

## The Importance of Integrating the Four Skills to EFL Learners of General English at Sudan University of Science and Technology.

Ahazeej Abdallateef Abdalkareem Ali<sup>1</sup> - Nagla Taha Bashrie Alnour<sup>2</sup> - Batool Ibrahim Albashir Osman<sup>3</sup> - Wigdan Yagoub M. Sherif<sup>4</sup>

### ABSTRACT

This study is about the importance of integrating the four skills to EFL learners of general English at Sudan University of Science and Technology. It aims to investigate whether the four skills are integrated in SUST text books for general English or not. It also aims to identify the techniques and methodologies which are adopted in the books. More over the study aims to find out the opinions of subject teachers regarding students' academic skills needs and to clarify the importance of integrating the four skills in the text books of general English. To achieve these goals, an analysis and evaluation was done to the two books of general English of SUST. The most important findings of the evaluation are : English language four skills are not integrated in SUST text books of general English. In addition to that some important and effective techniques are not included in SUST general English texts books. Questionnaire was also distributed among twenty subjects' teachers at the Faculty of laboratory Sciences at Sudan University of Science and Technology. This revealed that Subject teachers at SUST are not satisfied with students' level of English language in terms of the four skills .Teaching the four skills in the text books of general English is necessary. Based on the above mentioned results, the study recommends the amendment to the two books to include the four skills of English language and effective and interactive methodologies and techniques. The books should be based on students' needs and interest this will make the learning useful and add interactive

**Key words:** curriculum, General English Textbook Evaluation, EFL, CEF, EAP

### المستخلص

تتناول هذه الدراسة أهمية تكامل المهارات الاربعة لتعلم اللغة لدارسي الانجليزية (كلغة اجنبية) وذلك بالتركيز على مقرر اللغة الانجليزية العامة (الكتابين الاول والثاني) الذي يُدرس بجامعة السودان للعلوم والتكنولوجيا (كلية المختبرات الطبية) وتهدف الدراسة لمعرفة مدى تكامل المهارات الاربعة بالمقرر والطرائق والمنهجيات المتبعة في الكتابين ومعرفة آراء الاساتذة حول احتياجات الطلاب الاكاديمية واهمية تكامل المهارات الاربعة . ولتحقيق هذه الاهداف اجري الباحثون تحليلا وتقويما للكتابين المقررين ، كما تم توزيع استبانة للاساتذة المعنيين ومن اهم نتائج التي توصلت لها الدراسة هو عدم احتواء الكتابين على الطرائق الاساسية والفاعلة وعدم تكامل المهارات الاربعة ، كما اظهرت الدراسة عدم رضا الاساتذة عن مستوى الطلاب فيما يختص بالمهارات الاربعة ، واوصت الدراسة بإجراء تعديلات على الكتابين حتي يحتوي على المهارات الاربعة واتباع طرائق ومنهجية فاعلة وتفاعلية في التدريس ، كما اوصت الدراسة بتلبية الكتابين لاحتياجات الطلاب ورغباتهم لتكون العملية التعليمية اكثر فائدة وتفاعلية.



### Introduction

English language has become a very important requirement for all most all jobs. This is why three courses are part of university requirements at SUST. Some universities consider the general English is vital for students at the first year. One of these universities is SUST. In the fact that SUST is one of the pioneers universities which have EFL text books for the first year students, teachers of low level of English among students at colleges where English is the medium of instruction. This study tries to identify whether the four skills of English language are integrated or not in the text books, it evaluated and analyzes the text books that studied at SUST by investigating the range skills in those books, techniques which are used for teaching those skills as well as the content/themes used to deliver them. Researchers have been involved in teaching these text books for more than ten years.

This study aims to investigate whether the four skills are integrated in SUST text books for general English or not, and to identify the techniques and methodologies which are adopted in SUST text books of general English. Besides that to find out the opinions of subject teachers regarding students' academic skills needs, and to clarify the importance of integrating the four skills in the text books of general English.

The study is important for teachers and students of English language at Sudan university of Science and Technology .It reveals the areas of strength and weaknesses of the curriculum which

they use. The study also shows them the views of the subject teachers about the curriculum and to what extent developing it is important to enhance students' level of English language. This paper answers the following questions:

- 1.To what extent do the four skills are integrated in SUST text books of general English.
- 2.What are the methodologies and techniques which are used in the text books to deliver the four skills?
- 3.To what extent are subject teachers satisfied with the students' level of the four skills of English language?
- 4.Why integrating the four skills in the course books of general English is important?

