

AN EVALUATION OF THE ENGLISH TEACHERS' GUIDES OF THE SECONDARY CYCLE IN SAUDI ARABIA

Dr. Mwaffag Mohammad Khaled Shatnawi

Assistant Professor at the Department of the English language and Literature, Imam
Mohammad Ibn Saud Islamic University

ABSTRACT: *The study was an attempt to evaluate the teachers' Guides (TGs) of the first and second secondary classes in Saudi Arabia. Secondary TEFL teachers' views were investigated towards these TGs used by the teachers to answer the following questions: (1) What are TEFL secondary teachers' views about the TGs in terms of the following dimensions? (2) Do the TEFL secondary teachers' views vary with respect to English teaching experience and qualification? The sample of the study consisted of 160 teachers in the Eastern Region of Saudi Arabia who teach the first and second secondary classes. To achieve the purpose of the study, the researcher developed a questionnaire including 40 questions within eight subscales. The researcher used means, standard deviations and two-way analysis of variance (ANOVA) to describe and analyze the teachers' views about the questionnaire. The results of the study revealed that the teachers' views about the TGs were negative, i.e., the TGs were of insignificant help to teachers in the teaching process. In addition the two-way ANOVA did not reveal any statistically significant differences in the teachers' views due to teaching experience and qualification. The results of the study also indicated that the TGs did not contribute to developing teachers' awareness of English language teaching theory and principles. The TGs lacked an introduction describing the objectives of the teaching materials. They did not provide linguistic and cultural information and they did not also help teachers through suggestions and procedural guidance to deal with contents of the teaching materials and unpredictable problems affecting the teaching process. In light of the findings of the study, the researcher recommended that the Ministry of Education provide TGs which mainly contribute to developing teachers' knowledge and understanding of the English language teaching theory and principles. Moreover, the researcher recommended that the Ministry provide TGs including the general objectives of the teaching materials and specification of the objectives for each unit. It is also recommended that TEFL researchers conduct further studies investigating teachers' views about the TGs in other regions of Saudi Arabia. Moreover, they were recommended to evaluate the TGs of the basic stage and investigate the TEFL teachers' attitudes towards the effectiveness and usefulness of the TGs.*

KEYWORDS: TGS, Teachers' Guide, Experience, Objectives

INTRODUCTION

All educators have to keep in mind good planning and designing of curricula in the field of education for securing effective learning and teaching process. Education was less effective in the past than now because the world was in the beginning of the way to educational developments. It is now lucky for having available various forms of evaluation and measurement upon which teachers can rely when planning or designing any educational work. Evaluation itself has become a science in the field of education since it has its own theories, system, ways and procedures through which something could be evaluated. We would not exaggerate if we say that evaluation plays an important role in the field of educational

developments for its main purpose is to provide useful information collected, organized, arranged, analyzed and then reported on good and correct bases to help in making better decisions to improve the learning teaching process.

Evaluation is the way that shows specialists whether something is of good or bad quality and whether a given goal has been realized or not. So researchers largely depend on evaluation in their studies to prove the value of something introduced or to show whether it suits needs and attitudes and contributes to solving such problems that might arise along with the newly introduced project. In common language, evaluation means to assess the worth of something by telling how good or how bad it is. But the most common and comprehensive meaning of evaluation is that evaluation is defined as a process of delineating, obtaining and providing useful information for judging the decision alternatives. This is in line with what Nevo states as to the scope of educational evaluation:

The process of delineating, obtaining and providing information on the merit of goals, design, implementation and out-comes of educational activities, product during the process of its development and / or demonstrate the merit of the final product when its development is completed. (1977:127).

Coming across several definitions of evaluation, one finds out that evaluation is the essential part of any educational programme since it is used for supplying the data needed for decisions on new programmes. (Forman, 1981: 48). Borich et al (1981: 31) view evaluation as a process in which data are collected analyzed and synthesized into relevant information for decision making.

Banks (1988: 489-490) argues that evaluation is a technical aspect of instruction, a part of teaching learning process that gives continuous feedback of data to keep the system in adjustment.

Al-Jarrah (2000: 4) views evaluation as an integral part of educational programmes which is used for providing feedback for both teachers and students in the process of teaching and learning as well as for textbook authors for improvement modifications.

Bani Abdul-Rahman (1990: 1) says that "Evaluation is a very important process for developing the educational programmes and describing the relevant information for decision making".

Worthen and Sanders (1987: 5) state that evaluation studies are important and necessary since they include:

- providing a basis for decision making and policy information.
- assessing student achievement.
- evaluating curricula.
- accrediting schools.
- monitoring expenditure of public funds.
- improving educational materials and programmes.

Testing is said to correspond to evaluation since both may use the same methods. But information obtained through testing and evaluation is possibly to be put to different uses.

Evaluation, as mentioned earlier, is meant for providing a basis for future decisions about course planning and implementations, whereas testing provides diagnostic evidence about student's work.

Sharp (1990: 132) says that evaluating a course by testing students has clear limitations:

- 1- No explanation is supplied for any disparity in result.
- 2- Little help is offered in deciding which parts of a course have been working successfully and which have not.
- 3- Some of the objectives of the course cannot be easily measured by testing the development of desirable personality traits such as the improvement in critical capacity, etc... requires more complex forms of assessment.
- 4- The percentage mark achieved by a student after an exam provides only limited information about whether his or her needs have been met as a language user, and therefore there is no real indication about success in the student's post- course career.

According to Huthchinson and Waters, "Textbook evaluation is basically a straight- forward analytical matching process: matching needs to available solutions", (1987: 97) Sheldon (1990: 343) says, every evaluation is by definition, value-laden. Evaluation implies judgment which derives from a complex relationship between the object of evaluation and the values, attitudes, and beliefs that motivate the evaluation.

Despite the different definitions of evaluation, all of them concentrate on its importance in helping improve textbooks by providing relevant information that should be described and analyzed for better making decisions about educational programmes.

