

Investigating the EFL Supervisors' Role on the Use of the Teacher's Guide by Sudanese EL Teacher's in Classroom

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Abstract:

This is a descriptive analytical research on the perception of Sudanese EFL supervisors about the use and implementation of the Teacher's Guide by EFL teachers in the classroom. The problem stemmed from that fact this document, despite its importance and effective role in language education yet, it is not used as a teaching material that can help teachers to enhance language teaching and language learning. The samples have purposively drawn from supervisors' population gathering in the Sudan School Certificate Marking Centre in Khartoum during 2021-2022. An interview is designed by the researchers and directly distributed to supervisors. Out of the whole population of markers who were more than 500 people in the centre, the researchers were only able to reach 13 participants who deemed to have used this document in EFL teaching environment. The research came with very disappointing results that most of the supervisors admitted that the TG has disappeared a long time ago from the teaching sphere. But they all agreed about the importance of the TG in boosting language education as well as helping in controlling the whole educational practice of teachers in schools. They almost all agreed that the TG is one of the tricks that can help teachers plan their lessons and create productive and effective educational environment. The researchers recommended some points to make this document effective. Some suggestions for further studies have been provided for further investigators in this field. The results of the research can be generalized to other disciplines in similar context and similar environment, so the study can be duplicated to serve educational objectives in similar situation.

Keywords: educational supervision, teacher's book, training, novice teachers

استطلاع دور الموجهين في تشجيع مدرسي اللغة الانجليزية لاستخدام كتاب المعلم في إعداد الدروس

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المستخلص:

هذا بحث وصفي تحليلي حول تصور مشرفي اللغة الإنجليزية في السودان في استخدام دليل المعلم من قبل معلمي اللغة الإنجليزية كلغة أجنبية. نبعت المشكلة من حقيقة أن هذه الوثيقة، وعلى الرغم من أهميتها ودورها الفعال في تعليم اللغة، إلا أنها لا تستخدم كوسيلة تعليمية تساعد المعلمين في تعليم وتعلم اللغة الأجنبية. تم اختيار عينة قصدية من تجمع المعلمين والمشرفين في مركز تصحيح الشهادة المدرسية السودانية في الخرطوم خلال الفترة 2021-2022. ثم تم إجراء مقابلات مباشرة مع المشرفين. حيث تمكن الباحثان من الوصول إلى 13 مشارك فقط ممن استخدموا هذه الوثيقة في تدريس اللغة الإنجليزية كلغة أجنبية. جاء البحث بنتائج غير سارة حيث اعترف معظم المشرفين ان كتاب المعلم قد اختفى منذ فترة طويلة من حقل التعليم. واتفقوا جميعاً على أهمية كتاب المعلم لانه يسهم في تعليم اللغة وكذلك التحكم في عمليات التدريس بأكملها في المدارس. كذلك اتفقوا تقريباً على أن كتاب المعلم هو إحدى الحيل الفعالة التي يمكن أن تساعد المعلمين على تخطيط دروسهم وخلق بيئة تعليمية منتجة ومحفزة. أوصى الباحثون ببعض الأفكار لجعل هذه الوثيقة فعالة، بالإضافة إلى التنبيه على تسهيل حصول المعلمين عليها بشكل عام والمعلمين المبتدئين بشكل خاص. تم تقديم بعض الاقتراحات لمزيد من الدراسة في هذا المجال. ويمكن تعميم نتيجة البحث على تخصصات أخرى في سياق بيئة مماثلة كما يمكن أيضاً تكرار الدراسة لخدمة أهداف تعليمية في مجالات أو تخصصات مشابهة.

كلمات مفتاحية: الاشراف التربوي، تدريب المعلمين، كتاب المعلم، المعلمون الجدد.

Introduction 1.0

This research is two-folds as it:

- emphasizes the role of the Teacher's Guide, the Teacher's Book or the Teacher's Manual, hence (TG, TB or TM) in the improvement of ELT environment.
- explores the role of the supervisors' perception and practice when they deal with TG, TB or TM in the field at schools.
- So the researchers will discuss the role of this reference material in an EFL environment in enhancing language teaching and language learning. The researchers believe that there is a great deal for the Teacher's Guide (TG), Teacher's Book (TB) or Teacher's Manual (TM), to play in language education. The language syllabus usually targets young and adult learners as well. But the young ones need much care, as they need practical help in

their learning of the language. The teaching materials may be available to most of them. The textbook is an essential part of their learning process. Sometimes this textbook will be accompanied by other teaching texts, such as the exercise or the activity book, where students are asked to do exercise as a part of their homework. These books target the learners as handbooks to enhance their learning of the language. On the other side, the ELT materials focus on teachers as the most important agents of success of any educational plan. Teachers are the tools of change in any society and the leaders of the social and cultural transformation in their communities. They are the most efficient and fastest instruments to help human resources in their countries play the role in development, through the knowledge imparted by them at schools or universities. This faction of experts is supposed to have the adequate training to do the job in the right way. Some teachers may be lucky to have such training in colleges of education, but many are not lucky enough to run through such an experience. Many teachers in our country come to school with none or very little training in ELT. These are the novice teachers. This audience is targeted by this research. The researchers believe that novice teachers can develop teaching skills by adopting one of two strategies:

1. In-service training courses: where they can be provided training that can go simultaneously with working in schools.
2. Or they can be provided by TG, TB or TM to help them prepare their lessons before they get into the classrooms.

Both: the in-service training and the teacher's guide instructions are part of the responsibility of the supervisors, head departments and school's managers. But the role of the supervisor will remain the most important as he/she is the one that provides technical support to teachers and facilitates work in schools, inside classrooms.

This research is focusing on the perception and practice of supervisors on these two points in Sudanese context. The researchers' job will be the

extracting technical feedback from English Language Supervisors in Sudan about the use of the TG in classrooms. We will see how they think about the importance of TG or TB or TM and how they can integrate these references to facilitate language education in schools. We will also try to see to what degree these supervisors help teachers to use this document in their lesson planning. A questionnaire has been made to investigate the teachers' opinion about TGs in Sudanese Context.