### Theoretical Framework:

#### What is the Common European Framework?

The Common European Framework (CEF) provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. The textbook evaluation process is always based on the CEF.

### Criteria for Textbook Analysis:

Textbook analysis is not an easy task as it includes several processes. According to (Skopinskaja, 2003, p. 44) the criteria is as follows:

- Firstly, textbook content needs to be analyzed in reference to its specified aims and objectives, e.g. to what extent teaching areas like grammar, vocabulary, reading and writing and culture is present in a student's book, teachers' manual and activity book. In addition, it is important to determine whether, for example, cultural information is taught in a particular context (texts, exercises, dialogues) or as isolated facts.
- Secondly, textbook content should be examined in terms of learners' needs, abilities and preferences.
- Thirdly, the criteria of analysis need to be established in relation to previously set objectives, e.g. to determine to what extent cultural content matches the suggested criteria of textbook analysis

Textbook evaluation requires a checklist by which points of strength and weaknesses can be explained easily and clearly. There are some important information which should be included in the checklist.

Brown (2001, p. 142) suggests an evaluation form that can be used as a practical set of criteria for either choosing a textbook for a course or evaluating the textbook that is currently used. The form contains:

- Goals of the course
- Background of the students (age, native language and culture, educational

### Literature Review:

background, motivation or purpose for learning English);

- Theoretical approach (theory of learning and theory of language);
- Language skills (listening, speaking, reading and writing);
- Quality of practice material (explanations, clarity of directions and active participation of students)
- Sequencing (by grammatical structures, skills, situations or by some combination of the above);
- Vocabulary (relevance, frequency and strategies for word analysis);
- format (clarity of typesetting, use of special notation (phonetic symbols, stress/intonation marking), quality and clarity of illustrations, general layout, size of the book and binding, quality of editing, index, table of contents and chapter headings);
- Supplementary materials (workbook, audio and video tapes, posters, flashcards, a set of tests);
- Teacher's guide (methodological guidance, alternative and supplementary exercises, suitability for non-native speaking teacher and answer keys) (Brown, 2001, p. 142).

This study adapts Brown's check list. The content of the checklist for the current study can be summarized under the titles of: rationale, Subject and Content, Skills and Activities, Gradation and Integration, Presentation and Practice, Layout, Authenticity, Guidance, flexibility, Specific Criteria, Cultural Bias., Availability and Value for Money, Educational Validity.

Instructional materials may take two forms: Printed ones, such as textbook, workbook, teacher's guide, readers, etc.; and non-print ones, such as audiotapes, videotapes and computer-based materials. They are considered as key component in most TEFL programs, which is essential for both teachers and learners. Tok, (2010) Text book is a source of ideas and activities for learner practice. It is a reference for them. It is also a support for less experienced teachers to gain confidence and show new methodologies. It is necessary to evaluate.

#### **Why is it Necessary to Evaluate a Course Book?**

1. One of the major reasons is the need to adopt new course books.
2. Another reason as Cunningsworth (1995) emphasized is to identify particular strengths and weaknesses in course books already in use. Such activities also permit teachers to make optimum use of their strong points and strengthen the weaker areas by adapting and substituting materials from other books.
3. Course book analyses and evaluation do not only help teachers to develop themselves, but also helps them to gain good and useful insights into the nature of the material.
4. There are also several parties, or stakeholders, interested in the process and results of curriculum evaluation.
  - Parents because they want to be assured that their children are being provided with a sound, effective education.
  - Teachers because they want to know that what they are teaching in the classroom will effectively help them cover the standards and achieve the results they

know parents and administration are expecting.

- The general public because they need to be sure that their local schools are doing their best to provide solid and effective educational programs for the children in the area.
  - Administrators because they need feedback on the effectiveness of their curricular decisions.
  - Curriculum publishers are interested because they can use the data and feedback from a curriculum evaluation to drive changes and upgrades in the materials they provide.  
(Curriculum Evaluation: Process & Models, 2018)
5. Biljana and Jagoda (2016:2) mentioned "Textbooks are undoubtedly the most popular teaching materials used in foreign language classes. Therefore, it is highly significant that textbooks include the essential elements of language and culture and that they correspond to learners' needs, cultural background and level of linguistic proficiency".
  6. Williams (1983) said that; The textbook is a tool, and the teacher must know not only how to use it, but how useful it can be.  
To sum up, the purpose of curriculum evaluation is to determine whether or not the newly adopted curriculum is producing the intended results and meeting the objectives that it has set forth, and it is an essential component in the process of adopting and implementing any new curriculum in any educational setting. Another purpose of curriculum evaluation is to gather data that will help in identifying areas in need of improvement or change.

