

Comparison between Spine Students book one and Smile student book one on teachers' point of view

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Abstract

This paper aimed to compare and contrast between spine one and smile one which are used to teach English language at Sudanese basic school. Spine one has been replaced by smile one in late decade. The motivation behind this study lies in the belief this comparison shed important light on the syllabus contents of teaching English as a foreign or second language, the objectives , and the activities. A teachers' questionnaire was used to collect the teachers stand points about the contents, objectives , and the learning activities of spine and smile to identify some of the differences among these textbooks and to explore the findings which reflect English language teaching curriculum in Sudan . the data was analyzed by adopting (SPSS) program. The results reveal

the following: spine and smile one are different in term of objectives. spine and smile one are different in term of content. spine and smile one are different in term of activities .Moreover, smile one has a general trends as well as the unique features which is different from spine one. The researchers recommend that smile should be supported and encouraged as it contains modern trends in teaching English. As well as contains clear objectives and effective activities in accordance to the general objectives of teaching English.

المستخلص

هدفت هذه الدراسة الي مقارنة بين spine one and smile one الذان يستخدمان لتدريس اللغة الانجليزية في مدارس السودان لتلاميذ مرحلة الاساس. smile one حل محل spine one في العقد الاخير.الدافع من وراء هذه الدراسة يقوم علي الاعتقاد علي ان هذه المقارنة تسلط الضوء علي محتوى المنهج و اهدافه و مناشطة التعليمية. استخدم استنبيان لمعلمي مرحلة الاساس لجمع البيانات لتوضيح وجهة نظرهم فيما يتعلق بمحتوي المنهج و اهدافه و مناشطة التعليمية للتعرف علي الاختلاف في الكتابين من اجل بلورت النتائج التي تعكس تدريس منهج اللغة الانجليزية في السودان. و قد تم تحليل البيانات باستخدام برنامج الحزم الاحصائية للعلوم الاجتماعية.بعد تحليل البيانات توصلت الدراسة للنتائج الاتية: spine one and smile one مختلفين من ناحية الاهداف و والمحتوي و من ناحية المناشط التعليمية . و من اهم توصيات البحث : يجب دعم و تشجيع تدريس كتاب smile one. لانه يحتوي علي اتجاهات حديثة لتدريس اللغة الانجليزية , كما يحتوي علي اهداف واضحة و مناشط تعليمية مؤثرة تتماشى و الاهداف العامة لتدريس اللغة الانجليزية.

١. Introduction

English has become the most important language in most of the world countries, During the beginning of ٢١st century, a lot of efforts have been made in many countries to enhance and develop their education system to bring it into line with social, economic, political, and cultural change in the world that is why the administration of the National Centre for curricula decided to replace Spine

series into Smile one. The ultimate goal of this paper is to compare and contrast some aspects of two English textbooks at Sudanese basic school level, namely Spine and Smile, the books that are designed to be taught for third level at basic school. Also, it interested in investigating the differences and similarities between the two textbooks in term of objectives, contents and activities. This paper is important because it aims to answer an important question that is why every country carries out the education reform especially through curriculum reform. These changes in education are reflected in national educational policies and the curriculum framework via curriculum designers. Change in curriculums is always imposed by Social/economic/political/cultural factors. These changes are supported to be according to the need and the mode of the age if they are intended to develop education.

1.2 Statement of Problem

This study aims to compare between Spine Students book one and Smile student book one on teachers' point of view in term of objectives, contents, and activities. The reasons which have led to this study is the current debate on the future of English in the Sudanese education system and the manner in which the English curriculum is delivered. There has been very few researches carried out on national and international educational systems therefore this study will attempt to fill the existing gap in literature in this area. It has been acknowledged that Sudanese students in the past have not performed well in learning English . There is an effort to radically change the national education system of English language to provide a curriculum, which is able to enhance students performance in English language . This requires the competent use of English as a global language. The choice of the curriculum delivery and method of education is very much determined by the financial means of the family. For those Sudanese families, which have the financial capabilities many are opting to place their children in international schools with government approval. From prior research the major contributing factor to this, is the medium of instruction through which

the curriculum is delivered . In reality, the overall standard of the English language in Sudanese basic school is low because of the English textbook. Therefore , it should be changed to a new one.