1.1 Rationale

From our own experience, the first days at school were very tough days as that was the first time for us – as fresh teachers - to be in direct contact with students. So we had to face, as usual, great embarrassment in classroom management as well as deficiency in delivering lessons. Luckily, some of the novice teachers, may find some senior teachers to help them overcome such critical situations, in their teaching career, in the first days at school, but most of the novice teacher go through such a mess to learn by themselves to do the job, but after a terrible history of attempts of failure and success.

But to some of these novice teachers this embarrassment could easily be surpassed if they had only been directed to use TG or TB or TM as technical aids, to plan their lessons. These directions could be given by senior teachers or supervisors to the novice teacher from the very beginning of his/her teaching career in the school. The researchers believe, that this is one of the main problems that face young teachers. They think that the existence of supervisors in the field would help novice teachers to overcome such problems in their first schooldays.

The researchers noticed that some teachers coming newly to school as EFTs from other disciplines, such as law, economics, agriculture and other disciplines; faced the same problems. Some were lucky to find help but the majority were not in good access to such help, whether from old colleagues or supervisors. But to their surprise, the researchers found that most of the problems that had faced those novice teachers could have been easily tackled if the novice teachers were just told to refer and use the *English Teaching*

Manual, which is usually and especially designed, to help new teachers to plan their lesson and pass safely, through those embarrassing situations.

The Teacher's Book can help and therefore awareness about it should be made to encourage new teachers to consult them before they get into their classroom.

This can first take place in the college by college instructors who should give briefings to these graduate about these TGs before they have left the college.

But practically.

"The college does not provide sufficient organized training on how and when to use TG materials: informing students about the different kinds of TGs and how to use them is not part of either pedagogy or methodology classes." Lea (2012)

1.2 Objectives of Research:

1. To explore the supervisors' attitudes on the importance of TGs and the frequency of follow-up strategies on the implementation of the Teacher's Guide by EFL classroom teachers.
2. To determine the degree of use and utilization of this document by both experienced and non-experienced teacher in the classroom from supervisors' viewpoints.

1.3 Significance of Research:

This essay is intended to address numbers of categories in ELT educational community such as textbooks writers, designers, publishing houses, but it is mainly proposed to focus on the language supervisors as they are expected to make the success of the whole educational strategy. Supervisors are experts with technical knowledge and skills who do great job to facilitate the language teaching and learning.

1.4 Research Questions:

1. What is the EFL supervisors' perception on the use of EFL Teacher's Guide? And how do they make follow-up to ensure the utilization of the Teacher's Guides by EFL teachers in their classrooms?
2. To what extent is the Teacher's Guide available and accessible for teachers in schools? And how frequently these TGs are used in classrooms?

1.5 Research Methodology:

This study is adopting a descriptive and analytical method. The researchers will go through the historical development of English Language Teaching in the Sudan with specific focusing on supervisors' role. Data will be elicited through interviews, to investigate the perception of supervisors on the use and the utility of Teacher's Book in schools in the General Education.

1.6 Population and sampling

The study will target supervisors in the field, as they are the people who are *directly* responsible for the foreign language education in our country. A purposeful sample of supervisors will be selected to represent the supervisors' community.

2.0 Relevant Literature: The Importance and Use of TGs

According to (Shu-Fen Lin. 2010) the processes of curricula, textbooks and student resources development have been broadly surveyed and studied while teachers' guides have received comparatively little consideration throughout recent reform. Shu-Fen Lin believes that well-designed teachers' guides contribute to communicating and supporting reform-based teaching.

Shkedi (1995) indicated that

“Teachers use the guides when the curriculum is new to them or is outside their area of specialization. Obviously, the guides are critical resources for teacher learning at the beginning of curriculum reform.”

(Doyle, 1990) believes that teachers' guides play a transitional role between the curriculum and classroom applications. Some guides are very structured and prescriptive while others are flexible and advisory. Prescriptive teachers' guides, called curriculum scripts, assume that teachers will follow the pedagogical principles, procedures and contents. (Shu-Fen Lin.2010) thinks that the teachers' guide can act as an important communications tool between curriculum writers and teachers. These materials should be designed to meet teachers' needs for learning and support their enactment of therefrom goals. (Schneider, Krajcik & Blumenfeld, 2005) claim that teachers believe

that guides are advisory sources of ideas and reservoir of options for choice. Although teachers' guides cannot replace other professional development, they can play the role of critical mediator in the transmission of the intention and methods of curriculum reform as well as support teachers' teaching and learning. They therefore, believe that teachers' guides should fulfil two functions: providing teaching resources and influencing teacher thinking. Rodríguez (2018) thinks that,

"The primary aim of the Teacher's Guide is to provide teachers, whatever their background, with guidance and suggestions so that they can create successful lesson plans that fulfill their students' needs. In this way, even the least experienced teacher can teach each lesson successfully, and more experienced teachers can make use of those activities in the guide that are suitable to their context, with the freedom to deviate from the Teacher's Guide as they see fit."

(Piper 2018) reports that when they were asked about their opinions on TB-TG; teachers from different parts of Africa, and other parts in the world, have positively agreed about the importance of this document as a helping tool to the Teaching Force. For example when Ethiopian teachers were asked about their opinion on TB they were concerned with preparing adequately (25 percent), following the teachers' guides (50 percent), and teaching teachers to use the guide (25 percent). While the Kenyan teachers said that new teachers should be told to follow the teachers' guide, apparently believing that doing so would lead to better instruction. Most Ugandan teachers (70 percent) said that teachers should be taught the mechanisms and complexity of how to use the Ugandan teachers' guides. But half of the Ethiopian teachers also mentioned teaching teachers to use the guide. (ibid)

When teachers were asked if the lesson plan was easy to follow in their TB; in Kenya, all the interviewed teachers agreed that the teachers' guide was easy to use because the guide was broken into steps and included everything needed to teach the lesson.

