



The Role of the Teacher's Guide in Enhancing English Language Education (a Review of Literature)

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Abstract: This essay is a review of ideas about the importance of the Teacher's Book (TB) or Teacher's Guide (TG) in language teaching. The authors have explored the work of experts in the field from all over the world who dealt with this issue as an integral part in ELT. Training teachers is a necessity to enable us compete in such a world that needs men and women equipped with high competences in languages, sciences and technologies. Colleges of Education work to qualify teachers to master the English Language –as one of the major languages used as media of instructions in educational institutions all over the globe. But the role of these colleges will not be complete unless it is supported by further additional teaching materials, such as the Teacher's Book or the Teacher's Guide, where novice teachers as well as experts; can have access to extra ideas about effective teaching that can improve learners' performance in the language in real life situation. The Teachers' Books - usually written by experts in ELT- are practical tools; as they can give additional options for ELTs about language teaching art. This essay is reflecting the efforts made by many teachers and experts to explain the role that (TB) or (TG) can play in improving the ELTs performance in the classroom and how this performance would enhance English Language Learning.

1. INTRODUCTION

Language Education is drawing attention all over the world and in particular the teaching and learning of English as a foreign or second language. The importance of teaching and learning English stems from the fact that English is a Lingua Franca for more than two thirds of the world. It is the language of science, business, tourism, aviation, cinema diplomacy and literature. But it is mostly needed as the language of the Internet, where more 60% at the top 10/M websites of the Internet is written in English. Teacher training is a key element in education as it helps to secure the attainment of the educational agendas of one particular organization at both personal and communal levels. This is applicable to all disciplines including the foreign language teaching.

Foreign language teacher training in Sudan is carried out by colleges of education as well as other training institutes founded all over the country. These colleges offer English programs at B.A or B.Ed. level for a period of four to five years. During this time; students are provided with some knowledge and skills in English Language teaching. In addition to some training during their apprenticeship in these colleges. They are usually attached to primary or secondary government or private schools to do their training that usually takes 3 weeks training session, during the 4th and the 5th year.

Novice teachers are provided with instructions of how to manage their classrooms and do the teaching of the four language skills. A supervisor from the college is usually assigned to pay at least two visits to help these trainees practice teaching in a real school environment. Sometimes an official visit may take place from the Directorate of Education, where a supervisor may come to see how the teaching is done by such trainees.

But despite these efforts of providing novice teachers with the suitable knowledge and training to acquire teaching skills; there still remains a gap to be filled by providing additional teaching aids that a trainee may need to consult in the absence of trainer or supervisor. These teacher trainees – including graduates from English Departments - are exposed to insufficient training in language teaching. Some are lucky to go to some good training institutes but the majority is poorly trained and left to take the job with little help, in poor infra-structured school environments.

Most of these graduates do not have sufficient training to qualify them to be professional teachers who can take teaching as future career. Some of these graduates come directly to the profession from a college of Art or Science with no prior training in educational sciences or arts, and with no prior teaching practice in courses of education, psychology and other related fields. Such courses are not usually offered in these colleges for educational purposes. So these poor graduates are naturally expected to achieve poorly in this field.

Supervision and in-service training courses could help in providing some technical knowledge to novice teachers, but most of the time, these new teachers do not receive regular visitors in their schools. Supervisors may be unavailable and/or unable to cover the area for lack of poor communication. Here comes the role of the Teachers' Book or the Teacher's Guide or Teacher's Manual TM, hence (TG-TB or TM) as an additional resource of teaching tool to new teachers.

Teachers' books (TBs) are important educational documents as they are expected to be of great use to new teachers in planning their lessons before they stand before their students.

“A good teacher's book lays out the basic principles of the course book and the recommended procedures for using the book. As such is it a guide for teachers, particularly novice teachers who may have little teacher training or classroom experience. It is like the instruction manual that comes with a new car. Once you are familiar with the car you won't need to consult the manual very often. However with a course book the situation is a little different, since books are used in many different contexts and the information in the teacher's book is likely to be very general and may need to be adapted to match the specific school context.” Richards (2020)

The teacher's book in the researchers' opinion, can be the best companion to the new teacher in his/her new teaching career. It can be a source of knowledge and skills necessary for the teaching practice. This document can work as an emergency reference that a novice teacher can quickly and frequently consult when facing a new teaching situation. (Cunningsworth, 1995) sees Teacher's guides (TGs) as manuals full of ideas and notes about how to organize instructions in the classrooms and that the teacher's guides should be flexible so as to be adapted in varying contexts to satisfy the teachers' needs. Cunningsworth, also mentions that the teacher's guides also need to provide explicit ways for planning instruction and how various values that are included in the curriculum best match with the teachers own teaching beliefs and practices.

1.1. Statement of the Problem

As EFL teachers, the researchers have come through many difficulties when they first came to school. The first teaching days were a real embarrassment and anxiety where many problems faced them. To mention some, there was the classroom management issue, where the researchers were face to face, for the first time, with students from different social and educational backgrounds. Such a situation required different dealing with each individual learner in the classroom. The other practical problems were the lesson planning and the setting of the lesson objectives. These two problems the researchers faced as new teachers, but with the help of old teachers and supervisors they could manage to deal with many of them and with other new teaching situations. For them, it was a piece of luck, that the researchers were attached to schools in the capital city and near their homes. The case was difficult with some other colleagues who happened to have got no such help.

The researchers noticed that some teachers newly coming to school as EFT teachers from other disciplines; faced the same problems. Some were lucky to find help but the majority were not fortunate to have access to such help, whether from old colleagues or supervisors. But to their surprise, they found that most of the problems they had faced could have been easily tackled if they were told to use the English Teaching Manuals which were especially designed to help new teachers to plan their lessons and pass safely over those embarrassing situations.

So from the researchers' own teaching experience they found that the teacher's book can help and therefore awareness 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 teachers who should give briefing to these graduate about these TGs before they leave 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). This quotation is applicable to our situation in the Sudan. These guide books can provide knowledge and skills in teaching as well as equipping new teachers with courage to face new situations in their teaching career. But as a result from their relatively long experience in teaching English at Primary and Secondary schools in the Sudan, the researchers have noticed the absence of this document in EFL classes, despite its practical use for novice teachers to frequently consult and refer to, when planning their lessons.

