Letters" should have come after the first unit "Letters" for the smooth running of the content grading. Unit sixteen "Numbers from One to Five" should deserve better arrangement than it has. Pictures should have been put vertically against the numbers written in capital and small letters in appropriate and sequential manner. Unit twenty four under "My family" should have added the discrimination of words that stand for "she" and "he" in its activities. The last two phrases on page (50) "mother and father", "brother and sister" need to be match correctly with pictures that they stand for. The end of the book (unit 25) is lacking revision activities that should have been used for consolidation of knowledge. The adjustment of the above language items is necessary, because good arrangement provides better understanding.

4.7.2 Discussion of Second Year Hypotheses

4.7.2.1 Hypothesis one

The first primary batch English textbook two is lacking substantial grading requirements.

This hypothesis is justified by the technical inspectors' interview question on table (4.2.5.2) that is talking about the second year major grading problems. The study reveals the fact that two experts (22.22%) state that the textbook is lacking adequate teaching aids that could help in the reinforcement of new teaching points. Three experts (33.33%) also believe that the foreign fictions and stories should not be use intensively. Similarly, two experts (22.22%) are saying that most parts of the textbook inputs are similar and should not be used intensively to reduce new teaching materials. In addition to these, 2 technical inspectors (22.22%) believe that teachers need more training that could help in the grading of the learning materials
based on the learners' immediate aspirations. The verification of this hypothesis is obvious through respondents' answers which are clearly showing the problems that are encountered in the grading of second year English textbook.

4.7.2.2 Hypothesis Two

*The layout of the textbook materials is lacking comprehensive motivational devices, integration as well as good physical appearance.*

This hypothesis is proved to be valid by the teachers' questionnaire presented on tables (4.2.3) and (4.2.7). Table 4.2.3 is showing problems of motivation aspects embedded in the second year textbook in which 5 teachers (20%) agree on strong present of motivational devices in second year context and 9 teachers (36%) reveal that the textbook is motivating. Still 10 other teachers (40%) indicate slight motivation of the second year textbook. Similarly, the item on table 4.2.7 is reflecting the disintegration of English book two at the level of four skills in which 6 teachers (24%) think that the book is very much integrated; whereas 9 teachers (36%) believe in the textbook integration; still 10 teachers (40%) express the disintegration of the textbook. In these cases the result of the last options are higher than the rest. Therefore, the second year textbook need more input in the areas of motivation and integration that will match the pupils' growing needs. The other areas of grading that need amendments are: the physical appearance of the textbook which is made-up of light cover, poor quality papers and large size. The percentages above are undoubtedly supporting the assumption that second year textbook is lacking sound motivational devices as well as strong integration mechanism.

4.7.2.3 Hypothesis Three

*The course content grading experience wrong selection of words and misplacement of structures.*
The validation of this hypothesis is verified by the presentation and analysis of the second year English textbook. The indication used in comprehension question on page (43) need adjustment, instead of "look at page 41) should be (look at page 42) unit ten. In unit eleven, the reference used for answering comprehension questions on page (45 and 46) need to be acknowledged as page (46 and 47) consecutively, in order to comply with what is written on page (48). The answers to comprehension questions that are indicated to be on page (73, 74) are actually on page (74, 75) respectively. The references used for answering question on page (80, 81, and 82) in unit twenty one are in actual sense on page (81, 82, and 83) successively. The book should have ended with a revision unit containing exercises and activities so as to test and consolidate the pupils' understanding.

4.7.3 Discussion of Third Year Hypotheses

4.7.3.1 Hypothesis one

This hypothesis is proved to be valid by the third year major grading problems on table (4.2.5.3) presented by technical inspectors during the interview. Three respondents (33.33%) acknowledge that some parts of third year language components are not related to the pupils' environment. Whereas three experts (33.33%) assent that schools are lacking teaching aids and textbooks to supplement pupils understanding. Meanwhile 3 subjects (33.33%) state that a number of teachers are rejecting the time scheduled for the opening of primary schools, claiming that it affects the smooth running of schools annual performance due to rainy season. They proposed that the opening should change from April-December to October-June. Otherwise, each state should have its own calendar depending on its own climatic
environment. The validity of this hypothesis has been proved by the technical inspectors' answers that show lack of substantial grading requirements.