The problem was observed by the researchers due to their experience of teaching English at basic school, secondary school , universities as well postgraduate

According to some scholars such as A curriculum should be changed to suit peoples social , economical , cultural , and political needs. So this study is done to meet the above people's needs.

The Objectives of the Study

This study aims to achieve the following objectives:

- ١- To appreciate the similarities and differences between spine and smile one in term of objectives.
- ٢- To appreciate the similarities and differences between spine and smile one in term of contents .
- ٣- To appreciate the similarities and differences between spine and smile one in term of activities.
- ٤- To identify general trends as well as the unique features of spine and Smile one .

The Questions of the Study:

This study aims to answer the following questions:

- ١- What are the similarities and differences between spine and smile one in term of objectives?
- ٢- What are the similarities and differences between spine and smile one in term of content?
- ٣- What are the similarities and differences between spine and smile one in term of activities?
- ٤- To what extent do the general trends as well as the unique features of spine and Smile are different.

The hypotheses of the study:

This study aims to verify the following hypotheses

- ١- Spine and smile one are different in term of objectives.
- ٢- Spine and smile one are different in term of content .
- ٣- Spine and smile one are different in term of activities .
- ٤-The general trends as well as the unique features of spine and Smile one are different.

Literature review

This part presents a review of the relevant literature in this particular field of study. It serves to review in detail the English curriculum content for both the Spine one and Smile to highlight the various learning theories in relation to the delivery of the English curriculum. The reasons behind changing the textbook will be presented. What and why to change Curriculum Framework , and planning and implementing the curriculum. The literature reviewed in the process of this research will also be discussed

Historical background about teaching English language in Sudan

Changes in national curriculum

It is well known that Curricula are change regularly to anticipate the future better opportunities for the students' needs There is a need to revise and review curriculum to suit the social, psychological, economical , and political needs of a particular county. Some countries such as Japan and Sri Lanka have an approved government direction for future curriculum, while others are only in the position to predict trends.

The integration of information technology, listening and speaking skills, and the handwriting books is the basic need changing from Spine to Smile in Sudanese English Language curriculum. This change across the curriculum is regarded as a major priority by many countries. Other priority areas for the coming years include maintaining basic skills such as literacy and numeracy; values education in a pluralistic society; vocational education and enterprise studies; encouragement of independent, self-directed learning; development and refinement of school based assessment; and education for participation in a global

society. Countries expect to continue to focus on the balance between compulsory and elective subjects.

In addition to curricular and pedagogical changes, some countries are considering changes in school structures. For example, the Sudanese curriculum institute is planning to decrease the content of the subjects teaching at classrooms in one year. Also it is decreasing the number of hours in the school day, and reducing the number of school days by eliminating instruction on Saturdays.

What and why to change Curriculum Framework

State of Israel ,Ministry of Education ,Pedagogical Secretariat, Language Dept., English Inspectorate, Revised English Curriculum ,Principles and Standards for Learning English as an International Language for All Grades(۲۰۱۳) Research in foreign language acquisition and insights from the field during the last decade have set new challenges for EFL teaching, learning and assessment, requiring an in-depthree xamination of the English Curriculum “Principles and Standards for Learning English as a Foreign Language” published in ۲۰۰۷. As a result of this process, it was decided to revise and expand the document, resulting in a curriculum that will better address the needs of teachers, material writers and test designers.