1.2. The Significance of Research

Using the teacher's guide can support teacher with poor knowledge in subject matter or/and less experience with great ideas. The current study is going to be of great value to teachers; mainly EFL novice teachers whom the study is addressing in the first place. It is also directed to numbers of categories in educational community such as textbooks writers, designers, supervisors and publishing houses, as they are all expected to harmonically participate to enhance the success of the educational process. Ministries, directors and school managers can also be addressed with this study; as they are all responsible to make these documents available and accessible in the school and provided to teachers in their first days at schools at the beginning of the school year.

1.3. Objectives of Research

This review of literature of Teacher's Guide Role in Language Education-is intended to reflect the importance of the Teacher's Guide in Education in general and in English Language Teaching in particular. The Importance of this research stems from the fact that this *documents* is totally or almost totally neglected in ELT context in Sudan. So the main objective of this particulate research is to draw the attention of TG users to the importance of this document in enhancing language English Language Education in Sudan.

1.4. Research Methodology

This is a historical descriptive method. The researchers will go through the historical development Teachers' Training with special focus on the use of Guide Books as teaching aids that can fill the gap of ELT students training in College of Education.

2. LITERATURE REVIEW

2.1. What is a Teacher's Book or Teacher's Guide?

The Teacher's Book, Teachers Guide or sometimes referred to as Teacher's Manual, hence, (TB), (TG) or TM; is a set of educational materials that are prepared by the curriculum developers and presented to teachers, to help them during the teaching practice, and to easily communicate the goals that the student should attain. The TG, TB, or TM is the middle stage between curriculum planning and implementation, as the teacher is the one who will apply the curriculum. This document is given several names, which are the Teacher's guide TG, or the Teacher's book TB and sometime we can refer to it as Teacher's Manual TM, because the teacher takes it and looks at it before giving lesson in the scheduled curriculum. The three acronyms will interchangeably be used here to mean the same thing. There is a close relationship between the TGs and the student's textbooks, and the relationship between them is of integration nature, as each set complements the other; where the teacher's guide helps teachers to deal with all the situations, they are exposed to during the course of the teaching process, and also helps in using the best method that is appropriate for the students they teach.

Ellis (2013) explains that “The kind of technical knowledge found in teacher guides is fundamentally different from the kind of technical knowledge found in published research about language learning. I refer to the former as ‘pedagogic discourse’ and to the latter as ‘research-based discourse’”. So this a perspective from which we can deal with this document as a potential and effective pedagogical device which can help improving education if it is properly used by teachers in classroom. (Lea, et al. 2012) see the TG as the meeting point between the learning and teaching processes. They think that the TG constitutes a link between the learning processes of the teacher, who is learning-researching the topic of study, and the teaching process s/he adopts in the classroom. These roles represent the view that TG materials form a link between the discipline and the pedagogy. Hence, they can be very

important tool in teacher training. (Aden:1991) mentions the same view that related to a number of roles the written TG fulfills. The first role is to expand the teacher's knowledge about the topics of study included in the curriculum and its second role is to suggest ways to teach the topic to the students, but the key purpose of the TG is to cultivate the autonomy and professional skills of the teacher. According to Lea, et al (2012), "The teaching-learning materials are student-oriented and include a number of means and conventional (written) teaching aids in the form of booklets and anthologies, as well as unconventional technology-rich means such as films, slides, pictures, models and computer materials. The TG presents ways to use these aids intelligently. Here we see the view that the TG is a tool that helps navigate the students' teaching-learning process."

(Harden:2002) on the other side thinks that the TG is a teaching tool in which the 'expert' lays out the formal objectives of the content and skills that are the basic requirements of the study material. The TG, like the study guide, is a tool which defines and organizes the curriculum. However, unlike the study guide, the object of which is the student, the text of the TG has a dual object: formally it is intended for the teacher, but in fact it relates to the students by suggesting to the teacher ways of teaching and learning in the classroom as hold by (Harden and Laidlaw 1999)

An important criterion of a TG is how it addresses the teacher-users in terms of their characteristics and needs. On this issue, Kigen (2000) claims that "if the TG offers a variety of different, "open" options, teachers feel safe to choose one of them, but if the TG itself is written in the form of indoctrination, then teachers will feel less confident about developing flexibility regarding the suggestions made." A similar viewpoint is found in Bentov (1995) who noted that "the TG only formally represents the curriculum and that the teacher-users should develop a teaching-learning process that is most appropriate for their classes on their own, either from experience or through colleagues (other teachers, parents and even the students)".

The teacher's guides can play an important role in forming the classrooms practices of teachers, especially the beginners and who are teaching in a second language as a medium of instruction (Cunnings worth & Kusel, 1991). A teacher's guide has a potential to help the teacher for innovating new tasks, assessments and methodologies (Cunningsworth, 1995).

2.2. Teacher's Book (TB) or Teacher's Guide (TG): A Global Look

Language education is a process that involves – as any other academic subject- three partners: the student, the teacher and the school syllabus. The three elements are expected to work in harmony to help the attainment of the educational objectives, which culminates in achieving the ultimate of the education plan in one country or of one particular organization, e.g. school, college or university. The teacher is the corner stone in the process, where her/his effort directly goes to the audience. A well trained teacher can effectively do the job by attaining the objectives of the specific unit or lesson. While a teacher with limited training will fish in a mess of work excreting efforts and time to harvest very little results.

Teacher training is the concern of the Ministries or Directorates of Education, where a teacher trainee is exposed to technical practice, to be equipped with subject matter (i.e. English) as well as supporting materials, courses in foundations of education, philosophy of education, classroom management etc... in addition to some courses in psychology and administration. All these disciplines are supposed to work together to equip the trainee with the suitable knowledge and skills, which can help her/him to do the job in professional manner, in real teaching situations.