### Methods and Material:

This study is a descriptive analytical in its nature. Researchers investigate the problem by analyzing and evaluating the current text books of general English. A chick list is used based on the common European frame work. More over a questionnaire is conducted with subject teachers at SUST, college of Laboratory Science where English is the medium of instruction.

The study is strictly limited to the first year student's text books of general English in the academic year 2019-2020 at SUST. It is limited to subject teachers at SUST, college of Laboratory Science. They are 20 teachers.

### Results and Analysis:

#### Analysis of book 1. General English for first year students.

The book of General English for first year students contains eighteen units .The lessons and the activities are all in the same book. The book doesn't have a work book, a resource book , audios or teacher's guide.

#### Rationale

The book follows basically structural-functional and situational approaches in language teaching. It is leaner with different techniques from individual to pair and group work.

The book is based on structural-functional and situational approaches of language teaching. Linear rather than cyclical publication process was followed in this book. The book contains a variety of techniques such as group, pair and individual work.

There is no prospect or clear outlook as its not mentioned in the book.

### Subject and Content:

The subject and content of the students' first English book have a clear varying degree. Topics about the University establish enter, English as a foreign language and using the dictionary fall under the category of students needs.

While other topics such as Soccer and Mrs. Smiths cat don't attract the interest of some students (Ex. females in the case of Soccer, cultural differences in the case of Mrs. Smiths cat).

The book lacks consistency and harmony. It moves from one unit to the other in a quite craggy movement.

Units of the books numbering hasnt been checked which leads both teachers and learners to confusion.

The book is meant to cover a semester which often ranges between 13-15 weeks of teaching, however it contains more topics than that period of time can take.

The length of the units differ as they do not have a similar size, some units are so long they must be divided into two parts or even more according to the teachers estimation. Considering the limited teaching hour plus the duration of the course its almost impossible for teachers to teach the entire book in one semester time.

Fifteen out of eighteen units has great emphasize on reading and grammar, while the rest of units cover writing. The writing in these units begins in unit numbered eighteen entitled The Structure a Paragraph neglecting accurate sentence structure.



Some topics fall under the learners interest like in unit 13 the Internet followed by Connecting people in unit 14 nevertheless the selected story for this unit is very critical through emotional.

The first unit is also a good example for topics that match learner learning environment as its about the university they study in, still the book totally lacks any connection to national culture.

The book addresses learners coming from secondary school assuming them to be at least pre-intermediate level learners of English language, while teaching experience proves most of them below this level. There is no clear identification of the target learners language level nor any hint of considering learners individual differences.

#### **Skills and activities:**

The book basically contains subjects that cover reading, grammar and a few of writing.

Reading skills are introduced through passages, but the book does not define the specific skill of reading required whether skimming or scanning. This knowledge is not implicated in the book.

Some units contain pre-reading discussion exercise like in unit Four page 45, others contain a post-reading discussion exercise as in unit five.

In unit three the book presents an important interesting topic, Using the dictionary. Where there is a subtitle about Phonetics under the title Problems with Pronunciation the book presents English sounds with no audio support. Listening is a totally absent skill in the General English book and so is

speaking. Unlike listening and speaking may be practiced through discussion tasks except that the book does not address listening and speaking skills as language skills at all.

#### **Gradation and Integration:**

As mentioned above the books function is linear.

The way the book is structured is somehow odd, as in unit six the exercise on phrasal verbs precedes the rule lesson. This is clear from unit one where learners are asked to completed sentences with future tense with the rule setted after words. In unit twelve there is an exercise on punctuation while no information is presented throughout the book about this topic. The same is applied in unit thirteen as the book presents under a title Reading skills an exercise about facts and opinions with no knowledge guide to the topic neither before the exercise nor after it, leaving the matter to the teacher's estimation. This pattern is repeated through the book, with no teachers guide, nor a teaching advice record presented before the teaching takers place.

As mentioned in 9.1.3 listening and speaking skills are not included in the book neither integrated nor segregated.

The adopted framework of the design of this book is not the Common European Framework.

The material presented in the book is not of one language level in fact the level of some unit texts and tasks are A1 followed by a C1 leveled unit then the book ranges from a B2 level to a B1 level.