4.7.3.2 Hypothesis Two

*The layout of the textbook materials is lacking comprehensive motivational devices, integration as well as good physical appearance.*

The verification of this hypothesis is proved to be valid by the teachers' questionnaire on table (4.3.6) that is showing the extent to which the sequence of the materials is not motivating. 28% of the sample considers the third year textbook materials as highly motivating; whereas 32% believe in the textbook motivating, while 36% state that the textbook is poorly motivating. In addition to this, the physical appearance of the textbook needs some improvement in the area of coverage, paper quality and size. Such percentages and textbook appearance indicate that the textbook is not addressing fully the interest of pupils in term of grading.

4.7.3.3 Hypothesis Three

*The course content grading experience wrong selection of words and misplacement of structures.*

This hypothesis is confirmed to be valid by the presentation and analysis of the third year textbook number (4.3.3). The word "exercise" on page (16) should be written in bold type to show that it is a sub-topic in the area of activities so as to fulfill the grading requirement. In addition to this, some teaching items taught in third year are not related to the pupils' environment.

4.7.4 Discussion of Fourth Year Hypotheses

4.7.4.1 Hypothesis one

*The first primary batch English textbook four is lacking substantial grading requirements.*
This hypothesis is verified by the technical inspectors' interview on table (4.2.5.4) concerning the fourth year major grading problems. Four respondents (44.44%) confirm that some reading passages in fourth year are too lengthy. Whereas 3 experts reveal that there are no enough teaching aids to supplement and motivate the learners. On the same line, 2 subjects disclose that teachers must be creative in devising ways for classroom lesson grading in accordance to the pupils' needs and abilities. All these allegations are importance for the welfare of the pupils.

4.7.4.2 Hypothesis Two

The layout of the textbook materials is lacking adequate representation, integration as well as good physical appearance.

The validation of this hypothesis is confirmed by the teachers' questionnaire presented on tables (4.4.3) and (4.4.7) that are showing the extent of the outside world representation inside the classroom as well as the degree of the textbook integration. On table (4.4.3) ten teachers (40%) agree undoubtedly that the fourth year textbook outside world is poorly represented and 6 teachers (24%) assent on the strong reflection of the outside world representation, while 9 teachers (36%) reveal the normality of the textbook representation. Similarly, table (4.4.7) shows the disintegration of the fourth year textbook in which 11 teachers (44%) consider course book as less integrated and six teachers (24%) disclose that the textbook is very much integrated, whereas 8 teachers (32%) confirm the textbook integration. Never the less, the textbook is in need of better coverage, good quality paper and appropriate size. Such percentages and aspirations support the claim for inadequate representation as well as disintegration of the textbook.

4.7.4.3 Hypothesis Three

The course content grading experience wrong selection of words and misplacement of structures.
The verification of this hypothesis is proved to be valid by the presentation and analysis of the fourth year textbook number (4.3.4). The wrong selection and misplacement of the fourth year textbook is verified by the following: the flow of the paragraph on page (73) was interrupted with illustrative picture. They should have finished the paragraph before inserting the picture in order to achieve better grading, hence better understanding of the passage. On pages (62 and 63) the phrase (lion has finished eating) has been repeated twice; therefore, one needs to be erased. Reading passages in fourth year need to be shortened to match the standards of pupils. The book should have ended with revision unit to fulfill the grading requirement as well as updating the information learned by the pupils so far.

Chapter Five

Conclusion, Findings and Recommendations

5.0 Introduction

This chapter sums up the major findings and it further provides the conclusion of the study. Finally, implications and recommendations of the study are provided as well as suggestion for further studies.

5.1 Conclusion of the study

The study summarizes the evaluation of course content grading of primary English textbooks. The analysis of the sample output revealed the presence of grading problems caused by wrong selection of words, misplacement of structures, wrong grammatical settings, poor physical appearance and poor environmental presentation. The process has been carried out through primary teachers who are involved in the teaching of
English language textbooks and technical inspectors who are supervising the teaching of English language in the Ministry of Education and also through analysis of some representative units from the four textbooks in focus. The ultimate goal for evaluation is to identify the level of consistency and efficiency of the textbooks content grading so as to improve and enhance ways that could further lead to the development of syllabus currently taught in primary schools.

