بسم الله الرحمن الرحيم

اقرأ باسم ربك الذى خلق (1) خلق الإنسان من علق (2) اقرأ وربك الا ٔكرم (3) الذى علم بالقلم (4) علم الإنسان ما لم يعلم (5) سورة العلق (صدق الله العظيم)

In the name of Allah the Merciful, the Compassionate

Read! In the Name of your Lord, Who has created (1) Has created man from a clot (2) Read! And your Lord is the Most Generous (3) Who has taught by the pen (4) Has taught man that which he knew not (5)

(Great truth of God)

Dedication

I dedicate this work to the soul of my late father who sacrificed his life for my sake and to members of my beloved family; my mother, sisters, brothers and my gorgeous son Mohamed Almoatiz (whom I love so much) for being my source of inspiration during this study and life. They have all been supportive in many ways, and I am grateful to have them.

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Abstract

This study aimed at evaluating the current national of English language textbook writing. Thus, it is not an evaluation of SPINE series. The study is descriptive in nature and it employs quantitative methods for the analysis of data. The materials of the study are the series of SPINE textbooks used in general education in Sudan. SPINE 3 of this series is selected as a sample because it occupies a critical position in the series with three years of English language education before it and three years after it. The sampling is more narrowed down by choosing ten main reading texts which are selected in a systematised random manner (every second and ninth lessons from each unit). The analysis is made more focused by restricting it to two dimensions; (a) selection, gradation and recycling of vocabulary, and (b) Thematic unit planning. A rigorous compilation of the new words in SPINE 3 was conducted. The analysis was carried out by using online tools for text analysis that are widely used for research in this filed. The analysis focussed on (a) word frequency according to the acknowledge General Service Lists (GSLs), and (b) readability indexes. The study came up with important findings the most important of which are (a) a huge number of SPINE 3 vocabulary (672 words) are beyond the level of Grade Eight students, (b) the texts have a high readability index with an average of 6.19, (c) there is no attempt for thematic unit planning, and (d) the vocabulary burden is unevenly distributed. The study recommends the adoption of scientific approaches to syllabus design and made suggestions further studies.

Abstract (Arabic Version) المستخلص

وفقاً للمستخلص باللغة الإنجليزية هدفت هذه الدراسة لتقويم منهج تدريس اللغة الإنجليزية لتعليم الأساس في مجال تأليف مناهج اللغة الإنجليزية. وبهذا المنهج الوصفي فهي ليست تقويم لسلسلة الـ SPINE، ولكنها تعمل لتقويم الاتجاهات الحديثة في تدريس منهج اللغة الإنجليزية في الصف الثامن. اتبعت الدراسة المنهج الوصفي واستخدمت الأساليب الكمية لتحليل البيانات. تمثل سلسلة كتب SPINE المستخدمة في التعليم العام العينة بالنسبة للدراسة. و قد اختير كتاب SPINE 3 من هذه السلسة كمنهج إذ أنه يحتل موقعاً وسطاً هاماً في هذه السلسلة تسبقه ثلاث سنوات وتأتي بعده ثلاث سنوات من تعلم اللغة الإنجليزية. و قد حصرت الدراسة أكثر باختيار عشر نصوص رئيسة اختيرت بطريقة عشوائية منظمة (كل درس ثان ودرس تاسع من كل وحدة). ولقد جعل التحليل أكثر تركيزاً بحصره في بُعدين: (أ) اختيار المفردات وتدريجها وإعادة تدويرها، و (ب) التخطيط المواضيعي للوحدات. أجري تجميع دقيق وممحص باستخدام أدوات تحليل النصوص المتاحة على شبكة الإنترنت والمستعملة بشكل واسع في البحوث في هذا المجال. ركز التحليل على: (أ) تواتر الكلمات وفقاً لقوائم الخدمة العامة المعترف بها، و(ب) مؤشرات التحليل. توصلت الدراسة لنتائج مهمة منها: (أ) تقع كمية ضخمة من المفردات في كتاب SPINE 3 (672 كلمة) فوق مستوى تلاميذ الصف الثامن، (ب) معدل المقارنة للنصوص عال جداً ويبلغ في المتوسط 6.19، (ج) ليس هناك محاولة لاتباع التخطيط المواضيعي للوحدات، و (د) والعبء التعلمي للمفردات غير موزع بصورة متوازنة. أوصت الدراسة باتباع المنهجية العلمية في تصميم المنهاج كما طرحت مقترحات للمزيد من البحث في جوانب أخرى للكتب الدراسية.

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