Background and Need for the Study:

English as a foreign language (EFL) has been taught in Saudi Arabia for over five decades. Many textbooks of English have been introduced and changed over that period of time starting from these based on the Grammar Translation Method to what is known nowadays as The Whole Language Approach. EFL textbooks writers surely know that teachers are still in need for having such guides to help in doing English lessons for having EFL students fluent or nearly fluent in English.

Even though teachers of English as a foreign language might be of a long teaching experience, they are still in need to deal with such new EFL textbook since changes in TEFL are taking place now and then.

It might be said that EFL TGs for any stage are very important for enlightening the teachers so as to how they should deal with the textbook effectively. But the question textbooks writers should always ask themselves when starting to write a new EFL textbook accompanied by a teacher's guide is, "Does the TG meet all the needs of the TEFL teachers of all levels of experience?" It might be going in mind that writers have to do the best to have the TGs for teachers of a less experience or whose English language is not strong. This is natural to have such a case in the EFL textbooks writers' minds.

In this research, the researcher tried to find out whether the TGs of the secondary stage are adequate to help teachers dealing with the textbooks that have been recently revised in Saudi Arabia. The researcher also tried to find out whether the TGs functions meet the needs of the users, especially when dealing with the students who have recently switched from using one series to another fairly abruptly and whether TEFL secondary teachers are well-aware of the differences between the elementary series textbooks and the Secondary English Course series textbooks. Do TEFL secondary teachers expect the pupils will overcome the difficulties that may arise while learning English according to a different method from that method they used to be taught through?

The researcher is going to deal with questions to have answers for them through this kind of evaluation that might be new in the education field despite the fact that the literature lacks this kind of evaluation to evaluate the TGs. (Cunnings worth, 1991).

It has been obvious that TGs are one of the other important sources helping TEFL teachers of various teaching experience to deal with the EFL textbooks that are introduced now and then as needs arise. But to what extent TEFL teachers benefit from these TGs.

What extent the EFL TGs offer help and guidance to TEFL teachers to improve their teaching skills, since the main aim of English Language Teaching (ELT) is to facilitate this process and to finally have good English learners as the matter is.

It has been noticed that when a new EFL textbook was introduced or even an old one revised and put in hand to be taught, it was accompanied by a TG. This TG is to be a good source for the TEFL teacher to make use of it in his/ her teaching process. Researchers, then conduct studies and questionnaires distributed to teachers for evaluating that textbook to get feedback to EFL textbooks writers or publishers. But the studies conducted in the evaluation of TGs are very few. In other words, this area of evaluation is almost neglected except those minor ones conducted by Al-Jarrah (2000), Al-Mustafa (1999) and Saleh (2006) when they evaluated the PETRA series textbooks for the 5th, 6th, 7th and 8th graders in Jordan.

This study is mainly coming to enrich the ELT field with information needed and that helps in introducing effective and helpful TGs. This study is also meant to shed light on areas of strengths and weaknesses of the TGs since, as being said earlier, the ELT field lacks this kind of study which could be considered a neglected area. So, EFL textbooks writers should have in mind that TGs are a very important part of the teaching material and they should try to get feedback from the field by collecting information about their work and not to be mainly dependent on what is said about the textbooks they wrote or introduced.

An EFL textbook to be taught can be a very good one based upon what has been recently touched upon the ELT field containing the best activities that are equally divided to include all the main skills of the language. But a problem arises when the new textbook is found to be a failure. This could be because a teacher faces many troubles while handling the textbook and he lacks the good or even the best guidance and help that he thinks he can find in the accompanying TG. It may well be that the teacher is proficient and has good competence of the language teaching methodology, but he/she still needs some guidance to deal with such an English textbook for there are a lot of activities a teacher cannot properly utilize unless he/she is given cues as to how to implement them.

Generally speaking, a need arises to investigate what problems or troubles EFL teachers face while handling the TGs or what their views or perceptions are in order to have excellent TGs

helping them overcome such big difficulties arising when no time is available to consult the writers, supervisors or inspectors of English. It might be viewed that TGs are only for teachers who are beginners in their work. But TGs should be for all teachers of English even though some or most of them have been trained and taught how to teach EFL at university or society colleges.

Purpose of the Study:

This study aimed at investigating the TEFL secondary teachers' views about the TGs in terms of their contribution to the teachers' effective role in the classroom, importance in the teaching process and to what extent they meet the teachers' needs and whether they help teachers overcome any possible obstacles or problems arising at the moment. So the purpose of the study stems from the need of overcoming the difficulties and problems secondary teachers in Saudi Arabia face in their ELT. The following questions sum up the purpose of the study more succinctly:

- To what extent do TGs meet the needs of the teachers?
- Do TGs help teachers to gain more understanding of the language- teaching principles involved, in addition to helping them develop their practical teaching skills?

To conclude, the purpose of the study is to find out how TEFL secondary teachers evaluate the EFL secondary TGs in Saudi Arabia. In addition, the researcher tried to find out whether the TGs help TEFL secondary teachers in facilitating problems and difficulties when demonstrating lessons to EFL learners to acquire their main language skills.

Questions of the Study:

The study attempted to answer the following questions:

- 1- What are the TEFL secondary teachers' views about the TGs in terms of the following dimensions:
 - Developing teachers' awareness of ELT theory and principles,
 - Objectives and content of the TGs,
 - Cultural loading
 - Procedural guidance,
 - Advice about unpredictable problems,
 - Correction and testing,
 - Motivation and presentation and use?
- 2- Do the TEFL secondary teachers' views about the TGs vary with respect to:
 - qualification, and
 - experience?

Significance of the Study:

The significance of the study lies in being the first attempt ever conducted and completely devoted to evaluate the TGs for the secondary textbooks to help in providing both English language teachers and the textbook writers with how the TGs should be. In addition, this study helped in finding out the problems and needs of TEFL secondary teachers for the Ministry of Education to take care in future projects. The study also clarified that designing the TGs is not of less importance than designing the textbook. Moreover, the study put in hand the main strengths and weaknesses of the TGs.