Textbooks and Teachers' Books are two important references which are always expected to be with every teacher in his/her classroom. The textbook is designed to serve the objectives of education in one particular subject.

This document is supposed to be with the learner as her/his close learning companion but textbooks are sometimes not easy to handle with the learner, so an intervention is needed from the teacher to facilitate the learners with easy techniques to help them understand their syllabus. A TG is practically needed to make the teaching easy for the teacher and learning available for students. (Schoenmann:2011) remembers when she first started teaching, she treated her teacher's book like a *bible* – the all-knowing, multi-purpose guide to all things pedagogical. She believes that,

“a good teacher's book can: save us time when it comes to lesson planning offer ideas for bringing a topic alive and provide a wealth of extra materials to give our students practice in the areas of language they find challenging. The introduction to a teacher's book often has a detailed outline of the methodological approach that the course book takes – very handy for those potentially awkward moments when students come up to you at the end of the lesson and ask why you don't teach more grammar.”

Previous

To the best of the researchers' knowledge, this area of Teacher's Guide has never been investigated in Sudanese Context, in almost all disciplines. There are few articles written about teacher's guide in other context. Many researches in the Sudan have been made in EFL textbook, Spine in particular, but there is no one specific study carried out in making analysis or investigating the content or the use of SPINE teacher's books.

3.0 EFL Novice Teacher and the Teacher's Guide

Coming to school for the first time, is a very crucial moment in the novice teacher's working history. Novice teachers often come to school very worried on the first day or days. She/he will be worried about how to be received by her/his students and then how to deliver effective lessons through good planning. But above all, is how to manage the classroom, which is the most embarrassing moment in school. But let's see who is a novice teacher

and how can we define a novice teacher?

Adhikari (2016) defines term Novice teacher to

“refer to teacher who is new in the field of teaching. A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies, and teaching context. They may not know the expected classroom problems and solutions”.

But according to Burns and Richards (2011, p.182),

“Novice teachers, sometimes called newly qualified teachers (NQTs), are the teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in an educational institution”. The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-teachers or teachers in their first year of teaching.”

Burns & Richards (2011) describe the situation of these newcomers by saying,

“in the first years of teaching their experiences are also mediated by three major types of influences: their previous schooling experiences, the nature of the teacher-education program from which they have graduated, and their socialization experiences into the educational culture generally and the intuitional culture more specifically.”

4.0 The English Language syllabus in the Sudan

According to Arbab (2011) “the first syllabus was mainly Egyptian Readers; the teaching method was the grammar Translation Method. Students were motivated to learn English, as with English language they could get governmental jobs.” After the First World War, there was a change in the educational objectives and consequently a change took place in the English language syllabus. The New Method Readers were introduced and the Direct Method was adopted. When Gordon Memorial College was up-graded from a secondary school to a university college, Cambridge School Certificate was revised and

“a new syllabus designed which advocated the teaching of the four skills and translation. Latter other developments were made to reinforce the reading skill. The call for a national syllabus was also raised after the

Independence of the country, as well as, for using Arabic instead of English as a medium of instruction. There was always a search for an appropriate syllabus.” Arbab (2011)

By the early 1980s The NILE COURSE was introduced as a book written specially for Sudanese learners. The NILE Course, which adopted the Communicative Approach, was used for about fifteen years; and then, and for the first time a national syllabus [SPINE] came into existence. SPINE, which was mainly based on the Eclectic Approach. Then Book One of Sudan Practical Integrated National English (S P I N E) appeared in schools in 1992. The editors introduced the book stating that:

1. The book is specially prepared for the Sudan in order to develop communicative competence in learners at both basic and secondary levels.
2. The series is written in an easy way in order to help teachers provide enjoyable learning opportunities.
3. S P I N E is meant to be used by parents so that they can offer support at home.
4. In order to motivate the learner, learner-centered activities are designed.’ (E-Tahir et al, 1992) in Arbab (2011).

Members of the new English Language curriculum committee defined the aims of teaching English at both the basic and the secondary level as (S P I N E Teacher’s Book One 1992). The first two books of S P I N E series seem to have ‘created a good impression among Basic level teachers’ (Ishraga Bashier 1994) as cited in Aabab (2011). In his thesis, Gharieb Alla confirmed that S P I N E ONE was most welcomed by Basic education teachers (Gharieb Alla 1993) as cited in Arbab (2011).

4.1 Sudanese Teacher’s Book

Although a good literature is written about the history of the English Language Education in Sudan (e.g, Abu Shunab 1982, Arbab 1989, Corbluth 1979, El-Fadil 1975, Et-Tahir, others (ed.) 1992, Mudawi 1993, Griffiths 1975, Bashier 1994, Sandell, Liza 1982, Mussa’ad 2018) but a *single word was missing* about the Teacher’s Guide or Teacher’s Books. To the best of the

researcher's knowledge there were TGs and TBs written by the author of NILE COURSE and Spine Series to help teachers plan their lessons. Both syllabi had gone through investigations by Sudanese and non-Sudanese scholars but nothing was said about the TG or TB which were accompanying those two syllabi except one comment by (Arab 2011) that the Teacher's Books, NILE COURSE, especially 1, written by Corbluth, Julian were very detailed and this hindered effective teaching and stifled creativity.