The following new components have been integrated into the curriculum:

- Benchmarks for teaching English at the Pre-Foundation Level, in order to facilitate the teaching of the beginning stages of language acquisition to younger learners.
- Word and grammar lists, in order to standardize the linguistic content of materials being taught and tested.
- Higher-order thinking skills (HOTS) at all levels and all domains, in order to enhance learners’ understanding and critical thinking.
- Information Communications Technology (ICT) skills, in order to enable learners to be prepared to cope with the challenges of using modern digital tools.

Key components for the teaching of literature (and access to information when appropriate) at all levels, in order to provide a more unified and comprehensive framework for literature teaching.

Goals of the Curriculum

This curriculum is an expansion of the curriculum published in ۲۰۰۷. It adheres to the goals set

in ۲۰۰۷, whereby on completion of the twelfth grade, learners should be able to:

- interact effectively in a variety of situations;
- access and make use of information from a variety of sources and media;
- present information in an organized manner;
- appreciate literature and other cultures, and develop linguistic awareness.

According to Renato Operti, Hyekyung Kang, Giorgia Magni (۲۰۱۸:۸-۹) It is essential to distinguish the nature of a curriculum framework from a curriculum, as well as the complex dynamics behind their preparation, development and subsequent implementation. A framework implies the existence of specific ways of organizing and managing content - policies, procedures, concepts, etc. - in a systematic manner.

“parameters, directions and standards for curriculum policy and practice” (IBE-UNESCO, 2014a, p. 6). That being said, it should organize, control and/or regulate the content of the curriculum – the subject descriptors or syllabi, textbooks and other teaching and learning approaches and materials. Meanwhile, flexibility is also a crucial feature that should be present in curriculum frameworks, and should not constitute a set of rules, but rather a set of guidelines, allowing for variation and use of discretion when implementing it, while adhering to underlying principles and specified standards (IBE-UNESCO, 2014a). It is important to note that a curriculum framework is not the solution to all challenges and issues of a curriculum, which is why it is essential to keep the targets of a curriculum framework clear (IBE-UNESCO, 2014a, p. 8).

A curriculum framework may include a wide range of matters, which will generally provoke direct impact on processes of curriculum development and implementation. Some possibilities include, for instance, the way in which curriculum is aligned with the country’s future needs; teachers’ governance aspects; teacher recruitment and selection processes; methodologies adopted in the classroom; assessment practices; and class sizes or even time allocation for the different subjects or areas of knowledge per education level.

Planning and Implementation of a Curriculum.

Planning and Implementation of a Curriculum.

According to Wiles and Bondi (2007) cited Vanessa Jane Woodruff (2010:12-13) , a curriculum is a plan of action with planned targets and values that are delivered through the teachers to stimulate the development process of the individual. The outcome of the curriculum is determined by how well the delivery process provides successful learning experiences for the children.

Through the delivery of selected activities (such as reading, socializing and playing an instrument) the curriculum intends to have a positive effect on the child’s behaviour in the classroom, which can be applied to everyday life as they learn new things (Kelly 2009). The Department of Education and Early Childhood Development in Victoria Australia (2012) refers to five

categories into which, curriculum planning can be divided. Firstly the context of what is to be taught is to be understood clearly. Secondly there must be effective planning and adequate sourcing of the necessary materials for the delivery of the syllabus. Thirdly the curriculum must be well

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Previous studies

The last few years have seen an increase in research studies on the differences and the similarities between two takes books in which one has been replaced by other. The comparison between previous Spine Students book one and the recent Smile student book one on teachers' point of view is important to be investigated so as to know the strength and the weakness point of each of them.