Limitations of the Study:

The study was limited to the teachers of the first and second secondary classes in the Academic Stream. It was also limited to the Eastern Region of Saudi Arabia. The results of the study were limited to the validity and reliability of the instrument developed by the researcher.

Definition of terms:

TGs: Books that are supposed to guide secondary teachers about the effective methods to be used while handling the Secondary English Courses.

Ministry of Education: the Saudi Arabia Ministry of Education.

Awareness of theory: a criterion concerning the extent to which TGs develop teachers' awareness and understanding of language teaching theory and principle.

Objectives and Content: a criterion concerns the specification of objectives and the content of each unit and the way in which it is organized.

Cultural Loading: concerns the cultural awareness of items included in the textbooks.

Procedural Guidance: a criterion concerning explicit suggestions, general techniques and procedures concerned with planning, preparing for and conducting lessons.

Advice about the Unpredictable: concerning the problems not going according to plan.

Presentation and Use: concerning the method and ease of use of TGs.

REVIEW OF RELATED LITERATURE

Evaluation has become a central part in the education programmes and it has been cared about in the ELT because it could shed light on the strengths and weaknesses of such EFL textbooks.

Many studies were conducted to help both TEFL teachers and textbook authors in selecting the EFL materials for the ultimate goal is to have learners easily acquire the language and speak it as fluently as possible. But researchers did not mean to conduct studies evaluating the EFL teachers' guides thinking that TGs from only a small part of the total course package are viewed as being of relatively minor importance. Therefore, very few were interested in evaluating teachers' guides and it is still a neglected area in the literature (Cunningsworth, 1991: 128).

Coleman (2000) provides some perceptive insights into what is involved in the process of TG evaluation, supported by some illuminating examples. His major criteria seek out the assumptions on which the TGs is based : assumptions about shared attitudes towards language, language learning, and methodology, and assumptions about teachers' attitudes towards educational issues and their ability and willingness to handle ambiguity, open-endedness, and incompleteness in the TG.

Cunningsworth and Kusel (1991:129) discuss the TGs role, functions and the manner of their use. They insist that the TGs should provide explicit statements concerning their function or use because they help the teacher to form a clearer perception of the role and potential of the TG, allowing it to be employed more effectively.

Cunningsworth and Kusel also suggest that each TG will have some, or perhaps all, of the following functions:

- 1- To provide a statement of the general purpose of the teaching material and describe the linguistic and – or methodological rationale
- 2- To encourage the development of teaching skills generally , going beyond the specific skills needed to utilize the class material
- 3- To assist the teacher in understanding the structure of the course material and the contribution of each lesson or unit to the overall course.
- 4- To provide guidance in the practical use of the material
- 5- To provide linguistic and cultural information necessary for the effective use of the material in class.

They also say:

The evaluation process enables these functions to be profiled and the profile obtained to be compared with the perceived needs of the users. The closeness of the match between what the TG provides and what the users need is probably the ultimate benchmark for evaluation. Just how much individual teachers can benefit from a particular TG depends largely on the closeness of this match.

As mentioned so far, no writers or researchers conducted direct studies on TGs evaluation. Some of them made only brief reference to TGs or ignored them completely. Al-Jarrah (2000) developed a scale for evaluating and analyzing the new TEFL textbooks for the 5th and 6th elementary classes in Jordan. The scale was used to pinpoint the strength and weakness of the newly introduced textbook with the focus on specific and general aspect of the PETRA series. In the scale he developed some items concerning the TGs. The study indicated that:

- TGs lack clear introduction for the teachers
- Instructions of TGs are not so clear that special teacher training is needed.
- TGs did not advise about a fixed time for covering textbooks, during the school year.
- TGs provide answer keys for intended teacher as well as suggestions for helping the teacher review old lessons and introduce new ones.

Another study was conducted by El-Mustafa (1999) on PETRA Textbooks for the first preparatory class in Jordan. The first preparatory class teachers and pupils were involved in the study. He developed two scales; one for teachers and the other for the first preparatory class. Nine items out of eighty seven of the subscales were concerned with the TG. The study indicated these points related to TG:

- Clarity of instructions in the PETRA TG was inadequate.
- More training teachers to enhance their teaching ability was a felt-need.
- Textbook writers should provide clear introduction for teachers in the TGs.
- They should also present methods of practical application to the learned material so that English teachers become more alert to what to teach.

Saleh (2006) conducted a study to evaluate PETRA Textbook for the second preparatory class in Jordanian schools. He used the same scale developed by El-Mustafa (1999).

The part of his study concerned with the TG indicated that:

- 1- The introduction for teachers was not found to be clear enough by the teachers.
- 2- The teachers were not given any chance to participate in selecting objectives.
- 3- The instructions were clear for teachers who were provided with answer keys.
- 4- The TG lacks a presentation of contrastive information concerning pronunciation problems and types of achievement tests.

Al-Marzooq (2004) conducted a study to evaluate the English for Nurses Textbooks for the second secondary class in Jordan. He developed a scale of eighty eight items distributed to a sample of 226 subjects. The part of scale concerned with the TG consisted of nine items and they indicated that:

- The TG provided teachers with model answers.
- It met their needs in the class room.
- The instructions and procedures started in the TG were not adequately comprehensive.
- The TG did not suggest a limited time for each language activity.
- The teachers asked for providing them with model tests.

Romero (1990) states that there are many important things to keep in mind when choosing a textbook for an English programmer. Among the qualities of good English textbooks, Romero mentioned that which concerned with the teachers' manual (TG) . A good manual will supplement each lesson with specific suggestions on presenting the new material, additional practice for oral drills, testing procedures, and answers to the exercises. If the textbook does not have pronunciation and intonation exercises, the teacher's manual should provide them. Moreover, the manual should explain the methodology of the course, so the teacher will know exactly what is expected of him and why.