The research has been divided into five chapters. Chapter one introduces the background study of research by illustrating the research problem, objectives, questions, hypotheses, significance, methodology and limits of the study. Chapter two provides literature review that reflects theoretical analysis of the study as well as conceptual framework of the previous studies. Chapter three provides methodology of the study in which the sample, tools for data collection, and validation of the study are introduced, using questionnaire, interview and analysis of some units of the textbooks for data gathering. Chapter four is basically comprised of analysis and discussion of results obtained through questionnaire, interview and analyses of representative units of the textbooks. It also provides statistical analysis of data and illustrative tables. Chapter five is a winding-up process that provides the conclusion, findings, recommendations and suggestions.

The validity of hypotheses supports the significance of evaluation in which reasonable items of questionnaire, interview and textbooks analyses results confirmed the validity of the hypotheses while some items are for the well being of the textbooks. The study has reached the following findings:

5.2 Findings

After testing the research hypotheses against the questionnaire results and interview outcomes as well as English textbooks review out reached, the findings of the study indicate the following:
5.2.1 First Year English Textbook Findings

1. The first lesson in unit one should have been entitled 'Alphabets' instead of letters; because the former is more comprehensive to suit the grading requirement of the lesson, which helps in breaking down of the topic into small and capital letters.

2. In unit ten, the illustrative pictures are drawn on page (21) where as the words that stand for them are on the other side of the page. As such, they need to be put against one another to achieve better grading requirement.

3. At this age pupils are supposed to be given one to two syllabic words instead of three to four syllabic words as in the word "umbrella", unit ten.

4. Numbers from one to five in unit ten were conceived negatively by the respondents as mathematical input in linguistic context. But in real sense they were brought to show the agreement that exists between language elements as in: 'one cat' but 'two cats'.

5. Pictures and illustrative figures on page (34) should have been put vertically against the number written in capital letters and small letters in appropriate and sequential manner; because good arrangement provides better understanding.

6. The kind of activity that should have been added to unit (24) entitled "My Family" is the discrimination of words that stand for 'she' and those stand for 'he' since the theme is about the family members.

7. The last two phrases on page (50) namely: mother and father, brother and sister need to be put in order to match the pictures that they are standing for; because the learning at this age depends on associations.

8. The end of the book is lacking series of revision lesson "activities" that are supposed to be used for consolidating the knowledge acquired by the pupils.

5.2.2 Second Year English Textbook Findings
1. The textbook started nicely with a revision unit in which all the alphabets were displayed with the attachment of illustrative figures.
2. The reference used in comprehension question page (43) unit ten, needs to be corrected, instead of "look at page 41" should be "look at page 42".
3. The paging references that were used for answering the comprehension questions on page (45 and 46) need to be adjusted instead to page (46 and 47) respectively.
4. Unit twelve which is about the counting of numbers from one to ten was misconceived by the respondents. The purpose for presenting alphabetical numbers is linguistically rather than having mathematical implications.
5. In unit nineteen, the comprehension questions that are indicated to be on page (73 and 74) are actually on page (74 and 75) consecutively.
6. In unit twenty one, the references that are used as question on page (80, 81 and 82) are in actual sense supposed to be refer to as page (81, 82 and 83) respectively.
7. Second year textbook do not have revision unit that could have involved a lot of activities and exercises so as to test pupils' understand.

5.2.3 Third Year English Textbook Findings

1. In unit three, page (16) the word "exercise" which is supposed to be a sub-topic, is not written in bold type in order to abide the grading requirement.
2. In unit two, page (12) pupils are asked to write sentences out of their perceptions. Third year writing is suppose to be based on guiding writing such as filling of the blank spaces, questions etc to ensure better grading requirements.
3. Third year textbook contained long reading passages in units (13 and 25), that need to be shorten so as to fulfill the grading aspirations of the pupils.