4.2 SPINE Teacher's Book:

4.2.1 SPINE 6

This is a series of six books written by Sudanese experts and published for use in the general education in 1992. The series replaced the NILE COURSE and was meant to achieve the following aims. In Teacher's Book Six -which we will take as an example - there were specific aims to be achieved by the end of the reading SPINE 6 such as:

- Further development of the four language skills with special emphasis on reading and writing.
- Understating the use of English which is relevant to students' needs and which will help them to communicate with adequate accuracy and fluency in all situation. See AlFaki (1977.p5)

SPINE 6 had been arranged in 10 chapters and each chapter was divided into sections. Section 1 and 2 were assigned for reading practice. Section 3 was meant to explore language, as working with words to build vocabulary, then dealing with grammar points as special time was allotted for mastering tenses. Then in chapter 4 the book dealt with writing where students were supposed to master this skill as they would sit for the Sudan School Certificate Examination by the end of this course. So writing skill was given great care. AlFaki (1977.p7)

4.2.2 Comments:

Although the SPINE Series was originally written as a course to enhance among other language skills the skill of speaking as (AlFaki,1977.p7) claimed

that all the skills were to go together inside the classroom. But in practice and - we as teachers in the field - could see the absolute absence of ***speaking and listening*** practice in classroom. Most of the teachers' efforts were and still are exerted in teaching grammar and more grammar. Writing was/is also done as pupils would sit for the Sudan School Certificate final Examinations. The template of the exam was/is writing-based, so no listening or speaking was/is tested in secondary school examinations. This is in fact one reason that can explain why some of young learners are poor communicators, while they are to some extent fluent and accurate in writing compositions.

4.3 SMILE SERIES

But whether the syllabus is to blame or not; the last conference held in 2008 undertook the responsibility of replacing SPINE with an imported textbook. Then the change took place after more than 20 years the SPINE series has been replaced by SMILE (Sudan Modern Integrated Learning of English) due to a lot change in methodologies, learning trends and educational guidelines; as AbuAnga (2016) put it.

“This new English language curriculum, SMILE (Sudan Modern Integrated Learning of English), is specially tailored to Sudanese pupils in general education and it is intended to replace the SPINE Curriculum. It is a response to the decision made at the 2012 Educational Policy Conference to introduce Sudanese pupils to the English language earlier to improve the English language standard in Sudan.”

So the Federal Ministry of Education and the NCCER-Bakhter-Ruda in partnership with the World Bank Basic Education Recovery Project (BERP) and in collaboration with the British Council in Khartoum, worked to produce the SMILE Curriculum. The SMILE Curriculum is the result of collective work done by national and international.

The SMILE series is comprised of the following components:

1. A Pupil's Book.
2. An Activity Book.
3. A Teacher's Book.
4. CD/ Mp3s.
5. Posters/ Flashcards.

AbuAnga (2016) explains the objectives of the syllabus as
“...written to develop a positive attitude towards English as a foreign language and teaches the four language skills (listening, speaking, reading and writing) simultaneously by adopting communicative approaches for teaching English as a foreign language at the basic level in Sudan in addition to embrace the Communicative mechanisms such as Total Physical Response (TPR), storytelling, guessing games, roleplays, body language, problem solving drills, spelling practice, phonic drills and the incorporation of cross-curricular material ensure that pupils are exposed to many ways to practice English communicatively.

The SMILE Curriculum’s evaluation and assessment methods utilize both formative and summative approaches. At all levels, assessment emphasizes the achievement of both standards and their indicators for each grade, aiming to attain and guarantee a high quality assurance curriculum and to confirm a High Stake Standards Benchmark (HSSB) syllabus. Moreover, at all levels, a cross-curricular dimension that also includes life skills, morals, traditions and values has been incorporated thoroughly into the content of the syllabus; adding relevance and cohesion with the rest of the basic level curricula subjects. (See the introduction in Teacher’s Book 3) .

The series has been launched since 2016 but still no literature in the evaluation of the SMILE textbooks is available. The researchers have come though only one paper where Abo Seil 2020 was ‘Exploring Teachers’ Perceptions of SMILE Series (Book Two) in Developing Reading Skill among Basic School Learners.

However, the focus of this research is on the use and utilization of the teacher’s Book or the teacher’s Guide to help teachers make good lesson plans.

4.4 SMILE Series

4.4.1 The Teacher’s Book

The Teacher’s Book shows teachers how to present the language materials and teaching activities which appear in the Pupil’s Book and Activity Book.

“It is a guide to help teachers and gives step-by-step instructions for each lesson, the answers to all of the activities and the typescripts for the audio recordings. At the start of each lesson in the Teacher’s Book there is a lesson overview. Lesson overviews give teachers a summary of the learning content of each lesson. They provide a breakdown of the standards, grammar, functions and vocabulary of that lesson.” See introduction in Book 3 Teacher’s Book, page (vii)

The writers believe there are some important things to remember are: that “SMILE is based on the national Sudanese standards as drawn up by the National Centre for Curricula and Educational Research (NCCER). The standards and indicators are shown in a table in Appendix IV on page 201. The lesson overview links the language and skills of each individual lesson to this document. Each activity has an aim. The aim is shown at the start of each activity.” See the introduction in Book 3 Teacher’s Book, page (vii). The authors believe that teachers have to care for the activities as explained in the teacher’s book because as they believe that these,

“activities help the teacher understand the main focus of that particular activity and its relevance to the lesson as a whole. At the end of each lesson there are checkpoints. The checkpoints tell teachers what the pupils should be able to do by the end of each lesson. See the Assessment for learning section for more ideas on how to use these. It is important that teachers read the Teacher’s Book and plan the lesson before going into class.” See introduction in Book 3 Teacher’s Book, page (viii)

4.4.2 Comments

This SMILE Series was launched at 2016 and it was going simultaneously with SPINE which is still effective in some secondary schools. In the researchers’ opinion a great deal has been excreted in writing these series. The books lay out is well designed and pictures and drawing materials are well fixed in all pages in the pupils’ books, which are colorful and attractive. The materials look acceptable and student-based. The Series is expected to include representation all Sudanese environments, but it seems there are some pitfalls as most of the focusing is in the cereal Sudan dominant culture where the features and customs are affected by this point of view. The cultural

features of Centre of the Sudan is almost dominating in people's features and customs.