In the light of the reviewed literature concerning the process of considered when evaluation TEFL TGs:

- 1- Developing teachers' awareness of language teaching theory and principle.
- 2- Objectives and content of the TGs.
- 3- Cultural loading.
- 4- Procedural guidance.
- 5- Advice about the unpredictable.
- 6- Correction and testing.
- 7- Motivation.
- 8- Presentation and use.

METHODOLOGY

This chapter describes the procedures as well as the instrument used to carry out this study. It also specifies the population and the areas where the study was conducted.

Population:

The population of the study were all the secondary TEFL teachers teaching the first and second secondary classes in all the public secondary schools in the Directorates of Education of the Eastern Region in Saudi Arabia which are: Al-Khuber, Al-Dammam, Al-Jubeil, Al Gateef, , Al-Ehsaa', Ebgaig, Al-Noeria and Hafer-Elbaten. These teachers are all Saudees having the same socioeconomic environment and cultural background. Their native language is Arabic.

Sample:

The sample of this study consisted of 160 TEFL secondary teachers in: Al-Khuber, Al-Dammam, Al-Jubeil, Al Gateef, , -Al-Ehsaa', Ebgaig, Al-Noeria and Hfer-Elbaten. They all teach the first and second secondary classes.

Table 1 shows the distribution of the 160 TEFL teachers as subject of the sample according to education directions.

Table 1: Distribution of the subject of the study

Education Directorate	Number of teachers
Al-Khuber	20
Al-Dammam	20
Al-Jubeil	20
Al-Gateef	20
Al-Ehsaa'	30
Ebgaig	16
AL-Noeria	16
Hafer-Elbaten	18
Total	160

Instrumentation:

On the basis of certain for textbook evaluation suggested commonly by Murcia (1979), Escobar et al (1976), AL-Jarrah (2000), EL-Mustafa (1999), Saleh (2006), AL-Marzoog (2004) and others, the researcher developed a questionnaire for TEFL secondary teachers containing (40) questions classified under the following (8) categories recommended by Cunningsworth (1991): as criteria for TGs evaluation:

- 1- Developing teachers' awareness of language teaching theory.(4) questions.
- 2- Objectives and contents. (8) questions.
- 3- Cultural loading (2) questions.
- 4- Procedural Guidance (10) questions.
- 5- Advice about the unpredictable.(3) question.
- 6- Correction and testing (5) questions.
- 7- Motivation (4) questions.
- 8- Presentation and use (4) questions.

The researcher made use of these dimensions and developed a set for each. They were rated on a five-interval scale which was as: (1) Always; (2) Almost always; (3) Generally; (4) sometimes; (5) Rarely. The scale responses were scored as follow: 5, 4, 3, 2, and 1 points respectively.

The questionnaire also included enough rooms for the teachers to freely add any comments related to any one of the (8) categories concerning evaluation teachers' guides.

Validity and Reliability of the Instrument:

The questionnaire was given to a jury of eight TEFL secondary teachers, four TEFL supervisors and two university professors. Their comments and recommendations were highly taken into consideration. The reliability coefficient of 40 teachers' responses of the questionnaire was 0.90.

Data Collection:

The researcher contacted the teachers of TEFL in: Al-Khuber, Al-Damam, Al-Jubeil, Al-Gateef, Al-Ehsaa', Ebgaig, Al-Noeria, Hfer-Elbaten Education Directorates who were part of the population of the study. They were given an idea about the questionnaire and how to fill in it. One week later, the researcher collected the data. 160 copies were resumed out of 210.

Data Analysis:

In answering each question of the study, the researcher used:

- Means and standard deviations for each subscale and item to describe the teachers' views about the TGs.
- Two-way analysis of variance to find out any statistically significant differences due to experience and qualification.

FINDINGS OF THE STUDY

This study was an attempt to evaluate the revised oxford secondary English Course/ Teachers' Guides for the first and second secondary TEFL teachers. This chapter describes the results of the statistical analysis of the data relating to the first question of the study which was:

What are the TEFL secondary teachers' views about the TGs in terms of:

- Developing teachers' awareness of the language teaching theory.
- Objectives and contents.
- Cultural loading.
- Procedural guidance.
- Advice about the unpredictable.
- Correction and testing.
- Motivation.
- Presentation and use.

These subscales consisted of 40 items. The mean and standard deviation value of each subscale are presented in Table 2 below. They are arranged in a descending way.

Table 2: Means and standard Deviation scores on the 8 subscales of the Questionnaire

The subscale	Mean	SD	No of each subscale items
	2.44	0.55	5
	2.22	0.46	4
	1.85	0.46	8
	1.83	0.66	4
	1.69	0.58	4
	1.67	0.56	2
	1.66	0.53	10
	1.61	0.55	3

The results of the study in terms of the eight subscales for evaluating the TGs showed that the TGs were sometimes concerned with the correction and testing and presentation and use. The means of these two subscales were 2.44 and 2.22 respectively. This did not go beyond the general level that any TGs should include. For the other subscales, their means indicate that the TGs were rarely concerned with them. The table shows that the TGs were sometimes concerned with objectives and contents of the teaching materials and the developing teachers' awareness of the language teaching theory. The TGs rarely take care of the motivation, cultural loading, procedural guidance and advice about the unpredictable.

Developing Teachers' Awareness of Theory:

The developing teachers' awareness of theory subscale consisted of four items. The statement of the questions and the mean and the standard deviation value of each item are presented in table 3 below:

Table 3: Statement of questions, Means and Standard Deviation Scores on Developing Teachers' Awareness of Theory Subscale Items.

No.	Statement of the Question	Mean	S D
1-	Do the teachers' guides (TGs) provide a rationale of the information and guidance?	2.25	0.96
2-	Are instructions clear, so that special teacher training is not needed?		
3-	Do they help to develop practical teaching skills?	1.75	0.80
4-	Do the TGs help teachers to gain more understating of the language teaching principles?	1.49	0.80

This Table shows that the TGs rarely contribute to developing teachers' awareness of the language teaching theory. But the first item points out the TGs sometimes provide a rationale for the information and guidance.