The huge amount of researches, studies and on-line articles and papers conducted locally and internationally indicates that to compare between a textbook which is replaced by other gives instructors, teachers and scholars a chance to know advantages and drawbacks of both of them, it gives them a new medium to enhance instructions and designing materials. The studies identified in this review that are concerned with difference and simulates in term of objectives, contents and the learning outcomes

Koji Uenishi^١ and Masaki Akase wrote a paper entitled "A Comparative Analysis of English Textbooks in China, Japan and, Thailand. This study makes a comparison of the frequency of the wh-interrogative questions taught in English textbooks in the above-mentioned countries. It focuses on the textbooks at the primary and secondary educational levels in Japan and the ones at primary educational level in China and Thailand. The aim is to analyze the corpora to identify some of the differences among the textbooks and to explore the findings which reflect English language teaching curriculum in Japan. Each textbook was first digitized and then analyzed in terms of the wh-interrogatives.

The results reveal the following: (1) In China and Thailand, new wh-interrogative questions are introduced in a well-organized way from Book 1 to Book 3 in the primary school textbooks and they are also regularly recycled. (2) In China, four interrogatives (i.e. what, where, how, who) are introduced in the first grade at primary schools, while why is introduced in the second grade. (3) In Japan, the wh-interrogatives failed to appear in an organized way in standard EFL textbooks. The what and how interrogatives are taught in Book 1 (9th grade), while how is completely omitted in Book 2 (7th grade). In Book 2 the new interrogatives (i.e. where, when) are introduced, but why is never taught for three years. (4) The wh-interrogative what is the highest frequency in all of the textbooks in the three countries. However, the second most frequently taught wh-interrogative from Book 1 through Book 3 varies from country to country. Specifically, the second most frequently taught interrogatives are where in China, who in Thailand and how in Japan.

Another study was viewed in the wider context of educational research projects initiated by the National Institute for Educational Research (NIER) of Japan. In the late 1960s, for example, NIER organized a series of workshops as part of a joint research project: A Comparative Study of School Curriculum Development of the Stage of Elementary Education in Asian Countries. The outcome of these workshops was the publication in 1970 of a three-volume report titled Asian Study of Curriculum.

This study was conducted by Research Centre for Basic Education, Southwest University, Chongqing, China (2016). The title of the paper is A Comparative Study on the Three Versions of Mainstream English Textbooks of New Curriculum for the Senior High School in China. It examined three versions of mainstream English textbooks for current use in senior high school. It first focuses on the research background and significance of the current use of three main versions of English compulsory textbooks. Then it outlines the design of the research scope and contents, research method. It conducts comparison of four dimensions and is analyzed in details. The findings indicate that three versions of

textbooks have their respective and unique characteristics, and the scope of adaptation. It suggests that the author of textbooks should re-examine and survey, and really come up with a credible basis to demonstrate the moderate and feasible measures of the materials, and to adjust the difficulty of the text. At the same time, it needs to increase the input of modern teaching equipment, so that teachers are more likely to operate and implement the link in the classroom teaching.

This study is conducted by Shahzad Karim and Naushaba Haq(۲۰۱۴) it concerned with the evaluation of two English language teaching (ELT) textbooks from the point of view of hidden curriculum i.e. the invisible or implicit ideological assumptions hidden in the content of these textbooks and the culture of language learning and teaching they promote. Both the textbooks (selected for the present study) are used for ELT in two different systems of education in Pakistan. One is used in the government owned schools; the other in private system of education which follows the Cambridge system of education. The research framework includes the detailed analysis of the selected units from the two textbooks. Firstly, the text of the units was analyzed by focusing on genre, contents and hidden curriculum the contents may embody. The second part of the framework is the analysis of the culture of language learning and teaching these books promote. For this purpose the focus was on the rubrics and questions/activities of grammar, vocabulary and four language skills given in the exercises at the end of each unit. The results reveal a clear-cut difference in the two textbooks from the point of view of hidden curriculum and the culture of language learning and teaching they espouse.