In general the series is well written to secure teaching and attaining the objectives of teaching English in the Sudan. To conclude it is still early to see critical work on this New English Syllabus. No research are made except one about SMILE. So we may recommend that researchers would need to make some efforts in doing research to investigate this area of English language education in the Sudan.

5.0 International Perspectives of Teacher's Book (TB)

The Teachers' Guides or Teachers' Books can help to fill the gap of training of novice teachers, if used as companion and a helping tool, which provides teaching material and teaching ideas, to both the novice teacher as well as teachers with pervious training.

This research comes as a result of experience in general and tertiary education as well. As teachers in the general education, the researchers have experienced the dilemma of EFL newcomers, who arrive to school without prior training and poor performance in the classroom. In such situation it was found that the (TG) has a great role to play as a good companion to novice teacher and a basic tool for lesson planning. But to their dismay, the researchers noticed the absence of this document in most schools' environment.

The recent research will investigate this phenomenon and try to produce a degree of awareness and importance of this document in language education - in teachers' community.

"This type of knowledge itself, however, is not monolithic. We have to make them aware about the fact that the kind of technical knowledge found in teacher guides as fundamentally different from the kind of technical knowledge found in published research about language teaching and learning as already mentioned by Ellis (2013)."

5.1 UNICEF: the United Nations Children's Fund,

UNICEF provides education; advice and educational materials. In this regard, the (School-based and classroom-based activities) is one of the major

project through which this organization helps children to have access to quality education. The project is a scripted manual written for teachers to help plan and provide effective teaching and learning in the classroom.

According to HOLLENWEGER, et al. (2018)

“The teacher’s manual seeks to inspire teachers to become inclusive practitioners. It is a practical guide to help promote inclusive education at the school, classroom and individual levels. The manual provides school leaders and teachers with a collection of activities that can be directly implemented. The hope is that the examples and resources provided in this manual will spark the ideas of teachers and school leaders to develop further activities and share them with colleagues and with other schools. The manual does not tell teachers to apply specific methods, but gives examples and shows how and why teachers can apply these examples in their classes.”

This manual is grounded in UNICEF’s philosophy and strategy to support inclusive education around the world. It seeks to support school leaders and teachers to apply the ideas and principles to their own practice. See WEB PAGE

According to HOLLENWEGER (2018)

“The teacher manual is grounded in a rights-based and child-centred approach to education. Children are seen as rights holders, not as duty bearers. What is helpful to teachers is not telling them what to do, but how they could do what they know is important and why. The manual seeks to support teacher agency and the capacity of teachers to act purposefully and professionally in their school and classroom. This teacher manual focuses on the key area for classroom practices by providing examples of supporting all learners in an inclusive classroom. It is about making the curriculum accessible to all learners and to create learning opportunities that are meaningful to all learners to ensure their participation.”

6.0 ELT supervision in Sudanese Context

According to Gebhard (1990)

“The definition of supervision is quite a daunting task as some definitions seem to be incompatible with one another. In language education, supervision has been defined as an ongoing process of teacher education in which the

supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction."

While (Wallace 1991) sees a supervisor is "anyone who has ... the duty of monitoring and improving the quality of teaching done by other colleagues in an educational situation". (Goldsberry 1988) comes up with three models of educational supervision outlined as a (a) nominal (b) correcting and (c) reflective model. Goldsberry believes that,

"The primary goal of nominal supervision is to maintain status quo. The prescriptive model is geared toward diagnosing the problem and subsequently treating it. The final model of reflective supervision leads teachers to think about their teaching as much as their actual teaching behavior. The reflective model "is based upon using and developing the expertise of the teacher to examine ideal purposes and procedures for teaching, and to refine present performance."

The current literature also suggests other supervisor-based categories of supervision such as mentor, consultant, counselor, coach, cooperating teacher, inspector (Acheson & Gall, 1997), and supervision as leadership. Gebhard (1984) appears to have expanded on Freeman's model and comes up with five models of supervision: 1) directive, 2) alternative, 3) collaborative, 4) non-directive, and 5) creative. So Gerhard's model can help us see the supervisor in her/his ideal image or ideal persecution as a *director* of the education process as s/he in such an authoritative position, to direct the teacher to go on the suggested track to complete his/her mission. S/he can suggest alternative options and collaborate with teachers to integrate their roles.

An ELT supervisor can also be an inspiring element to teacher's by encouraging them to be creative in their field. In this context, *the supervisor can use her/his authority to make teachers use and frequently refer to the TG or the TB as the most effective teaching aid*. In the researchers' opinion, the EFL supervisor can do many things to make teachers aware of the importance of this document. S/he must make her/his clients (teachers) aware of the presence of the TG from the first day they arrive to school to start their teaching career. In fact an EFL supervisor - in the researchers' belief - can be useful in different spheres:

1. S/he can tell novice teachers about the importance of the TG as a major component of the English Language Syllabus which they are going to teach in the school.
2. S/he can tell them about the TG as a good reference that can help spare them time and effort in planning their lessons in professional manner.
3. The TG is a good companion that can spare them embarrassment in unexpected situations in classroom.
4. S/he can tell them that the TG can help them to further their knowledge about teaching and gaining more experience to support the development of the learners' language skills.
5. S/he can tell them that the TG can be used as assessment tool as TG can recommend different criteria of assessment and testing the learner's performance.
6. S/he can tell them about the availability and accessibility of the TG within the school environment.
7. S/he can tell them about the document from the first day of their teaching in school.
8. The supervisor must remind teachers about the attainment of the objectives of teaching that are often clearly described in the TG details.
9. S/he can make regular fellow-up during the routine visits and check the degree of commitment and utilization of the TG or TB by teachers in their classrooms.
10. The supervisor can make use of the teachers' opinions as good source of feedback, with the notifications they make about the TG-TB. They are reliable source, as referees, who can make sound evaluation coming from their use and utilization of the TG in their routine lesson planning. Their suggestions can help to develop the TG and fill the gaps as people in the field, with relevant experience which can help them make sound judgments.