Objectives and Contents:

Table 4 shows the statement of the questions, means, and standard deviation scores of the TEFL secondary teachers on the objectives and contents of the TGs:

Table 4: Statement of Questions, Means and Standard Deviation Scored of TEFL Secondary Teachers on Objectives and Contents Subscale items.

No.	Statement of the Question	Means	S D
5-	Do the TGs have sufficiently detailed explanation of grammar items, vocabulary items, and pronunciation?	2.68	0.95
6-	Do the TGs have information about the language items to be taught?	1.85	0.95
7-	Have the general objectives of the course been made clear in the TGs with reference to level, age of the learners and areas covered?	1.80	0.95
8-	Do they guide about handling the language items?	1.79	0.86
9-	Do they have sufficiently detailed explanation of functional units, situational features, topics covered and skills practiced?	1.78	0.79
10-	Are teachers involved in selecting objectives?	1.67	0.82
11-	Are there any helpful notes about possible problems?	1.67	0.72
12	Do the TGs focus on the specification of objectives for each unit?	1.64	0.84

This table shows that the objectives and the contents in the TGs were rarely taken into consideration. It indicates that the TGs were rarely concerned with objectives and the contents of the teaching materials except the eighth item that indicated that the TGs sometimes have information about the language items to be taught to the learner. Generally the eleventh item indicated that the TGs have explanation of grammar items, vocabulary items and pronunciation.

Cultural Loading:

Table 5 presents the statement of the questions, the means and standard deviations for each item concerning the cultural loading subscale.

Table 5: Statement of Questions, Means and Standard Deviation Scores of the TEFL Secondary Teachers on Cultural Loading Subscale Items.

No.	Statements of the Questions	Mean	S D
13-	Do the TGs adequately predict difficulties in understanding cultural setting or background?	1.85	0.72
14-	Do they deal with these difficulties by providing sufficient information and explanation?	1.49	0.65

This table indicates that the TGs sometimes predict difficulties in understating cultural setting and provide some information and explanation about it.

Procedural Guidance:

Table 6 shows the means, the statement of the questions and the standard deviations of respondents regarding the procedural guidance the TGs have. Procedural guidance is one of the most important elements that should be taken into consideration when textbooks writers design and write a new teaching material so as to guide the teachers how to plan, prepare for and conduct a lesson.

Table 6: Statement of Questions, Means and Standard Deviation Scores of Teachers on the Procedural Guidance Subscale Items.

No.	Statement of the Questions	Mean	S D
20-	Do they provide clear sections on general techniques and procedures?	1.86	0.88
19-	Do they outline ways of conducting various types of activity such as drill, reading practice and role play?	1.78	0.88
24-	Do the TGs provide detailed lesson notes for the first unit and much briefer notes for each of the remaining units?	1.73	0.85
22-	Is there information about the structure of the course and the interrelationship of the units?	1.70	0.87
21-	Do they guide about "How to use pictures", How to use the grammar summaries, and "How to teach pronunciation"?	1.64	0.79
15-	Do the TGs provide explicit suggestions for planning and conduct of lessons?	1.62	0.86

18-	Do they provide explicit description of every activity including the language to be used by the teacher?	1.59	0.81
16-	Do they suggest any procedures for planning, preparation and conduct of lessons?	1.57	0.86
23-	Is there guidance concerning the timetabling of the course over one school year?	1.56	0.78
17-	Do they provide a detailed lesson plan for every unit of the material?	1.52	0.83

This table presents clearly that the TGs hardly provide teachers with any guidance to do with before and while conducting classroom lessons. But the twentieth item indicates that the TGs sometimes provide sections concerned with general techniques and procedures.

Advice about the unpredictable:

TGs role in the classroom is represented in its being the main source that teachers rely on since the TGs writers are more aware than teachers of what unpredictable problems may occur when handling the TGs and the other teaching materials. So attention and warning should be drawn to the benefit of teachers of what may happen to be taken into consideration in the preparation stage for a lesson. Table 7 shows the statement of questions, the means and standard deviations of respondents regarding the advice about the unpredictable subscale Items.

No.	Statement of the Questions	Means	S D
25-	Do the TGs assist the teachers in dealing with unpredictable problems not going according to plan?	1.70	0.76
26-	Do they have illustration of how to clarify alternatives?	1.64	0.71
27-	Do they provide notes about how activities may be adapted or extended in particular ways?	1.50	0.70

This table shows that the TGs rarely help teachers to deal with the unpredictable problems. But sometimes they give illustration of how to clarify alternatives according to item number 26.

Correction and Testing:

Table 8 describes the teachers' responses on the correction and testing subscales which consisted of 5 items describing the teachers' correcting students' language, ways students respond to correction through provision of answer keys and the guidance in the checking of learning through practice activities, revision units and achievement tests.

Table 8: Statement of Questions, Means and Standard Deviation Scores of Teachers of The Correction and Testing Subscale Items.

No.	Statement of the Questions	Mean	S D
30-	Do they provide answer keys to tasks given?	3.81	1.01
31-	Do keys provide alternative answers and specimen answers?	3.21	1.24
29-	Do the TGs contain suggestion for ways students might respond to correction?	1.83	0.84
28-	Is the teacher advised when and how to correct student's language?	1.70	0.73

32-	Is there adequate guidance in the checking of learning both informally, through practice activities, and more formally, through revision units and achievement tests?	1.64	0.87
-----	---	------	------

This Table shows that the TGs rarely advice teachers when and how to correct their students' language. In addition, there is rarely adequate guidance in the checking of learning through practice activities, revision units and achievement tests. But the items 30 and 31 indicate that there are almost always answer keys and alternative and specimen and answers.

Motivation:

Motivating learners remains the central part of language learning. In addition to the teachers' knowledge and experience, the TGs should provide teachers with knowledge and experience, the TGs should provide teachers with much advice on including sufficient variety of activity in lessons. Table 9 presents the statement of questions, the means and standard deviations of teachers' response on motivation.