This study was conducted by Elham Ghaderi Doust, Sanandaj,(۲۰۰۷)it aims to provide an introductory of the codification of the objectives and components of teaching writing within the National Language curriculum in upper secondary in correlation with elementary and lower secondary curriculums. The method is a qualitative analysis of the contents. The data includes the Persian Language curriculum in Iranian upper secondary schools (version ۲۰۰۷) and American core

curriculum for Language Arts (in New Jersey, ۲۰۰۴) collected through library study and note taking from Iran and foreign documents. In the present research, objectives and components of teaching writing within the curriculums in countries cited are analyzed and perused based on Autonomous and Ideological approaches to literacy; suggesting that objectives and components of American curriculum for teaching writing are formularized and influenced by Ideological approach, whereas Iranian writing curriculum possess properties of Autonomous Approach (consciously or unconsciously) and characteristics concerned with Ideological approach are marginal in Iran. After discussing features of curriculums in America (New Jersey), impressed by the Ideological approach to literacy, we proceed to bring forward the advantages and drawbacks of objectives and components of Iranian curriculum for teaching writing and some suggestions to improve are mentioned.

Methodology

This study is descriptive analytical one. The comparison of the two textbooks i.e., Sine and Smile one was based on the objectives, content, and the activities. The process of comparison was done by asking the English language teachers and trainers about their standpoints of the two books. In addition the researchers found it interesting to make inquiries about their attitudes to English in general, how they imagined the ideal textbook and if they thought their English skills and knowledge had improved in the course of the school year. This verifies the fourth hypotheses which reveals the similarities and the differences between the two books in term of objectives.

The researchers therefore decided to construct a questionnaire as a tool to collect data because they thought that it would be the easiest way to collect.

The statements of the questionnaire were primarily responded by English language teachers who have been trained to teach Sine as well as Smile. White Nile, Rbak and Kosti localities. The responds of the teachers' questionnaire was analyzed by using (SPSS).

The teachers' questionnaire was submitted to five educational experts at three universities so as to ensure the quality and to avoid the problematic aspects of the questionnaire such as poor wording constructions and ambiguity,

The researchers respected their standpoints about the overall contents, shape and the design of the questionnaire. In the light of their feedback, some items had been slightly changed ; while other were reconstructed and restructured to remove the ambiguity and make the items quite clear for the respondents.

To check the consistency of the questionnaire items, the SPSS was applied, and then accordingly the statistical analysis the negative items have been canceled. a corompach Afa Test was applied to check the consistency of the items in the questionnaire,

Discussion of hypotheses

The hypothesis one which assumes that Spine and smile one are different in term of objectives. The majority of the participates agree that smile objectives are unique because of they are explained in the instructional unit , lesson ,and specific tasks, help in communication, promote independent learning motivate learners in learning for pleasure, enable learners to present ideas in an organized, planed manner.

The second hypothesis which claims that Spine and smile one are different in term of content. Most of the participants agree that smile textbook one increases studens' vocabulary, includes procedures where students can choose a variety of texts or tasks, provides a variety of texts that suit the learners' reading level, the article that the textbook selected are up date and diversified, teach phonemic awareness and other essential factors related to the contents of syllabus.

The hypothesis three anticipates that Spine and smile one are different in term of activities. The participants' responds are: Provides success oriented tasks and positive feedback, Provides multiple opportunities for learners to listen to and recite rhymes , chants , songs . and simple dialogues, provides activities for peer interactions, Provides ability to perform activities such as giving instructions ,

following directions , making requests and responding to written messages, includes assessment activities such as thematic projects and performance – based tasks, and other aspects related to the aspects of a good textbook designing.

Conclusion

This study focuses on the Comparison between Spine Students book one and Smile student book one on teachers' point of view. The two books show a striking difference in the objectives ,contents , and activities. spine and smile one are different in term of objectives. spine and smile one are different in term of content. spine and smile one are different in term of activities .Moreover, smile one has a general trends as well as the unique features which is different from spine one. The researchers recommend that smile should be supported and encouraged as it contains modern trends in teaching English. As well as contains clear objectives and effective activities in accordance to the general objectives of teaching English .

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