Teacher training is an asset where government should give great concern to make the best of its educational system. Manpower, in addition to natural resources, in any country are the main assets of economic and social development. So teachers are trained to do the job in the best manner, to take lead and make the change, to produce high quality trained personnel in every field of knowledge. This effort will yield the best learning outcome. Teachers actually make the change as they are authorized and commissioned to do this, and as they are prepared to do it in professional way.

In this 21st century, knowledge has become the main asset of development to individuals as well as organizations. All human communities are working towards the hold of knowledge to develop and prosper. The teacher is the major element to make the transformation through development. The overall change at individual level or at organizational level both begin in the classroom. Teachers are

the tools of change in such a fast and vast growing and changing global economy, as (Siddiek 2014) put it. This can be seen in communities such as Japan, Korea, Singapore and other countries, where natural resources are limited, but the trained manpower was able to make progress, through planned education. In such education the teacher was/is the main facilitator and provider of knowledge and skills. However, the change may be fast, slow or poor due to the degree of the teaching and training. Nevertheless, the investment in training the teaching force is a prerequisite for sustainable supply of manpower, well equipped with knowledge to lead the community. Our concern here is how to supply training and provide teachers with the suitable teaching skills. Colleges of Education and other teacher training institutes can do the job. But in our position in this country, with this poor infrastructure, the training process is slow, poor and limited and the learning outcome is not that promising to compete in the world market due to lack of advanced skills..

This research targets a considerable number of teachers who are not exposed to training and qualifying to teach in primary and secondary schools in the Sudan. The researchers believe that 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 previous training.

This research comes as a result of experience in general and tertiary education as well. As teachers in the general education, the researchers 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).

This effort will target the Ministry of Education as the sole provider of syllabus, and supervisors of education and school managers, as they are expected to follow up and secure the availability and accessibility of these documents to teachers in their schools, as well as following-up the implementation of (TG) instructions in the classroom. College teachers – who are in direct contact with teacher students- are also responsible to deal with these documents in their theatres with their student-teachers. They need to tell them about this document as an additional tool in their classrooms and as a life ring for a drowning person as put by (Cunningsworth,1995). The EFL teacher herself /himself is also responsible to greater degree to have access to this teaching aid with his own efforts or at his own cost, so as to make use of it inside his classes.

In the next pages the researchers will go through some international contribution, which are targeting the improvement of teachers' capacity through the provision of education, by explaining the importance of TB-TG in improving teachers' performance in the classroom. The next pages will explore some efforts as of some Non-profit organizations that made great change in TB-TG studies and practice in Africa in Sub-Saharan countries.

2.3. UNICEF: the United Nations Children's Fund

UNICEF: is the United Nations Children's Fund working in the world's toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. One of the world's largest providers of quality education and skill building, UNICEF works in more than 190 countries and territories to reach the children and young people in greatest need. The Office of Research – Innocenti is UNICEF's dedicated research centre. Its core mandate is to undertake cutting-edge, policy-relevant research that equips the organization and the wider global community to deliver results for children. 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. (2108)

“the teacher 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.”

The teacher manual is not a final product, as Hollenweger put it, but rather it is the beginning of a well-organized collection of good practice examples. She believes that the manual can be used by any school, although it was initially published to be used by schools who are part of the growing UNICEF network of inclusive schools. This manual of the UNICEF seeks to support teacher agency and the capacity of teachers to act purposefully and professionally in their schools and classrooms. It 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.

This teacher manual is a continuation of UNICEF's efforts to bring inclusive education to schools and help create networks of good practice. 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.

According to Hollenweger

“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.”

This manual is grounded in UNICEF's philosophy and strategy to support inclusive education around the world. Education as seen by the UNICEF must be seen through the eyes of the learner. The process of transforming schools from places where curriculum is taught to places where children learn is referred to as the progressive realization of inclusive education. UNICEF. The teacher manual seeks to provide teachers with actionable knowledge, another words with knowledge that is easily transformed into action. To facilitate this process, each activity is described by using the perspective of the user. Hollenweger (2018)

2.4. Erasmus

Erasmus is the European Community Action Scheme for the Mobility of University Students which is a Higher Education exchange programme for students, teachers and institutions, run in the UK by the British Council. According to (Erasmus 2018) “the world is in the midst of a global learning crisis as hundreds of millions of children, often in the poorest countries in the world, do not have access to education, and millions more have access, but are not learning much in the schools they attend.” This non-profit European organization shares us the concern of Education in Africa with lots of ideas from a range of actors: pupils, parents, teachers, policymakers, researchers, Ministers of Education, NGOs, and businesses; all are working hard to find solutions. The Organization sees the need to examine, much more aggressively, the daily classroom experience of a typical child in sub-Saharan Africa. (Piper: 2018). But Rwakakamba (2018) an expert in the field recognizes the role of such organization by saying, “Such organizations as USAID and RTI (in Kenya, Liberia, and elsewhere) have

effectively provided large learning gains for thousands of children by using TG in classrooms.” He points that, “Teacher Guides are controversial, however critics contended that guides blunt the inherent dynamism of a classroom, or that they rob teachers of autonomy, or that they unproductively restrict kids who may need more attention, or to move at a different speed.”

Rwakakamba as Chief Academic Officer at Bridge International Academies, adds that “We have studied this debate for the last decade and found that TGs are much more effective than any conceivable alternative at scale, and that they are only scratching the surface of their potential.” So from his position as educator he finds that the TG is of practical use to Ugandan teachers. He believes that teachers in low and middle-income countries often acutely struggle with subject-matter knowledge. He gave an example that One Ugandan government report found, for example, that~78% of its Primary 1 and 2 teachers could not solve basic primary-level mathematics questions. (Uganda Ministry of Education, 2014, Uganda National Examinations Board, 2015, Uwezo, 2015). In such a situation Rwakakamba believes that guides can create more dynamic classroom environments and can increase the opportunities pupils have for practicing a core set of skills. TGs can support teachers with lower subject-matter knowledge or lower “pedagogical content knowledge, where the structure of a guide can facilitate a different learning environment.” In line with Erasmus survey we can trace more efforts in this area of TG and its impact on educational development in poor countries.