5.2.4 Fourth Year English Textbook Findings
1. The flow of the paragraph writing was interrupted by the illustrative picture on page (73). They should have finished the paragraph before inserting the picture, in order to achieve better grading, hence better understanding of the passage.
2. The second sentence before the last on the third paragraph on page (62 and 63) repeated the phrase "lion has finished eating". One of these phrases needs to be erased.
3. Reading passages in fourth year are too lengthy. They need to be shortened, So as to match the standards of the pupils.
4. There is no enough guiding charts, maps, etc to supplement the fourth year textbook, to provide sound illustrations and to fulfill the aspirations of the pupils.
6. The fourth year English textbook should have ended with revision lesson to fulfill the grading requirements of the book and to let the pupils update and consolidate the information they have learned so far.

5.2.5 Summary of the Findings

The inclusive and main findings of the study rest on the following points:
1- The complex words and long reading passages were not properly based on the pupils' level of proficiencies.
2- The incorrect instructions and indicators obstructed the successive stages of learning.
3- The long syllabic words delay the understanding of the running materials.
4- The textbooks illustrative pictures are not clear enough to create successful, motivational and associative learning.

5.3 Recommendations

In the light of findings of this study, the following are recommendations for making the textbooks more consistent and effective in addressing the pupils grading needs and aspirations:
1. The course content grading should not involve more foreign fictions and stories at these levels. The emphasis should be on domestic fictions and stories.

2. Most parts of the course content input are similar across the English textbooks. This kind of grading is good but, should not be used intensively to the extent of reducing new teaching points.

3. English textbooks need constant reviewing to subdue the grading problems that may arise now and then, otherwise, there will be no change.

4. Complex words and long reading passages should be graded so as to match the pupils' needs and aspirations.

5. Units should be divided into reasonable topics and topics into smaller sub-topics, based on the number of periods in a week, month, term, and for the whole academic year.

6. The lessons, sub-units, and units that are difficult for the pupils to comprehend, should be delayed and taught at the right time of the academic year.

7. The illustrative pictures are not clear enough to create successful and associative learning. They should be colored, so as to motivate the learners.

8. Problem-Center-problems, questions, cases should represent the principal organizing features of the textbooks.

9. Spiral-key topics or concepts are to be revisited throughout the course, with new information or insight developing each time.

10. There are no set relationships amongst the topics. Therefore topic to topic kind of arrangement should not be considered critical. This works well around courses that are revolving on current issues.

11. Teaching aids and pupils textbooks should be made available as part of course content grading in order to ensure the flow of knowledge without any obstructions.
12. The educational enterprise should use combination of various factors necessary for the curriculum to develop and to ensure real success of the curriculum.

5.4 Suggestion for further Studies

The tools and the procedures followed in the process of evaluating the grading of the course content of primary English; do not cover all the variables and other perspectives of the textbooks. Therefore, a thorough study is needed to bridge the gap uncovered by the study. The below recommendations and suggestions are believed to supplement further studies:

1. As long as the study limits its data to some units in the textbooks, a comprehensive research need to be conducted in all the units of the textbooks.

2. The questionnaire was composed of only (13) questions and interview of four open-ended questions to be answered by the school teachers and technical inspectors. Therefore, expanding the number of questionnaire and interview questions would be useful to expose the uncovered part of the problem.

3. Any future researcher should compare the textbooks under study with the English syllabuses that are used in the neighboring countries around the Republic of South Sudan.
References


Indian Journal of Applied Linguistics 4, 1, 1974, 47-68.


Appendix (1)
Examples Representing the Course Content Grading Problems
1. 26 letters

a  b  c

 d  e  f

g  h  i

j  k  l
m  n  o
p  q  r
s  t  u
v  w  x
y  z
10. Big letters

Big letter - small letter

Aa  Bb  Cc  Dd
Ee  Ff  Gg  Hh
Ii  Jj  Kk  Ll
Mm  Nn  Oo  Pp
Qq  Rr  Ss  Tt
Uu  Vv  Ww  Xx
Yy  Zz

Read the words.

ball  BALL  cup  CUP  bed  BED
pot  POT  foot  FOOT  hen  HEN
jug  JUG  leg  LEG  man  MAN
sit  SIT  walk  WALK  run  RUN
box  BOX  body  BODY  jump  JUMP
desk  DESK  can  CAN  door  DOOR

1. Write the words in small letters and big letters.

Football  Cat  Dog
axe  ball  cat  dog
egg  finger  goat  hand
ink  jug  key  lion
man  nose  okra  pen
queen  rat  school  table
umbrella  vest  window  X-ray
24. My family

Here is the mother

Here is the father

Here are the sisters

Here are the brothers

Here is the grandmother

Here is the grandfather

mother and father

brother and sister
Unit 11. Now, yesterday

Now the girl is washing her dress.
Yesterday she was washing her dress.