Table 9: Statement of Questions, Means and Standard Deviation Scores of Teachers on Motivation Subscales Items.

No.	Statements of the Questions	Mean	S D
35-	Do they advise teachers to use topics of interest to the learners?	1.78	0.87
33-	Do the TGs make positive contribution to heightening and sustaining learner motivation?	1.69	0.84
34-	Do they provide the teachers with advise on including sufficient variety of activity in lessons?	1.69	0.72
36-	Do they advise teachers to encourage learners to discuss personal concerns and interests and to make use of games and other fun activities?	1.59	0.92

This Table shows that the motivation in the TGs was rarely found. But sometimes the TGs advise teachers on including variety of activity in lessons and to use topics of interest to students as shown in items 34 and 35.

Presentation and Use:

This subscale consisted of the last four items of the questionnaire concerning the presentation and the use of the TGs. Table 10 shows the statement of questions, means and the standard deviations of the teachers' responses on these subscale items.

Table 10: Statement of Questions, Means and Standard Deviation Scores of Teachers on Presentation and Use Subscale Item

No.	Statement of The questions	Mean	S D
39-	Do TGs use easy and understandable language?	3.71	0.68

38-	Do the organization and layout of the contents make the TGs easy to use?	1.95	1.05
37-	Do the TGs suggest how they can best be used?	1.62	0.83
40-	Do they guide to selecting teaching aids for each unit?	1.60	0.62

As shown in the table above, the TGs rarely give suggestions of how they can be best used. The organization and layout of the contents rarely make the TGs easy to use. But the item 39 indicates that the language of the TGs is almost always easy and understandable to the users.

Means and standard deviations of the teachers' views about the TGs were calculated according to the teaching experience and qualification as shown in Table 11.

Table 11: Means and standard Deviations of the Teachers' Views about the Subscales Items.

Variable	Level	Number	Mean	S.D.
Experience	≥ 5	47	72.60	17.18
	< 5	115	75.46	15.52
Qualification	B.A	83	74.16	15.76
	$< B.A$	79	75.13	16.37

This table shows clearly that there are not big differences between the means of all the levels of the independent variables.

Results of the analysis of Variance (ANOVA) of the Teachers' Responses:

The second question of the study was:

Do the TEFL secondary teachers' views about the TGs vary with respect to qualification and experience?

In answering the question, two-way analysis of variance (ANOVA) was used to test if there are differences in the teachers' responses due to the years of the English teaching experience and the academic qualification. The results are shown in table 11.

Table 12: Results of Two-way Analysis of Variance (ANOVA) of Teachers' Responses.

Source of Variation	Sum of Squares	DF	Mean Square	F	Sign of F
Experience	237.528	1	237.528	0.914	0.340
Qualification	1.723	1	1.723	0.007	0.935
Residual	41043.626	158	259.770	-	-
Total	41219.778	161	256.645	-	-

This table clearly shows that there are no statistically significant differences between the teachers' responses due to the English teaching experience and the academic qualifications at $\alpha = 0.05$.

DISCUSSION OF THE FINDINGS AND RECOMMENDATIONS:

This study was an attempt to evaluate the teachers' views about the English Secondary course Teachers' Guides (TGs) in Saudi Arabia that are being used by government TEFL secondary school teachers. It aimed at investigating the teachers' views about the extent that TGs help in developing the TEFL secondary teachers' awareness of the English Language teaching theory. It also aimed at investigating the teachers' views about what sort of information the TGs contained in terms of the quality and benefit to teachers through a questionnaire developed by the researcher. The questionnaire covered eight subscales that are:

- 1- Developing the Teachers' Awareness of Theory.
- 2- Objectives and Content.
- 3- Cultural Loading.
- 4- Procedural Guidance.
- 5- Advice about the Unpredictable.
- 6- Correction and Testing
- 7- Motivation.
- 8- Presentation and Use.

The results of the study indicated that the TEFL secondary teachers' views according to the scale developed by the researcher were in total of very low means. This itself led to a group of defects points of weaknesses that are found in the TGs. And with regard to these subscales mentioned above, the findings of this study indicated that the teachers' view about TGs were negative. (See Table 2).

With regard to the developing teachers' awareness of the theory, the results indicated that the TGs generally provided teachers' with a rationale for information and guidance about the English Language teaching. But the instructions included in the TGs were rare, and when present were not adequately clear, so that special teacher-training is urgently needed. Moreover, the results showed that the TGs were not meant to be of great benefit to teachers, i.e., they rarely enriched them with insight of the English language teaching principles or helped teachers to develop their practical teaching skills.

Regarding the objectives and content of the TGs, the results of the study indicated the following points:

The general objectives of the teaching materials were not made clear enough.

- The TGs were not concerned with the specification of objectives for each unit and they did not include specific objectives for each unit of the teaching materials

- Teachers were rarely involved in selecting the objectives suiting the secondary students' level.
- Sometimes, the TGs contained information benefiting teachers to know the language items to be taught to students.
- The TGs generally included sufficiently detailed explanation of grammar items, vocabulary and pronunciation.
- They sometimes provided explanation of functional units, situational features, topics covered and skills practiced.

The results of this study indicated that the TGs sometimes predicted difficulties in understanding cultural setting or background of what the teaching materials included. The TGs rarely dealt with these difficulties through providing teachers with enough information and illustration of items having unfamiliar cultural setting or background to teachers.

Amongst important points this study investigated were the teachers' views about procedural guidance. The results of the study indicated that:

- TGs rarely provided teachers with explicit suggestions helping them in planning, preparing for and conducting the classroom lessons.
- They rarely provided a detailed lesson plan for each unit of the teaching materials.
- They rarely provided teachers with clear description of every activity including the language to be used by the teachers.
- They rarely outlined ways through which various types of activity were conducted
- Sometimes, they provided teachers with sections on general techniques and procedures to be followed by the teachers.
- They rarely guided teachers to how to use pictures, how to use the grammar summaries and how to teach pronunciation.
- They rarely guided to timetabling of the course over one school year.
- They rarely provided detailed lesson notes for the first unit and much briefer notes for each of the remaining units.