Educational supervision as Siddiek (2012) believes,

“is a process of social human interaction aimed at raising the level of teacher professionalism to the highest possible degree in order to raise educational adequacy and achieve ultimate pedagogical goals, as those embedded in the taxonomies of education such as Bloom’s Taxonomy of Educational Objectives.”

The educational supervision – therefore –in this context can be seen as a cooperative democratic process composed of two partners: the educational supervisor as leader and teacher as supervisee. The process aimed at exploring and understanding the objectives of education and helping the teacher to assimilate the goals and seriously work towards achieving them. This definition represents a quality transfer. (Siddiek 2012) sees it as a leap far away from the old concept and practice of educational supervision. He believes that this new way of interaction between supervisors and teachers have canceled the superiority position of the old (inspector), where inspectors used to think of teachers as their inferiors. This new process of supervision strategies have and stopped harming teachers by what was seemed to be only hunting for teachers’ mistakes by those inspectors.

This new practice – as can be guessed from the above text- has improved the contact between the supervisors and supervisees into warm human interaction based on natural mutual respect. This new concept of educational supervision has removed the psychological barrier between the supervisee teachers and the educational supervisors as it considered both sides as cooperating partners, together in one single process to attain shared objectives.

Educational supervision is also seen by (Siddiek 2012) as

“...a process of leading a cooperative educational organization including all factions: the curriculum, educational aids and methods of teaching, in an educational environment including the teacher and the pupil. Educational Supervision is an ongoing cooperative educational activities carried out by supervisors, educators, school administrators, peers and teachers themselves, in order to improve the skills of teachers and achieve educational development, which all leads to achieving the educational objectives of the educational organization.”

EFL supervision in primary and secondary school is the responsibility of the Directorate of Education affiliated to the specific Locality Administration. In the researchers' opinion the supervisor are assigned to make regular visits to teachers in their schools many reasons and to serve many purposes:

1. *reporting on the professional performance of teachers.*
2. *giving advice for the promotional process of the annual allowances of the staff.*
3. *allowing the teachers mobility due to her/his own will to leave to another school.*
4. *organizing the teachers and staff movement for the benefit of the educational process.*
5. *reporting on school administrative issues and making notes on the general environment of the vicinity.*
6. *checking the attainment of the educational agendas of the national curriculum.*

6.1 Teachers' attitude towards supervision in school.

The attitudes of teachers towards the work done by supervisors is sometimes controversial. Some teachers hold positive views towards the process, while other have different idea about the whole process. (Rahmany. et el 2014) explored Iranian EFL teachers' attitude towards supervision and its influence on their classroom decision making. They examined the relationship between teachers' teaching experience and their attitude towards classroom supervision. Their findings revealed that among the less experienced teachers those who had less than five years of teaching experience were found to be more influenced by the supervision process when it came to making decisions in the classroom. These teachers indicated the importance of supervision for their classroom improvement and their teaching skills and appeared to hold positive attitudes towards supervision program they were experiencing. But (Rahmany et el 2014) came to find that teachers with six to ten years of teaching experience appeared to be the most pessimists amongst

others.

“In addition, from the results of the qualitative analysis it can be concluded that the supervision program obviously failed to function for those teachers who had 16 years of teaching experience and more as well. In this case, the program seemed to be only a paperwork job.”

7.0 Delimitations of study

First the researchers have to explain the many problems that have faced them to carry out this research.

7.1 Limits of previous data

Although the topic is of great interest to all teachers in the profession of teaching but very limited research on TGs has been done in this area in Sudanese context. The English Education has always been a great area of interest to educators and stake holders-as English was the means of instruction during the colonial period where Sudanese were trained to carry out some official work in the colonial government- but the need of English has also extended during the post-colonial period where English was still the language of Instruction in Gordon College and high Schools. During both pre and post-colonial periods the language teaching was done by expert either native speakers or semi native speakers whose good command of English was undisputable. But after independence the need for more teachers grew so fast and more EL teachers were to be recruited to fill the gap.

Teachers' Institutes were established at different parts of the country to sever learnedness at both general education and secondary levels. Then many language syllabi were written to fill the gap. Textbooks were to some extent available to learners but Teachers' Guide did not attract sufficient attention. Most Novice teachers went to school and many of them did not have any idea about this additional teaching material which could have helped them to plan their lessons. Unfortunately this phenomenon continued up to *this* moment where teachers' guides are attracting little or no attention of both teachers and supervisors as well. This is what the researchers have come to find when tried to consult some teachers and supervisors who are or were supposed to be familiar with the topic.

8.0 The interview

This research is targeting supervisors. So we had to fish among the teachers' community for supervisors who have got some ideas about the Teachers' Books and their implementation in schools. So we decided to look for a *purposeful* group of teachers with previous experience in using TGs. Our search led us to see the teachers' gathering of Sudan School Certificate Examination Consortium, This is an annual meeting where all the business of Sudan Secondary School Examinations is done. Teachers come from all over the country to do the job under the Control of the Ministry of Education. They are divided into groups under supervision and senior teachers to carry out the marking of the students' examinations papers. Then through some coordination with the Director of Examinations himself the researchers were allowed to meet some of the supervisors who happened to have some idea about the use and utility of the TG in the classrooms. The researchers are here to thank the control of the SSCE in Khartoum (2021-2022), who cooperated with the researchers to answer the interviews in their interval time, with special thanks to Ustaz Atilip and his deputy Dr, Kamil.

8.1 The Interviews Formats

The population was thirteen supervisors who happened to have some idea about the topic. There were nine open-ended questions. Some of them would need short answers while others were expected to have longer responses with some explanations. The researchers had all the interviews back from the whole thirteen participants. The following section is the complete responses of the thirteen EFL Sudanese supervisors.