2.5. Research and Training Institute (RTI)

In this context, Research and Training Institute (RTI) which is an independent nonprofit research institute dedicated to improving the human conditions.

“The RTI undertook a detailed analysis of the design and utilization of teachers’ guides in 19 projects in 13 countries. The research study had four components. The first was a detailed analysis of the characteristics of the physical teachers’ guides. The second was a quantitative analysis of the scripting levels of these teachers’ guides to investigate whether the scripting level correlated with program impact. The third was observations of teachers in classrooms across four countries (Ethiopia, Uganda, Kenya, and Malawi) to determine how teachers responded to teachers’ guides with different components and examine how they used the documents in their classroom practice. Finally, the fourth research component was interviews of teachers, after observing them, to learn more about the instructional modifications they made to the teachers’ guides and identify any patterns in their adherence—or lack thereof—to the content in the guides. (2018)

According to (Piper 2018), this report presents the results of RTI International Education’s study on teachers' guides across 13 countries and 19 projects. Using quantitative and qualitative methods, they examine how teachers’ guides across the projects differ and find substantial variation in the design and structure of the documents.

Piper (2018) says that

“We develop a scripting index so that the scripting levels of the guides can be compared across projects. The impact results of the programs that use teachers’ guides show significant impacts on learning outcomes, associated with approximately an additional half year of learning, showing that structured teachers’ guides contribute to improved learning outcomes.”

She continues to say that during observations, they found that teachers made a variety of changes in their classroom instruction from how the guides were written, showing that the utilization of structured teachers’ guides did not create robotic teachers unable to use their own professional skills to teach children. The report includes a set of research-based guidelines that material developers can use to develop teachers’ guides that will support effective instructional practices and help improve learning outcomes.

Some critics as (Piper 2018) argues that scripted teachers’ guides provide important scaffolding for teachers implementing new instructional methodologies. This Piper’s viewpoint is in line with (Grossman & Thompson, 2008; Stockard, Wood, Coughlin, & Khoury, 2018). On the other side some

others think that scripted guides are a particularly important resource for teachers in countries at low levels of development (Barber, Chijiokoe, & Mourshed, 2010; Johnson, Monk, & Hodges, 2000) as cited in (Piper 2018).

Recent research has shown that in Kenya, teachers' guides are effective and highly cost-efficient components of literacy and numeracy improvement programs. See (Piper, Zuilkowski, Dubeck, Jepkemei, & King, 2018a) as cited in (Pieper 2018). However, some criticize the existence and utilization of these structured approaches because of their potential to stifle teacher creativity and reduce teacher autonomy such ideas are held by (Dresser, 2012, Martin, & Grossman, 2006). The report of RIA reflected two viewpoints with and against the feasibility of the TG in the Sun-Saharan countries. Piper (2018) mentions that

“Evidence for either point of view is limited in the Global South. Those who have defended teachers' guides often discuss them as a monolithic whole instead of advocating for potential elements of their design. In contrast, those who are against the guides reject them out of hand rather than noting which characteristics of teachers' guides are either beneficial or harmful to lesson quality.”

Nevertheless, the report of RIA has shown that many of the programs that have used scripted teachers' guides have been quite successful in improving reading outcomes, in disparate countries and languages this can be supported by the results of many scholars who investigated this area and came out with positive results such as (Brunette, Piper, Jordan, & Nabacwa, 2017; Gove, Korda Poole, & Piper, 2017; Piper, 2018a).

3. THE USE OF TGS

Education is the concern of the government as well as the individual person, but it's the direct concern and responsibility of the teachers in the field when they are face to face with their students. The government may facilitate and provide schools with infra-structure, teaching force and the teaching programmes as well as other logistics that help in the educational process. The individual persons may also help in a way or another to facilitate and develop the educational process. But the whole work and the final outcome of education is to greater degree, the sole concern and the direct responsibility of the teacher who is supposed to be in direct contact with the learners and other stakeholders. So teachers are the people in the field who are supposed to be aware of the details of the whole teaching and learning process. And to carry out this job they are supposed to be equipped with the most effective educational tools which can help them to do their jobs effectively and productively.

Teachers are trained at colleges of education as teacher trainees. Some are trained in In-service courses while they are on the job. But a considerable number of teaches are not exposed to any training courses such as EFL novice teachers who come directly from colleges of arts or science with no prior training. Such a group can find help in TB-TG as resource of education and training to help fill the gap of insufficient training.

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. He also believes that well-designed teachers' guides contribute to communicating and supporting reform-based teaching. He described groups of teachers who perceived the guides' usefulness differently, but they believed that a clear, concise presentation of the purpose, reminders, answer keys, concept maps of the main topics and learning progression provided the most helpful and preferred layout. Teachers felt that the function of a teachers' guide was to provide teaching resources rather than to guide teacher thinking. 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.” While (Doyle, 1990) in Shkedi (1995) thinks 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) believes 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 their goals. However, (Shkedi 1995) in comparing the role of the TG in different disciplines found that only 33% of science and mathematics teachers used teachers' guides, compared with 64% of foreign language teachers. But (Ball & Feiman-Nemser, 1988) have observed that sometimes student-teachers are given some bad advice. Secondly, teacher educators often tell prospective teachers that, if they want to be good teachers, they should avoid following textbooks and relying on teachers' guides in developing their own curriculum.

(Schneider, Krajcik & Blumenfeld, 2005) think 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: provide teaching resources and influence 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.

According to Piper (2018)

“in contrast, in Uganda, only half of the eight interviewed teachers said the teachers' guide was easy to follow. Ugandan teachers who said it was difficult to follow were concerned that the lesson had too many steps, the activities were not all in one place. The Ugandan teachers were not happy with TB as they said it was not easy to follow, because as “the teachers' guide for Uganda likely was the least straightforward of the ones analyzed for this study, in that teachers were required to look in different places within the guide to find all the parts of the lesson.”