Now the man is hunting a buffalo.
Yesterday he was hunting a buffalo.

Now the woman is making tea.
Yesterday she was making tea.

Now the old man is sleeping.
Yesterday he was sleeping.

Now the girls are carrying water.
Yesterday they were carrying water.

Now they are drinking tea.
Yesterday they were drinking tea.
What are you doing now?
I am digging in my garden.

What were you doing yesterday?
I was digging in my garden.

What is Mother doing now?
She is washing the baby.

What was she doing yesterday?
She was washing the baby.

What are the gazelles doing now?
They are running in the bush.

What were they doing yesterday?
They were running in the bush.

What is the big boy doing now?
He is making a new bow.

What was he doing yesterday?
He was making a new bow.
Unit 16. Days of the week

The seven days of the week are:
Sunday  Monday  Tuesday  Wednesday
Thursday  Friday  Saturday

SONG
This is the way we wash our clothes,
Wash our clothes, wash our clothes.
This is the way we wash our clothes,
So early Monday morning.

This is the way we iron our clothes,
Iron our clothes, iron our clothes.
This is the way we iron our clothes,
So early Tuesday morning.

This is the way we sweep the compound, sweep the compound,
Sweep the compound.
This is the way we sweep the compound,
So early Wednesday morning.
Unit 21. The fox and the Hens

David is a father and Sarah is a mother. They have three children. Mary is a girl, James is a boy. John is a baby. They live with their Grandfather and Grandmother. Mother has seven hens. They live in a small house. Every morning the hens come out of the small house. They come into the compound. Mary gives them food. When it is dark, they go into the small house. Mary shuts the door. It is good for hens to be in a small house when it is dark.

There is a fox that lives in the bush, near the compound. This fox likes to eat eggs and it likes to eat hens.
One day Mary did not shut the door. The fox came slowly. He saw that the door was not shut. He stood quietly behind the door. Then he looked in the door. He saw seven hens. He went into the small house.

Mother and father were in bed. They were sleeping. All the family were sleeping. Father heard the hens in the small house. He got up quickly from his bed. He saw the fox running away.

Mother got up. She ran to the hen’s house. She looked sadly in the door. There were seven hens, now there are six. She was sad. There was a spear in the house. Father ran to get it. James got up from his bed. He and father ran after the fox.
The fox was running away to the bush. It had a hen in its mouth. Father and James quickly ran after the fox. Father threw the spear. It hit the fox. The fox was dead. Father and James went home happily. They had the dead hen with them. Mother and Mary were in the house. They cooked the hen and all the family ate it. It was good to eat. They were all happy.

Questions

Page 80.
1. Who are the mother and the father?
2. Who do they live with?
3. Who has seven hens?
4. Where do the hens live?
5. Who gives them food?
6. Where do they go when it is dark?
7. What animal lives in the bush?
8. What does it like to eat?
Unit 4

READING

KENYI AND THE MANGOES

A boy was living in Yambio.
His name was Keny. Keny
liked eating mangoes because
they are very sweet.
When Keny was going to
school one Wednesday, he saw
that the big mango tree had
many mangoes on it. He looked
at the mangoes. They looked very
sweet to eat.

Keny was a bad boy. He
did not want to go to
school. He did not want
to read or write. He did
not want to listen to the
teacher. He wanted to
eat mangoes. So he ran
quickly to the tree and went
up into the tree.
Kenyi sat in the tree all day long. He ate many mangoes. He did not go to school. When all the other children came out from the school, Kenyi came down from the tree and went home. Mother asked, "Did you have a good day at school, my boy?"

"Yes mother," said Kenyi. "I had a good day."

On Thursday Kenyi went out of the house. "Goodbye" said his mother. "Be a good boy at school. "When Kenyi was walking to school, he saw the mango tree again. The mangoes looked so sweet. So Kenyi again sat in the tree, eating the sweet mangoes.