1. *Did/do you encourage teachers to use the TG to prepare their lesson plans?*
5. Nine teachers out of thirteen- that means 70% of the subjects have answered positively that they always encouraged teachers to use the TG in their classes. One teacher said that he told teachers to use the TG because as he said, "the TG helps the teacher by making the lesson theme

simple and gradually done.” Another teacher said that the TG was not available at the locality where he was working, otherwise he would have encouraged teachers to use it. Many of the subjects said that the TGs were not available at schools. One teacher claimed that. “The TGs have disappeared from schools since 90th of the last century. So the teachers who had been recruited after 1995 did not have access to the TGs.” In general all of the subjects said that they would eagerly help and encourage teachers to use this important document in Language teaching.

2. *Were/are you serious of making follow-up while visiting then in your school routine visit?*

6. In response to this questions seven out of thirteen participants which was 54% said that they had direct response to the questions as they answered ‘Yes’. One teacher said that the TG document was not available even in the Educational Directorate but he said he was ready to use and encourage teachers to use it if it were only available. One teacher preferred to say nothing while another teacher asked how he could make a follow-up while the TG document itself was not available.

3. *Did/Do you think the English Language TG is/was of any practical use for teachers?*

7. To this question twelve out of thirteen that is 92% directly answered with *yes* about the practical use of this document for teachers. But one participant was a bit conservative as he explained that he could not judge as he did not see such a document in use recently. One of the subject said that the document was and still is of great importance especially for novice teachers.

4. *Did/Do you help or direct novice teachers where to find the TG materials?*

To this questions ten out of thirteen which was %77.5 of our participants simply answered *yes*; as they all helped or directed teachers to find such a document. But there were three teachers who gave other explanations that they could not help or direct teachers to find such a document as the document itself was not available in the government offices nor in the bookshops.

Another teacher said that he was very keen about telling his juniors about having a copy of the TG as it could help them to improve their teaching in classroom.

5. *To the best of your knowledge: were/are these TGs available to find one copy at school? If not explain why?*

All participants agreed that these documents were not available in their schools. One supervisor said there were some copies but the original were not there. One participant said that he did not see any one copy in all schools where he did his teaching. Most participants said that these documents were not available at schools, directorates or even in the bookstores of the ministry of education. One supervisor said that one could sometimes find a copy or a couple of copies in the Ministry of Education. Another supervisor said that this document could not be found for two reasons: ignorance of teachers of the importance of the document or sometimes due to laziness and indifference personal dispositions.

6. *What was/is your overall assessment of the EL TGs?*

The response of all participants was positive as all of these supervisors agreed to the importance of this reference in enhancing language education. One of the supervisors commented that he had gone through the teacher's book a long time ago, but in his opinion it was not comprehensive enough. The second participant said that the book was with no doubt very useful. Another one said the book was useful as it could provide the teacher with new ideas to facilitate language teaching. The third one said that the TG could make the material easy to teach. But the most interesting was said by one supervisor who said that the TGs could make lesson planning easier and spare time and efforts because it usually provided model solutions to teaching and doing students' activities.

7. *Due to your experience in language supervision you were/are in a good position to judge on the feasibility and usability of the TGs. We politely ask you to comment in details about this issue.*

The questions aroused many ideas. All participants agreed that the TGs were/

are of great use to teachers as one supervisors mentioned that every teacher should be update with his/her teaching practice. The TGs were/are good manuals that would lead the teacher to the best way of teaching one specific subject or unit. The TGs could suggest specific ways of doing exercises as well as providing effective suggestions to attain the specific educational objectives. Another supervisor believed that the TG was/is of practical use especially for novice teacher, as it could provide them with new vocabulary as well as describing purposes of each individual lesson.

One participant said that the TG could work as reminder to make teachers remember what to teach when they consult their TGs. Another participant said that the TGs could draw our attention to some unintentional mistakes of vocabulary or grammar within the textbooks, so teachers might be able to make corrections during teaching these specific items. The book could also help in following up the details of the syllabus. The TGs could also determine the speed and the steps that teachers need to follow to achieve the objectives with little effort and good quality.

One viewpoint of these supervisors mentioned the importance of the TGs and asked for making sure that every teacher should get his/her own copy of TG especially young teaches.

8. *Who did/do you think was/is responsible for the accessibility of the TGs? And what was/is the mechanism used/use to provide teachers with these documents?*

Many participants agreed that the Ministry of Education – Curriculum Department were/are responsible for the provision of the TGs. Some added that was/is the responsibility of the school administration. Some supervisors were more practical. They did not want to put all the blame on the Ministry of Education alone so they suggested that the teacher himself/herself should try to maintain a copy. So they suggested that teachers could buy copies from bookshops so as to help them improve their teaching practice and teaching quality.

One of the participants said that the Ministry of education had dropped out

responsibility to provide these books years ago. One participant said that the responsibility should be on the Directorate of Education in the different localities, as federalism would allow free spaces for local people to decide on their local education affairs.

But all participants mentioned that the TGs should be provided simultaneously with the textbooks from the Ministry of Education as it was/is the organization that was/is responsible for making the educational policy and providing the teaching materials.

9. *In light of insufficiency in teacher training at educational college, did/do you see any possibility for the TG to fill the gap of teacher training?*

The majority of the participants agreed that the TG could help to fill the gap of teacher training but could not completely replace the need for *physical* teacher training. The majority believed that the TG could help to facilitate teaching, save time and efforts of teachers as well as providing new ideas which could help teachers to plan their lessons, and have full control of the whole process of the language education in the classrooms.

Many subjects agreed that the Ministry of Education – Curriculum Department were/are responsible for the provision of the TGs. Some participants added that was the sole responsibility of the school administration. But some supervisors were more practical. They did not want to put all the blame on the Ministry of Education alone so they suggested that the teacher himself should try to maintain a copy.