When the same participants were interrogated about their opinions in the 'Activities Teachers Found Difficult to Teach' at least one Ethiopian teacher said, “Prediction and pre-listening was hard because the prediction might be correct or not. If a pupil is wrong on the prediction, she could mislead them [the class].

(Piper 2018) reports that Malawian teachers mentioned that the whole-text reading was the most difficult activity. Most of these teachers explained that students either had not had enough experience in their preprimary classes or did not yet know how to read. On the other hand the Kenyan teachers found the vocabulary activities problematic. One teacher explained, “Vocabulary. It is not very easy to make a sentence using that word and for the meaning to come out. Some of the words are hard. The Ethiopian teachers were evenly divided in their opinions among the types of activities, although more teachers noted that the comprehension activities were difficult to teach.

Teachers sometime do not abide with all instructions in the GB so when they were asked about three to four modifications that they made in the lesson, including why they deviated from the lesson plan disappointingly, 25 percent of the Ugandan teachers interviewed noted that their modifications came because they had forgotten about an activity. This response was most frequently given in Uganda, possibly because of the aforementioned issue in which teachers had to look at different parts of the teachers' guide to gather all the information they needed as explained by Piper. But in Malawi as Piper (2018) says; "the teachers were trained to use lesson notes rather than the guide. They noted that the guide itself was quite heavy, and they preferred the lesson notes. We found that, in Malawi, much instructional guidance was lost in the transition from the teachers' guide to lesson notes. Teachers in Ethiopia had the fewest instances of forgetting parts of the lesson.

Primary School Teachers in Bangladesh were asked questions regarding the need of teacher's guides for PSTs. Ranjha, et al. (2019) reports that

"The teachers communicated that the guides are needed in order to improve effectiveness of the teaching and learning process by providing model lesson plans. The "guides include lesson plans which enable teachers to prepare for teaching, assessing students learning and assigning home work".

Teachers can [also] develop new activities and tasks for the students by reflecting how the activities suggested by the guides have worked in the classrooms. The guides provide student centered activities which may be used by the teachers in order to engage the learners."But when they were asked about the extent of use of teacher's guides, Ranjha, et al. (2019) find that,

"The analysis of the data has revealed that the use of teacher's guide vary by teachers. Around half of the teachers responded that they hardly use teacher's guides, whereas around one quarter mentioned that they often used and another quarter of teachers mentioned that they use these guides on daily basis. Some teachers mentioned that they use the teacher's guides to the extent of suggested student activities. It simply means that a large majority of the respondents occasionally use the guides provided to them by the Government of Punjab."

The response to TG may vary from person to person or from group to group. So when primary school teachers (PSTs) in Punjab were asked about the Nature of use of teacher's guides the teachers according to Ranjha, et al. (2019) said that; "[They] follow the whole process as given in teacher guides". A few teachers reported that "they compared textbook and teacher's guides to decide how to teach and what to teach.

(Ranjha, et al. 2019) suggested some points for improving teaching at Primary Schools such as rigorous monitoring mechanism in place for the implementation of teacher's guide's initiative and increase the number of teachers so that there is a one to one class and teacher ratio so that teachers have some breathing space to look at the teacher's guides.

Varlas, (2010) asked the question, "What Do Teachers Need from Curriculum Guides? This question was answered by teachers in different ways. Broccolino in Varlas (2010) says that, "With so many priorities to address, the curriculum guide sometimes becomes the "everything bagel"—full of pages of information surrounding each skill. I don't want teachers to put these guides on the shelf because they don't have the time or energy to dig into them." But Jen Morrison in Varlas says, "A good curriculum is more about what gets left out than what gets put in. My advice is give teachers a guide, not an "everything bagel." You might have a sample unit or two, maybe lots of examples, but stick to the big ideas. What we need is not the perfect curriculum guide, but teachers who are able to take the reins and design their own curriculums to meet the needs of the diverse students they teach." Then Michelle Neely in Varlas (2010) focuses on an important point that, "The staff development that supports the new curriculum is just as important as the curriculum itself. We have to address teachers' comfort level with the material. If we can make it happen for them in their minds, they can make the magic happen in their classrooms." Joanne Eliuk in Varlas (2010) gives her advice that, "As a teacher who has had experience in curriculum planning, I'm familiar with your dilemma. When I'm using a teaching guide, I personally find it useful for the objectives and teaching points to be right on top of the page."

Textbooks and Teachers' Books are two important documents 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.

TGs are used in different manners among teachers in the field. Woodward and Elliott (1990) in an essay on the lamentable reliance of many teachers on teachers' guides, summarized their findings that "textbooks are ubiquitous and widely used in classrooms." Weiss (1987) found that 90 percent of science and math classes at each grade used textbooks. Woodward and Elliott looked at studies that ask what might account for the range of dependence among teachers on textbooks and accompanying guides. They found that less experienced teachers and those whose subject-matter expertise is weak rely more heavily than do other teachers on textbooks.

In the field of ELT materials evaluation or development, not much attention has been paid to teachers' books. Coleman (1985) and (Cunningsworth 1995) directly handle the issue of ELT teachers' books. (Coleman 1985) considers teachers' books as a very important assistant for classroom teachers, especially for nonnative English Teachers and novice teachers, and stresses the needs for relevant studies. He presents five criteria for the evaluation of teachers' books, which include the appropriateness of proposed language teaching methodology, the specific explanations for the contents, the considerations of cultural aspects, the guidance for assessment, and the efficiency of presentation. Whereas (Cunningsworth 1995) claims that teachers' books are very influential materials for English language teaching. He presents 22 criteria for the evaluation of teachers' books.