After school the teacher went to Kenyi's house and asked why Kenyi was not coming to school.
Many years ago there lived a man called Deng. He was a poor man but he had a kind heart. After his wife died, he lived by himself in his small hut “tukul”. He did not have any children. He was always ready to help people in his village. The children loved him because he was kind to them and liked to tell them stories.

When he was old, the people in the village came every day with some food for him. One day he was in his hut (tukul.) He was thinking to himself, “When I die, I do not want people to forget me. I want to do something so that they will remember me. I want to do something good for the people in this village.”
“I know what I will do,” he thought to himself. So he called all the children to come to him. When they were all there, he said to them, “When you eat any fruits, do not throw away the seeds. Keep them and bring them here to me.” So the children all went to their homes. When their mothers gave them fruit, they did not throw away the seeds, but kept them. When they gave the seeds to Deng, he put some of them in the sun to dry. He left them in the sun for a week. At the end of the week, he took the seeds and planted them near his hut “tukul.” Then he asked the children to help him to look after the compound. He also asked them to bring water every day. Soon the seeds began to grow into small trees. The children still came every day to water them. Three years later Deng died. But the people of his village did not forget him. Now there is a lot of fruit for them to eat from the trees in Deng's compound.
Unit 7: Looking at Animals

A: Listening and Speaking

What animals can you see in this picture?

These are the animals. Do you know them all?

baboon       bat       antelope
crocodile    leopard   squirrel
snake        buffalo   warthog
hippopotamus  hyena    tortoise
                    fox
B. Reading

**Animals of the forest**

A bush rat is a small animal with short brown fur. It has little round ears and a short tail. It lives in the forest often in long grass on the banks of streams. They like to eat grain and cassava and are often found in gardens. Bush rat flesh is delicious to eat.

The baboon is a middle-sized animal with brown fur. It has a long nose and a bare bottom. It lives in the forest and walks as if it is the king. It carries its baby on its back. It eats fruit and grain so it is often found in gardens. Some people like eating the meat of baboons.

The hyena lives in the forest. It has spotted fur and bristles on its back. The hyena has a loud cry like a laugh. It can eat any dead animal. It does not kill the animal but waits for a lion to kill it. It then licks the bones clean after the lion has finished eating.
The lion has finished eating. People do not like to eat its meat.

Bats look like rats, but have wings like birds. Bats fly. They have a small brown furry body and big ears. Their wings are made of skin. Some bats eat fruit and others eat insects. They come out at sunset to look for food. In the day they hang upside down in trees.

Questions

1. Which animal has spotted fur?
2. Which animal carries its baby on its back?
3. Which animals could you find in your gardens?
4. Which animal has a cry like a laugh?
5. Which animal hangs from trees?
6. Which animal has bristles along its back?
7. Which animal has a short tail and small ears?
8. Which animal eats meat?
9. Which animal does not kill its own food?
B: Reading

Uncle was building a new hut for his daughter. When it was time to mud it, he came in the evening to talk to us about it. We called together some more people to tell them about it. The next day was a sunny day, a good one for mudding, so the work began. The bigger girls fetched water. The bigger boys mixed the soil with water, using their feet and their hoes. The younger children waited to start to put the mud onto the hut.

The small children were very happy, watching all that was going on. Two boys began to fight each other. They picked up some of the mud and began to throw it at each other. The bigger boys told them to stop. When the mud was ready, everyone helped to carry it to the hut. The men put the mud onto the frame. The women made it smooth.
The mudding went on very fast. The women sang when they were working. It was soon completed. Everyone ate a heavy meal. They all went home happily. My uncle thanked everyone for helping him. The mudding of his hut was successful.

Questions

1. For whom was uncle building a hut?
2. Why did he call some people together?
3. What did the big girls do?
4. What did the big boys do?
5. What did the two boys do?
6. Who helped to carry the mud to the hut?
7. How do we know that the women were happy?
8. What happened at the end of the work?

C. Writing

Here are some tools and materials.
Choose one item from this list of things to make: a toy car, a pot, a basket, a table, a dress, a beehive.
Needs analysis based on course content grading:
First year teachers' Questionnaire:

Dear Teacher,

The purpose of this questionnaire is to evaluate the primary English course content grading of Southern Sudan after the implementation of English language as medium of instruction. This questionnaire encompasses only English language teachers of pupils book one to book four.