The results showed that the TGs sometimes helped teachers in dealing with unpredictable problems popping out unexpectedly. They didn't also contain illustrations helping teachers clarify the alternatives. They rarely guided teachers to how to adapt or extend activities in particular ways.

The results of this study concerning correction and testing also indicated that the TGs sometimes guided teachers to when and how to correct the student's language. They rarely contained suggestions for ways students might respond to correction. But they almost always provided answer keys and alternative and specimen answers. whereas they rarely had practice activities, revision units and achievement tests to check the learning of students.

Motivation was no more or less important than the other categories the questionnaire included. The results of the study indicated that the TGs rarely contributed positively to heightening and sustaining the learners' motivation. But they sometimes guided teachers to

use extra activities and topics of students' interests. They rarely guided the teachers to how to encourage their students to discuss such personal concerns or interests and use games and other fun activities.

The results of the last category of the questionnaire the results indicated that the TGs rarely guided teachers how to make best use of them and the organization and layout of the TGs rarely made them easy to use. They sometimes made some guidance as to what sort of teaching aids could be used in presenting the lessons. But the language of the TGs was almost always direct, easy and understandable.

Regarding the teachers' views about the TGs the results of the analysis of variance (ANOVA) showed that there were no statistically significant differences in the teachers' views about the TGs due to:

- a. the teaching experience (>_5years,<5years)at a 0.05.
- b. the academic qualifications (B.A,< B.A)at a 0.05.

Even though, there were some differences between the teachers' responses, those differences were not significant since the means and standard deviations of these responses were very closed.

The lack of significant difference between the teachers' responses is due to the teaching experience of EFL and the academic qualifications. These two variables did not affect the teachers' views because the TGs themselves were not concern to a very little extent with those subscales upon which data were collected. So teachers of different teaching experiences and academic qualification agreed upon similar and analogous responses.

General Teachers' comments about the TGs:

- Teachers think that TGs are extremely important.
- They suggest to use the TGs before the conduct of lessons.
- They believe that the TGs should encourage teachers to gain more understanding of the teaching skills.
- The TGs should provide clear plans for at least one unit of the teaching materials.
- The TGs do not include a sample of model achievement tests.
- The TGs are thought of as dull and uninteresting and not of much help to the teacher.
- Teachers rarely tend to refer to the TGs in order to develop their own ability to teach English.

The findings of the study are congruent to a great extent with Al-Jarrah (2000), EL-Mustafa (1999), Selah (2006) and those of Al-Marzooq (2004), who found that the TGs should present methods of practical application to the learned material so that TEFL teachers become more alert to what and how to teach. All them, except Saleh (1990), meet with their findings that the instructions of the TGs were not adequately clear that special teacher training is continuously needed . A common finding is that TGs did not advise about the timetabling of the course over on school year. In addition, the TGs lack clear introduction standing and describing the objectives of the teaching materials and advising

about general teaching techniques to be followed by the teachers while conducting lessons. The findings of this study were also in agreement with these studies mentioned earlier that TGs provide answer keys for intended teachers.

On the other hand, the findings of this study differ from Al-Marzooq (2004), who found that the TGs met the needs in the classroom. In fact, the findings of this study revealed that the teachers' needs were not met at all.

Recommendations for the Ministry of Education:

In order to develop the quality of the TEFL TGs that greatly contribute to developing the role of TEFL teachers in the classroom and on the basis of the findings of this study, the researcher recommends that the Ministry of Education in Jordan should take the following points into consideration when producing any future TGs.

1. The TGs should contribute to developing the teachers' general awareness and understanding of language teaching theory and principle. In other words, they should include an introduction providing a clear account of the general methodological approach adopted and explaining the nature of the language learning and its relation to classroom activity.
2. The TGs should include clear general objectives of the teaching materials and they should be concerned with the specification of objectives for each unit of the courses.
3. The TGs should widely guide teachers to the language items to be taught and they should provide sufficiently detailed explanation of grammar items, vocabulary items, pronunciation, functional units, situational features, topics covered and skills practiced.
4. The TGs should provide linguistic and cultural information necessary for the effective use of the teaching material in the classroom.
5. Correction and testing are essentially related activities with different goals, so the TGs should guide the teachers to when and how to correct students' language. They should also guide to the checking of learning through practice activities, revision units and achievement tests.
6. The TGs should have a section devoted to motivating learners since learner motivation is a major factor in success in language learning.
7. The TGs should provide good organization and layout of the contents to make it easy to use and avoid teachers hunting amongst the contents of different sections.

RECOMMENDATIONS FOR FURTHER RESEARCH

On the basis of the findings of this study the researcher recommends that other studies be conducted to investigate the teachers' views about the secondary English TGs in other governorates in Saudi Arabia and to conduct similar studies to this one about the other TEFL TGs of the basic stage. Researchers are also recommended to conduct a study comparing the secondary English TGs with the basic stage English TGs and to investigate the teachers' attitudes towards the usefulness and practice of the TGs.