(Coleman 1985) talks about some phenomena as during EFL practicum in secondary public schools, he often observed that most cooperating teachers did not communicate with their students in English. Other secondary and primary public school colleagues have honestly said they act similarly. Moreover, along the semester in which this study took place, he noticed that student teachers spoke mostly in Spanish or they translated almost every word they said to their students sought to explore how EFL student teachers face the challenge of using English to communicate with their pupils in class. In these cases TG can help a lot to give knowledge and courage to these teachers to teach in English. The Practicum as an Experience to Prepare Student Teachers Along the teaching practicum, student teachers are expected to integrate their previous university education to real school contexts. However, as Capel (2001) and Velez comment in their studies, very often the practicum becomes a complex experience in which student teachers might reveal concerns about their teaching strategies. In such cases the help of TG is Essential to spare these teachers the dilemma and embarrassment. Viáfara (2005) says that, "As researchers working in an environment of student-teachers, we are aware of two phenomena which underpin this study:

- 1) 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.

- 2) Student teachers tend to rely on TGs for their lessons and for the papers they submit in methodology and pedagogy classes and even in their disciplinary courses, without examining its quality too closely, mainly because they have no appropriate tools to make such an evaluation. This is also clear in our situation in the Sudan.

The researchers, although they attended and finished education in a good teacher training college, but they had never been informed about the existence TGs or TBs as additional resources of knowledge in EFL when they have left the college. Student-teachers should be ware about such a reference from their teachers in the college, during their study course. They should tell them how to access such documents in their schools or at least they can buy them in the market.

Two other studies looked at how teachers use teacher's guides. (Barr and Sadow 1989) asked a question as to what extent the recommendations in the teacher's guide are followed by teachers during rereading and post reading activities. They found that their use of post-reading questions suggested by the teacher's guide ranged from zero to 98 percent, and the percentage of questions asked that they

generated themselves ranged from 10 to 75. Perhaps (Barr and Sadow 1989) most interesting finding was that, as evident from their use of textbooks, teachers vary in their use of the teacher's guide. The guide suggests a pattern to following each reading lesson, including what to do before assigning the reading selection and afterward. Few teachers took the time to do all the activities suggested. Thus the two researchers concluded that, teachers need to be taught to judge which reading materials have the most value for their students, which teacher's guide selections are most appropriate, and how to generate their own, more appropriate questions. These can defiantly be found in their TG which is also suggested to be taught during their training seasons.

Durkin (1984) asked similar but more limited set of questions: "Are there differences in the way manuals [TGs] function at different grade levels? He found that most teachers used some suggestions generously (primarily those for assessment questions and written practice assignments), but others had only minor influence (background information, vocabulary, and rereading questions)" They learned that "their personal ideas and knowledge were a better source of content than anything in the textbook or teacher's guide." Durkin (1984)

Ball and Feiman-Nemser (1988) report that, "Good teachers don't follow textbooks. Abandoning their common sense notions about textbooks, teacher candidates in both programs came to see textbooks in terms of their programs' ideology. They learned that their personal ideas and knowledge were a better source of content than anything in the textbook or teacher's guide.

So the authors suggest that in college courses prospective teachers be taught how to use textbooks and teachers' guides, and that these be considered as "instructional scaffolding (to use the constructivists' term). New teachers can use the support of textbooks and guides until their own subject knowledge is stronger and they know what to expect from children and how to develop their own pedagogical skills. Ball and Feiman-Nemser (1988)

Kim (2015) investigated Teachers' Opinions on the evaluation of ELT Teachers' Books. He came to find that there was statistically significant difference in the frequencies of responses on the use of teachers' books between pre-service and in-service teacher groups. The pre-service teachers seemed to be more dependent upon teachers' books than the in-service teachers. The majority of pre-service teachers (n = 48, 74%) responded that they would always or often use teachers' books, whereas the majority of in-service teachers (n = 33, 66%) answered that they sometimes or seldom used them.

(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. TG can help the teacher to explain [her/his] rationale for teaching in the way that s/he did, supported by the evidence found in the introduction. Also useful is the information included on how the student's book is organized and what resources are included at the back of the book.

(Schoenmann 2011) admitted that she had used to cringe every time she remembered a student who came up to her after about three months of classes and said he hadn't realized there was a grammar reference section at the back of his course book. She said that after that embarrassing experience she decided to help students on the first day of term find their way round their new course book with an orientation quiz. Schoenmann (2011) asks "So what do you use your teacher's book for and how can it help you to plan and deliver effective lessons? Let's think about lesson planning first." She gives the answer in the following words that,

"The teacher's book gives you a hand by suggesting how to begin by brainstorming the lesson. Then there are those occasional moments when you're presenting a new structure to your class and a problem crops up,

something that you couldn't anticipate – for example, the way. Students have difficulty in remembering not to invert the subject and verb when forming indirect questions, but the good news is that the teacher's book flags this up so you can be prepared for these sorts of trouble spots well ahead of the lesson."

According to (Harden and Laidlaw 1999) and (Harden 2002) the TG is a kind of 'study guide' common mainly in academic study. The study guide is primarily a teaching tool written by an 'expert' who presents the requirements of the content and the knowledge to the person who is 'Learning' or 'in training'. They believe that the TG is a teaching tool in which the 'expert' lays out the formal objectives of the content and skills that are the basic requirements of the study material. The TG is a tool which defines and organizes the curriculum. The text of the TG has a dual object: formally it is intended for the teacher, but in fact it relates to the students by suggesting to the teacher ways of teaching and learning in the classroom. A similar viewpoint is found in Bentov (1995) who noted that the TG only formally represents the curriculum and that the teacher-users should develop a teaching-learning process that is most appropriate for their classes on their own, either from experience or through colleagues (other teachers, parents and even the students) Reference to this perspective - the TG should be oriented towards the teacher who conducts the teaching-learning process in the classroom as mentioned by (Shkedi and Abulafia 2006).

Reigeluth (1987) sorted TGs into three groups of users: a. the novice teacher b. the experienced teacher c. the pedagogical guide for the inspector. Another criterion of the TG is its suitability for student-teachers in training, the topic of this study. The TG constitutes an additional kind of knowledge that is essential for the professional capabilities of the student-teacher. The topic is not discussed as part of one of the types of knowledge the teacher requires for the teaching process.