This questionnaire is highly confidential. Your name and the name of your school are not going to be mentioned. Would you please tick the option you think is appropriate?

1. Are you satisfied with the grading of the textbook that it really meets the needs of the pupils?
   a. quite satisfied    b. less satisfied    c. dissatisfied

2. Based on your experience, how can you judge the textbook units grading?
   a. well graded       b. fairly graded   c. poorly graded

3. Does the grading of the text represent the outside world inside the classroom?
   a. it strongly does  b. it does       c. it does not

4. How is the grading of the content organized within the textbook units?
   a. cyclically        b. linearly       c. neither (a) nor (b)

5. In what way do you think the textbook materials are strongly related?
   a. Topically         b. thematically    c. neither (a) nor (b)

6. Is the sequence of the materials presented by the textbook motivating?
   a. highly motivating b. Motivating       c. slightly motivating

7. Do you think that pupils' English book one is integrated at the level of four skills?
   a. very much integrated b. integrated    c. less integrated
8. What is the teaching method that you prefer in teaching English language?
   a. from simple to complex   b. from difficult to ease   c. neither (a) nor (b)

9. Listening and responding to simple greetings, naming objects in the immediate environment in primary one is:
   a. very important   b. important   c. less important

10. Reading and understanding simple English words on a chalkboard, naming pictures on charts, and reading words from flash cards in primary one is:
    a. very important   b. important   c. less important

11. The writing skills objectives are to enable the first year learner to write the shape of the alphabets in the air, sand, paper and copy simple words in pencil.
    a. quite true   b. partially true   c. false

12. The first year language components should includes the following language items: simple nouns, pronouns and adjectives:
    a. quite true   b. partially true   c. false

13. In what order are the following components of English needed for your pupils?
    a. speaking   b. reading   c. writing

    1.-----------------------
    2.-----------------------
    3.-----------------------

Appendix (3)

Needs analysis based on course content grading:
Questionnaire: Second year teachers'

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Dear Teacher,

The purpose of this questionnaire is to evaluate the primary English course content grading of Southern Sudan after the implementation of English language as medium of instruction. This questionnaire encompasses only English language teachers of pupils book one to book four.

This questionnaire is highly confidential. Your name and the name of your school are not going to be mentioned. Would you please tick the option you think is appropriate?

1. Are you satisfied with the grading of the textbook that it really meets the needs of the pupils?
   a. quite satisfied                    b. less satisfied                 c. dissatisfied

2. Based on your experience, how can you judge the textbook units grading:
   a. well graded                     b. fairly graded             c. poorly graded

3. Does the grading of the text represent the outside world inside the classroom?
   a. it strongly does               b. it does                        c. it does not

4. How is the grading of the content organized within the textbook units?
   a. cyclically                        b. linearly           c. neither (a) nor (b)

5. In what way do you think the textbook materials are strongly related?
   a. Topically                 b. thematically           c. neither (a) nor (b)

6. Is the sequence of the materials presented by the textbook motivating?
   a. highly motivating       b. motivating           c. slightly motivating

7. Do you think that pupils’ English book two is integrated at the level of four skills?
   a. very much integrated     b. integrated       c. less integrated

8. What is the teaching method that you prefer in teaching English
language?
a. from simple to complex b. from difficult to easy c. neither (a) nor (b)

9. Listening and responding to simple commands, statements, instructions, and requests; listening to simple stories and act those in second year is:
a. very important b. important c. less important

10. Reading new words and sentences; matching words with pictures; reading words from flash cards in second year is:
a. very important b. important c. less important

11. The second year writing skills is mainly composed of copying words written against pictures; writing words and simple sentences.
a. quite true b. partially true c. false

12. Simple nouns, verbs tenses, contractions of verbs to be, adjectives and adverbs ending in –ly are some of the language components of second year.
a. quite true b. partially true c. false

13. In what order are the following components of English needed for you pupils?
a. speaking 1.-------------
b. reading 2.-------------
c. writing 3.------------

Appendix (4)
Needs analysis based on course content grading:
Third year teachers' Questionnaire:
Dear Teacher,

The purpose of this questionnaire is to evaluate the primary English course content grading of Southern Sudan after the implementation of English language as medium of instruction. This questionnaire encompasses only English language teachers of pupils book one to book four.