REFERENCE

- Al-Jarrah, Zuhair K. (2000). Analysis and Evaluation of the new Textbooks (PETRA) for the Fifth and Sixth Elementary Classes in Jordan. Yarmouk University, Irbid.
- Al-Marzooq, Ibraheem.A. (2004). An Evaluation of English for Nurses Textbooks for the second secondary class in the Nursing Stream. Unpublished Master's Thesis, Yarmouk University.
- Azvendo, Milton M.(1989). "Trends in Elementary Spanish Texts." The Modern Language Journal. Vol. X111, Nos. 1 and 2.
- Beni Abdul-Rahman , Abdullah, A. (1990). An Evaluation of Teachers' Perceptions of Petra In- Service Teacher Training Programmes. Unpublished Master's Thesis, Yarmouk University, Irbid.
- Banks, James A. and Ambrose A. Clegg, Jr.(1988). Teaching Strategies for Social Studies: Inquiry Valuing , and Decision Making . Massachusetts: Addison: Wesley Publishing Company.
- Borich, Gary. D. and Ronald, P. Jemellca. (1981). "Definition of Programme and their Research to Instructional Design." Educational Technology . Vol. 21, Nos. 1-12.
- Celece-Murica , Mariane, and Micintosh. (1989). Teaching English as a Foreign Language or a Second Language. Newberry House Publishers Inc. U.S.A.
- Coleman, H. (1985). " Evaluation Teachers' Guides: do teachers' guides guide teachers? " in Cunningsworth and Kusel. 1991.
- Cunningsworth, A and P Kusel. (1991). ' Evaluating Teachers' Guides." ELT Journal. Vol.42, No.2.
- El-Mustafa, Ali M. (1999). An Evaluation of TEFL Textbook (Petra) for the first Preparatory Class In Jordan . Unpublished Master's Thesis, Yarmouk University, Irbid.
- Escobar, Jaonna S. and J. Dangherty. (1988). " An Annotated Bibliography of Adults ESL Instructional Materials." TESL Talk. Vol. 7,No. 2.
- Forman , David. (2003). " Evaluation Training: Present and Future." Educational Technology . Vol. XX, No.10.
- Hutchinson, T .and A. Waters. (1987). " English for Specific Purposes: A learning-Centered Approach ." Cambridge: Cambridge University Press.
- Romero, R . (1990). " What Textbook Shall We Use?" English Language Forum. Vol. X11, Nos. 3and 4.
- Sharp, Alastair. (1990). " Staff/Student Participation in Course Evaluation: a procedure for improving course design. " ELT Journal , Vol.44.No.2.
- Sheldon, Leslie E. (1988). " ELT Textbook and Materials: Problems in Evaluation and Development. " ELT Journal, Vol.42,No.4.
- Worthen, B.R and Sanders, J.R. (1987). Educational Evaluation. New York: Longman Inc.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
تَقْوِیْمِ الْاَدَلَّةِ التَّعْلِیْمِیَّةِ لِللُّغَةِ الْاِنْجَلِیْزِیَّةِ لِلْمَرْحَلَةِ الثَّانَوِیَّةِ فِی الْمَمْلَكَةِ الْعَرَبِیَّةِ السَّعُوْدِیَّةِ

هدفت هذه الدراسة إلى تقويم الأدلة التعليمية للمرحلة الثانوية في المملكة العربية السعودية وذلك من خلال استقصاء آراء معلمي اللغة الانجليزية كلغة أجنبية للصفين الأول والثاني الثانوي اتجاه هذه الأدلة التي يستخدمونها في تدريسهم وتم استقصاء آرائهم للإجابة عن الأسئلة التالية:

- 1- ما هي آراء المعلمين حول الأدلة التعليمية للغة الانجليزية في المرحلة الثانوية في المملكة العربية السعودية؟
 - 2- هل تختلف آراء المعلمين باختلاف خبراتهم التعليمية ومؤهلاتهم؟
- وقد تكونت عينة الدراسة من 160 معلما ومعلمة في المناطق التعليمية في الخبر، الدمام، الجبيل، القطيف، الأحساء، ابيق، النعيرية وحفر الباطن والذين يقومون بتدريس اللغة الانجليزية للصفين الأول والثاني الثانوي في المدارس الحكومية.
- ومن اجل تحقيق أهداف الدراسة، فقد طور الباحث استبانة غطت جميع الجوانب الخاصة بإعداد الأدلة، واستخدام الباحث الإحصاء الوصفي، وتحليل التباين الثنائي، لوصف وتحليل إجابات المعلمين والمعلمات ونتائج الدراسة، وقد أظهرت تلك النتائج ما يلي:
- ا. كانت آراء المعلمين والمعلمات إزاء هذه الأدلة سلبية، واصفة الأدلة بأنها لم تكن بأقل مستوى مطلوب من حيث مساعدتها للمعلم في عملية التدريس.
- ب. لم يظهر تحليل التباين أية فروق ذات دلالة إحصائية في آراء المعلمين والمعلمات نحو الأدلة التعليمية تعزى إلى الخبرة في التدريس والمؤهل.
- وقد أشارت الدراسة أيضا إلى إن الأدلة لم تسهم في إثراء وتطوير معرفة المعلمين بنظريات ومبادئ تدريس اللغة الانجليزية، كما إن الأدلة كانت تفتقر إلى مقدمة خاصة تتحدث عن أهداف كل وحدة من وحدات المادة الدراسية، وأشارت النتائج كذلك إلى إن الأدلة لم توفر للمعلمين المفردات التي لها مدلولات وخلفيات ثقافية ولغوية، بالإضافة إلى ذلك، لم توفر الأدلة اقتراحات وإرشادات إجرائية تساعد المعلم في التعامل مع محتويات المواد الدراسية ومع المشاكل غير المتوقعة والتي يمكن أن تواجه المعلم وتعرقل سير العملية التعليمية.
- وفي ضوء هذه النتائج فإن الباحث أوصى وزارة التربية والتعليم بان تعمل على توفير الأدلة التعليمية التي من شأنها أن تسهم في تنمية قدرات ومعارف المعلمين بنظريات ومبادئ تعليم اللغة الانجليزية، كما أوصى الباحث بتوفير أدلة تحتوي على الأهداف العامة للمنهاج وعلى مواصفات الأهداف الخاصة لكل وحدة دراسية من الكتب التعليمية.
- وقد أوصى الباحث ضرورة إجراء دراسات لاستقصاء آراء المعلمين حول الأدلة التعليمية في المناطق الأخرى من المملكة العربية السعودية وحول الأدلة التعليمية للمراحل التعليمية المختلفة والمقارنة بين هذه الأدلة.