Tsui (2003) categorizes the types of teacher knowledge in reference to the features of the curriculum for training teachers. She lists the following categories: abstract academic knowledge, practical knowledge and technological knowledge. She believes that the technological knowledge is the possibility of solving problems relating to teaching through a combination of general and personal knowledge. She also stresses reflection as a tool for intensifying training. (Krinsky & Zilberstein 1991) stress that disciplinary knowledge and mastery is the foundation of the praxis of teaching the subject. They claim that teaching literature as a vehicle for conveying educational messages, is not possible unless the teacher has fully mastered the discipline.

ELTeachers in Punjab were asked to discuss need, importance and use of teacher guide and to suggest ways to improve. (Ranjha, et al. 2019) mentioned that focus group discussions were audio recorded, transcribed and analyzed for extracting themes. It was found that teachers acknowledged the need and importance of teacher guide for better teaching. The primary school teachers were asked about use and utility of Teacher's guides as focus group discussions were conducted to discuss following.

1. Why teacher's guides are needed for (Primary School Teachers) PSTs?
2. What is the importance of teacher's Guides for PSTs?
3. How do they use and how often do they use teacher's guides while teaching in their classes?

When teachers were asked about the need for the Teacher's guides they said that TGs help them to plan and prepare for teaching more effectively. The teachers reported that the TG provide them with guidance about methods of teaching and enable them to learn how to teach. Some teachers said that they could devise their strategy for teaching to follow on next day. Other said that the TG guides them to how to teach and tell them what to teach and the order of teaching. Others said that the TG could make lesson easy and the last group mentioned that the TG has provided them with a framework to follow. (Ranjha, et al 2019) asked questions another focus group about the importance of teacher's guides for PSTs. (Ranjha, et al 2019) finds that

"all the teachers believed that teacher's guides are important for the PSTs sincethe guides include lesson plans which enable teachers to prepare for teaching, assessing students learning and assigning homework and teachers can develop new activities and tasks for the students by reflecting how the activities suggested by the guides, have worked in the classrooms. Some teachers say the

guides provide student centered activities which may be used by the teachers in order to engage the learners and lesson plans based on student learning outcomes, composed of elaborated content and activities supportive to achieve the learning outcomes."

In response to a question, "How do you use teacher's guides while teaching?" The teachers responded that:

1. They "follow whole process as given in teacher guides".
2. A few teachers reported that "they compared text book and teacher's guides to decide how to teach and what to teach and which aspect of teacher guide needed to be followed. They chose activities from the guides". (ibid)

Teachers Trainee in Korea were investigated about their opinion on the use and importance of particular textbooks and teachers' books. In this part Kim (2015) makes a summary of their comments that some teachers believe that the teachers' books should provide skill-integrating activities that develop all four language skills. Kim (2015) said that others say that a content-based approach is good for secondary school English teaching, and the methodology should be outlined in teachers' books. While some others see that the techniques for learning strategy training need to be included. He noticed that a group of participants mentioned that the ways to present grammatical points, vocabulary and other new structures in a meaningful context should be offered in teachers' books. Some suggested inclusion of cultural values that are appropriate to handle in a formal classroom setting. An important point they mentioned was that the teachers' books are providing practical tips to reduce students' classroom anxiety.

Kim (2015) said that the participants agreed that the Teachers' Books should be handy to carry and easy to copy. Some also suggested that the written book cannot provide enough exercises for listening practice so they need audio teachers' books. An interesting point was mentioned that if the main textbook is good enough, the need for teachers' books will decrease. Some trainees concluded that Teachers' Book may ruin teachers' imaginative approach to the text. But according to her own beliefs the researchers thinks teachers' books are good companion for teachers and good adviser as well. These books may suggest a new idea or get you to remember something when you look into them for advice and suggestions of teaching material or ideas.

4. 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 embracing moment in school. But let's see who is a novice teacher and how can we define a novice teacher?

Adhikari (2016) thinks that

"The term 'Novice teacher' refers 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), define them as newly qualified teachers (NQTs), 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. (Tsui, 2003). 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."

Adhikari (2016) believes that “every professional has to start [her/his] career somewhere in life. These Professionals learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers have to go through the trial and errors to become expert teachers.” But Tsui (2003) says

“Although the nature of expertise in language teaching is an underexplored research field, however, some of the differences between novice and experienced language teachers seem to lie in the different ways in which they relate to their contexts of work and hence their conceptions and understanding of teaching, which is developed in these contexts.”

(Farrell, 2010) sees the difference between the experienced teacher and the novice as experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are like. The same point is mentioned by (Tsui 2003) who believes that identifying novice teacher is relatively straightforward. The term novice teacher is commonly used in the literature to describe teacher with little or nonteaching experiences. Adhikari (2016) thinks that

“Occasionally, the term novice is used for people who are in business and industries, but have an interest in teaching. These people have the knowledge of subject matter but no teaching experience at all and no formal pedagogical training.”

In later pages, the researchers will deal with the perception and situation of novice teachers in Sudanese context. A good example of how a novice teacher can feel in the first week in school is reflected in Siddiek's (2014) paper ‘The Effective Role of Language Supervisor in the Enhancement of Foreign Language Education in Developing Countries’

5. ENGLISH LANGUAGE IN SUDAN

In 1898 the Sudan was occupied by British, then English Language found a foothold in a land that was dominated by the Arabic Language. According to (Holt 1979) the British wanted to create an English speaking class who would take minor jobs in the government and to have translators 'who would act as intermediaries between the British and the local people' Therefore the use of English was limited to a small section of the educated elite. Students were highly motivated to learn English as with English Language they could join the Government, have a good chance of promotion and social prestige. The fact that English was the official Language a knowledge of which helped a Sudanese to join the Government led to 'a rising standard of English. (Arbab 1989) cited in Arbab (2011).