This questionnaire is highly confidential. Your name and the name of your school are not going to be mentioned. Would you please tick the option you think is appropriate?

1. Are you satisfied with the grading of the textbook that it really meets the needs of the pupils?
   a. quite satisfied                      b. less satisfy                  c. dissatisfy

2. Based on your experience, how can you judge the textbook units grading?
   a. well graded                      b. fairly graded           c. poorly graded

3. Does the grading of the text represent the outside world inside the classroom?
   a. it strongly does                      b. it does                       c. it does not

4. How is the grading of the content organized within the textbook units?
   a. Cyclically                         b. linearly                  c. neither (a) nor (b)

5. In what way do you think the textbook materials are strongly related?
   a. Topically                          b. thematically       c. neither (a) nor (b)

6. Is the sequence of the materials presented by the textbook motivating?
   a. highly motivating          b. motivating             c. slightly motivating

7. Do you think that pupils' English book three is integrated at the level of four skills?
   a. very much integrated       b. integrated       c. less integrated
8. What is the teaching method that you prefer in teaching English language?
   a. from simple to complex     b. from difficult to easy  c. neither (a) nor (b)

9. Listening and participating in simple conversation, expressing simple feelings, telling home news and using polite words in third year are:
   a. very important       b. important         c. less important

10. Reading and understanding phrases and sentences; reading simple comprehension passages in third year is:
    a. very important       b. important         c. less important

11. The third year writing skills is largely consist of copying words, phrases and simple sentences using ink, describing pictures in writing.
    a. quite true          b. partially true      c. false

12. The basic vocabulary from the surrounding environment such as: time, seasons, furniture, houses and extended family are parts of the third year language components.
    a. quite true          b. partially true      c. false

13. In what order are the following components of English needed for your pupils?
    a. speaking
    b. reading
    c. writing

    1.-----------------
    2.----------------
    3.----------------

Appendix (5)

Needs analysis based on course content grading:
Fourth year teachers' Questionnaire:
**Dear Teacher,**

The purpose of this questionnaire is to evaluate the primary English course content grading of Southern Sudan after the implementation of English language as medium of instruction. This questionnaire encompasses only English language teachers of pupils book one to book four.

This questionnaire is highly confidential. Your name and the name of your school are not going to be mentioned. Would you please tick the option you think is appropriate?

1. Are you satisfied with the grading of the textbook that it really meets the needs of the pupils?
   a. quite satisfied  
   b. less satisfied  
   c. dissatisfied

2. Based on your experience, how can you judge the textbook units grading?
   a. well graded  
   b. fairly graded  
   c. poorly graded

3. Does the grading of the text represent the outside world inside the classroom?
   a. it strongly does  
   b. it does  
   c. it does not

4. How is the grading of the content organized within the textbook units?
   a. cyclically  
   b. linearly  
   c. neither (a) nor (b)

5. In what way do you think the textbook materials are strongly related?
   a. Topically  
   b. thematically  
   c. neither (a) nor (b)

6. Is the sequence of the materials presented by the textbook motivating?
   a. highly motivating  
   b. motivating  
   c. slightly motivating

7. Do you think that pupils' English book four is integrated at the level of four skills?
   a. very much integrated  
   b. integrated  
   c. less integrated

8. What is the teaching method that you prefer for teaching English language?
a. from simple to complex    b. from difficult to easy    c. neither (a) nor (b)

9. Listening and reacting to more difficult commands, participating in simple conversations using correct pronunciation, intonation and stress in fourth year are:
   a. very important    b. important    c. less important

10. Reading silently for information and pleasure; read, understand and solve words puzzles in fourth year is:
   a. very important    b. important    c. less important

11. The writing skills objectives in fourth year are to write simple paragraphs using joined letters and write guided composition.
   a. quite true    b. partially true    c. false

12. Difficult forms of verbs such as: reflexive, irregular, continuous; adverbial phrases; countable and uncountable nouns are parts of the fourth year language components.
   a. quite true    b. partially true    c. false

13. In what order are the following components of English needed for your pupils?
   a. speaking    1.-----------
   b. reading    2.-----------
   c. writing    3.-----------