So they suggested teachers buying copies from bookshops so as to help them improve their teaching practice and teaching quality. Nonetheless, the response of all these supervisor mentioned that the TGs should be provided *simultaneously* with the textbooks from the Ministry of Education as the Ministry of Education is the policy maker of the educational objectives in the country.

9. 0 Conclusion:

9. 1 Discussion

This research was intended to explore the perception of Sudanese EFL supervisors on the use and the implementation of the TGs by Sudanese teachers in their classrooms. The researchers have raised two questions:

1. What is the EFL supervisors' perception on the use of EFL Teacher's Guide? And how do they make follow-up to ensure the utilization of the Teacher's Guides by EFL teachers in their classrooms?

2. To what extent is the Teacher's Guide available and accessible for teachers in schools? And how frequently these TGs are used in classrooms?

To answer those two questions; thirteen supervisors (participants) have fully cooperated to respond to a nine – open interview items. The results were almost positive as the participants almost all agreed to the points raised by the researchers. The following section will be a summary of the most important points in the interview.

In the last question of the interview the participants were asked about their opinion (in light of deficiency in teacher training at educational college, did/do you see any possibility for the TG to fill the gap of teacher training?) The majority of the participants agreed that the TG can help to fill the gap of teacher training but cannot completely replace the need for physical teacher training. The majority believe that the TG can help to facilitate teaching, save time and efforts of teachers as well as providing new ideas, which can help teachers to plan their lessons and have full control of the whole process of the language education in the classrooms.

The second question was to what extent the Teacher's Guide is available and accessible for teachers in schools? And how frequently they are used in classrooms?

Many response agreed that the Ministry of Education – Curriculum Department are responsible for the provision of the TGs. Some people say that it is the responsibility of the school administration. But some supervisors

are more practical as they do not want to put all the blame on the Ministry of Education alone; so they suggest that the teacher himself/herself should try to maintain a copy for himself/herself. So they suggest that teachers can buy copies from bookshops so as to help them improve their teaching practice and teaching quality. Some of the participants say that the Ministry of Education has forgotten all about the provision of these books many years ago. Other participant believe that the responsibility is to be assigned to the Directorate of Education in the different localities as a part of the reasonability of the regional governments. Others mention that the TGs is to be provided *simultaneously* with the textbooks from the Ministry of Education, as the Ministry is supposed to be the sole organization who is responsible for the educational policy and providing the teaching materials all over the country.

9.2.0 Recommendations

This research is the first of its type in Sudanese Context that has explored the perception of EFL supervisors' opinion on the importance of the TGs in enhancing language education. Most of the participants agreed that this reference is of great importance in filling the *gap* of the novice teacher training in language teaching. It can also be useful for the experienced teacher to further knowledge in other areas.

The TGs are normally written by experts in the field, who give the cream of their experience and knowledge to help ELT community to master their trade. The researchers have come through some disappointing fact that the TG document is *almost totally ignored by almost all the people* who are supposed to be in concern with the document, which sometimes cost great money, to reach the hands of the clients. There are many factions who are to be blamed for the non-accessibility and unavailability of these documents in schools. These factions can be mentioned as following:-

9.2.1: The Ministry of Education is the sole organization which is responsible for launching and following up the educational policy, teacher training, and textbooks. Therefore we expect the TGs manufacturing should be a part of

their job in the Centre of Curriculum in Bakht Ridha in Dowiem.

9.2.2: Educational Directorates: They are responsible for making the follow-up to provide teachers with these teaching materials by any means as part of the regional governments.

9.2.3: Schools may be directly responsible for providing the books by either getting them from the Ministry or Directorates of Education, or can buy them from the market if they are available for sale.

9.2.4: the teacher himself/herself is also to blame as many of these teachers do not exert efforts to aspire of having such a document which can help them in planning and managing the language teaching. Teachers need to show some enthusiasm for job to look professional.

9.2.5: Colleges of Education. Most of the young men and women go directly from college to schools ready to teach but sometimes with little training. So instructors in their colleges should tell these young teachers about TGs and encourage them to use them in planning their lessons. Of course it could *be more practical to give practical training session about how to use these TGs*, in college. Here these novice teachers will need to have a fairly good idea about TGs and will have to be enthusiastic to have their own copies, which they will go to consult from time to time. *At least, we need to tell them about these TGs before they have left the college to do teaching in schools* for the first time. But it seems to us it is more advisable if special sessions or courses are given to these young teachers about how to use TGs before they have left the college.

9.2.6: In service Training:

This is another bright moment where and when we can make use of time and place to cultivate the minds of these young teachers with new ideas, and we can talk to these trainees about the use and utility of this document in their classes as reference material for teaching ideas, They can think of these TGs as good friends who can give them help and advice in difficult times.

10.0 Suggestions

This research investigated the perception of supervisors on using the TG in classrooms by EFL teachers. The researchers believe that the results of this study can be *generalized* and the research can be *duplicated* to explore other academic or school disciplines in Sudanese context and at regional levels as well.

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Appendix

College of Post-Graduate Studies

Al-Zaeim Alazhari University

Interview

Dear EFL Supervisors

We are politely asking you to spare some minutes to answer the following questions.

Please give details where possible. Thank you so much for you cooperation.

Researchers

1. Did/Do you encourage teachers to use the TG in preparing their lesson plans?
2. Were/Are you serious about making follow-up while doing routine visit to teachers in their schools?
3. Did/Do you think the English Language TG was/is of any practical use for teachers?
4. Did/Do you help or direct novice teachers where to find the TG materials?
5. To the best of your knowledge: were/are these TGs available at school? If not explain why?
6. What was/is your overall assessment of the EL TGs?
7. Due to your experience in language supervision you were/are in a good position to judge on the feasibility and usability of the TGs. We politely ask you to comment in *details* about this issue.
8. Who did/do you think was/is responsible for the accessibility of the TGs? And what was/is the mechanism used to provide teachers with these documents?
9. In light of insufficiency in teacher training at educational college, did/do you see any possibility for the TG to fill the gap of teacher training?