Furthermore in the 1950s when Arabicisation was thought of, English was also seen as a vehicle for acquiring knowledge. As Durham (cited in Sandell 1982.) explained; the first schools had their primary object, the production of junior Sudanese clerks for government service. And they had to know English. This utilitarian need for English has gradually broadened out in the last fifty years and although the desire to get a Government job is a very high incentive to boys to get into the Intermediate and Secondary schools in order to learn English, there is now genuine desire to be in contact with the ideas of the western world through the medium of English. (Arbab 2011). According to Arbab (2011) “the first syllabus was mainly Egyptian Readers; the teaching method was the grammar Translation Method. Students were motivated to lean 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 communicatively written was fairly based on the Eclectic Approach. The book is still in schools. Then Book One of Sudan Practical Integrated National English (S P I N E) appeared in schools in 1992: According to (Al-Tahir et al, 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. S P I N E is meant to be used by parents so that they can offer support at home.
3. In order to motivate the learner, learner-centered activities are designed.'

Members of the new English Language curriculum committee have 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 dissertation (Gharieb Alla 1993) confirmed that S P I N E One was most welcomed by Basic education teachers as cited in Arbab (2011).

5.1. Teacher's Book in Sudanese Context

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, 1989, Griffiths 1975, Bashier 1994, Sandell, Liza 1982, Mussa'ad 2018) but a signal word was missing to say something about the Teacher's Guide or Teacher's Books. To the best of the researchers' knowledge there were TGs and TBs written by the author of Nile Course and Spine Series to help teacher plan their lessons. Both syllabi had gone under 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, of NILE COURSE, especially 1, written by Corbluth, Julian were very detailed and this hindered effective teaching and stifled creativity. But whether the syllabus is to blame or not; the last conference held in 2008 undertook the responsibility of replacing SPINE with a new textbook.

5.2. The SMILE Series

Then the change took place after more than 20 years the SPINE series has been placed by SMILE (Sudan Modern Integrated Learning of English) due to a lot of 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), as he believes 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. Abuanga (2016)

The SMILE series is comprised of the following components:

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

(Abuanga 2016) makes clear points about 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, role-plays, 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 as (Abuanga 2016) put it in the introduction of SMILE Teacher's Book 3. The SMILE Curriculum's evaluation and assessment methods utilize both formative and summative approaches. At all levels, assessment emphasises 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. (Ibid)

The series has been launched since 2016 but still no literature in the evaluation of the SMILE textbooks is available. The researchers has come though only one paper where the writer was 'Exploring Teachers' Perceptions of SMILE Series (Book Two) in Developing Reading Skill among Basic School Learners' by Seif Eldeen Ahmed Mohamed Abo Seil 2020. However, the focus if this research is own the use and utilization of the teacher's Book or the teacher's Guide to help teachers make good lesson plans. On the next pages, the study will cover the TGs and TBs in Sudanese context. .

5.3. Description of SMILE Teacher's Book 3

In 1992 SPINE series (Sudan Practical Integrated National English) were introduced and English language started to be taught from the 5th grade at basic school instead of the first year intermediate level. The SPINE was a whole Sudanese make. It was the first collection of English Language Syllabus written by Sudanese experts for Sudanese learners. The Series was all designed, written and printed by Sudanese people. Nerveless SPINE Syllabus was the most criticized textbook in the history of Sudan Education in general, and Sudanese Language Pedagogy in particular. The SPINE was effective in schools until its replacement by SMILE in 2016. The Acronym SMILE stands for (Sudan Modern Integrated Learning of English).

From the first look the components look satisfactory as the main textbook is accompanied by helping components such as the activity book, the teacher's book, some software product such as listening materials recorded on CD and also available in MP3 forms, in addition to posters and flash cards. It is clear that a great effort has been exerted in to make the final product of these educational devices accessible and at the dispositions of teachers and students. The Smile project was a joint venture between the British Council and the Sudan government, as well as other institutions and scholars from different universities and educational institutions as well as financial partners like the World Bank represented by (Basic Education Recovery Project (BERP, World Bank). (See SMILE Series: Book 3. Pupil's Book, Grade 5: Basic Level, page I)

The SMILE series as (Abuanga 2016) put it is a pupil-centred, standards-based curriculum. It targets phonics and makes use of cross-curricular topics and enjoyable learning activities to motivate younger learners. Both print and cursive handwriting are introduced from the very beginning of the course. The SMILE Curriculum intends to develop a positive attitude towards English as a foreign language and teaches the four language skills (listening, speaking, reading and writing) simultaneously. The book begins with an introduction by Dr. Hamdan Ahmed Hamdan Abuanja, the Head of the English Language Department – NCCER - Bakht-er-Rudha, November 2016, where he mentioned the factors behind the writing of SMILE as a new syllabus to replace the old one, since the publication of SPINE, a lot has changed in terms of methodologies, learning trends and educational guidelines.

5.4. SMILE 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 tape scripts 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 Teacher's Book, p.VII

Some important advice are given to the teacher to remember 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. They 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 Teacher's Book, p.VII

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6. CONCLUSION

This essay is mainly written to reflect the importance of TG or TB in enhancing ELT in local and global context. We have come out with this document is neglected by teachers as well as supervisors in language education despite its great role of supporting novice teachers with great ideas about teaching and classroom management. We have gone through many experiences from expert teachers and educators which have been tried and to maximize language education all over the globe. We have also reflected the role of some International Organization and Institutions such as UNICEF, ERASMUS and RTTI in providing ideas about using TB and TG as effective additional Educational tools to enhance Education in general and Language Education in particular. The essay has also reflected the efforts carried out by Sudanese EFL community to improve English Language Teaching. The essay has traced the historical development of English Language Teaching in the country. Then we have focused on the last efforts made by Sudanese in ELT in writing and introducing SMILE as a new syllabus for young learners in secondary education.

As teachers of English in primary and secondary level, the researchers believe that they are in good position to judge, that SMILE Teacher's Books are rich with ideas of practical use, to the novice as well as to the experienced teacher.

7. RECOMMENDATIONS

1. Teacher's' Book is an essential document to novice teachers so it must be available and accessible to all teachers from the very beginning of their school calendar.
2. English language supervisors should make a follow-up to see how teachers are keen to use these ideas from TB in their classrooms.
3. School Administration is responsible of providing teachers with these documents from the first day at school.
4. Ministries and Directorates of education should make all possible efforts to make TB accessible to teachers with student's textbook as two integrated teaching tools.

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