### **Presentation and practice:**

The book does not adopt a clear teaching methodology. Although it does contain some discussion tasks it lacks communication based topics. Based on reading and grammar the book does not suggest nor includes interactive /participative method. Moreover the book supports teacher - centered methods. However with no teacher guide and inconsistency objectives it is left for the teachers to adopt appropriate teaching techniques.

### **Layout:**

The book is colorless. It lacks attraction. The pictures are not clear. The Book is Full of continues written speech. It should be revised from an arts perspective to attract the target learned and motivate them.

### **Guidance:**

The front pages of the book contain general objectives of the course book. But the book has no teacher guide associated with it. It is left for the teachers to adopt appropriate teaching techniques. Teachers answer tasks with no key answers which lead to confusion.

### **Flexibility:**

The book is flexible as it is modifiable, adoptable and can be supplemented. Topics included in the book can be replaced, added or even removed to amplify the absent skills of listening and speaking. With the length of the book and determined time to complete the course book there is no chance the teacher can add any chores to it.

### **Authenticity:**

The first two units of the book are original and authentic, whereas the

others are not. As mentioned above the book has a clear shortage in communicative skills which should be included.

There is an unnecessary repetition of tasks that emphasize the same concept. Such tasks can be replaced by more useful ones.

### **Specific Criteria, Cultural Bias:**

The book clearly respects students' religion and believes. A positive indication is in unit seven where the lessons are connected to learners lives while topics such as Soccer and Mrs. Smith's cat don't attract the interest of some students (Ex. females in the case of Soccer, cultural differences in the case of Mrs. Smith's cat).

Learners' traditions and customs are respected as well but not presented. As Unit five is about world good manners there is no mention of learners' cultural manners.

### **Availability and Value for Money**

The book has too many units. That makes it impossible to be covered in one semester.

It is cheap and available. The book contains exercises that should be done. So it is not reusable.

### **Educational Validity:**

The book contains many important topics. It covers various language aspects.

Writing skills tasks need to be revised and amended to match students level and needs.

Still as mentioned above the book lacks oral communication skills.

Speaking and listening skills are totally absent from the book.

Repeated topics need to be omitted. Measuring the all general objectives of the course book not possible with the short period of the semester and large number of students

### **Analysis of book 2. General English for first Year Students.**

The book of General English for first year students contains ten units'. The lessons and the activities are all in the same book. The book doesn't have a work book, a resource book, audios or teacher's guide.

#### **Rationale:**

- The book follows basically structural, functional and situational approaches of language teaching. it is leaner not cyclical. It includes different techniques such as individual , pair and group work.
- It doesn't contain clear definition for the target learner as well as the educational expectations.
- It assumes the learners' background; some students studied at international schools this book is not suitable for them. other students who studied at public schools have lower level of listening and speaking ,and the book doesn't fulfill their needs

#### **Subject and Content:**

The subject and content of this book is:

- Relevant to SOME of the learner's needs .Most of the students find this book VERY difficult .Some of the vocabulary are terminologies/very specialized, while the skills are not integrated and don't match the target grade. Moreover, the basically focuses on reading and writing as well as

grammar. Some of these are given implicitly while the rest are explicitly like unit 8&9 which are about writing paragraph.

- Realistic and Authentic, The book can be amended, academic skills can be added and some of the content can be used to teach the FOUR skills.

- Most of the topics are not interesting and motivating, but some are useful such as lifelong learning, good health and the internet and society, but they are still need to be amended. Unit one can be about sports not only about soccer, unit two and six should be one unit and unit three and four should be one unit and can be given the name Technology.

- Students love culture topics and songs, they also like creative writing and reading short stories and novels. UNITS about ART and CULTURE are required in this book. Other important units about VOLUNTERY Work and ENVIRONMENTAL ISSUES are required in the book.

- Most important of all, the content is not TOO MUCH. The term is 15 lectures. There is a mid-term test as well, so 10 units are enough and each unit contains one lesson and practice for it since the lecture is two hours and the lesson requires two hours. It need to be amended to include MORE listening and speaking lessons .The listening is totally ignored while speaking skill is not given enough practice.

- Some activities are given to help learners to generate language on their own.





- Vocabulary items are not repeated, they are difficult to most of the students and not relevant to level.
- The activities of the Book are not varied; games and tasks should be included. They ignore visual, audial and kinesthetic learners. Most of the activities are to practice grammar rules and functions.
- The book need to be amended, more specifically the numbering and the illustrations.
- Topics need to be updated .some of them are very specialized and complex like unit 6 page49.
- Some topics and illustrations require copyright such as the poem in unit four page 31,the story in unit five page 41,pictures on the same page, illustrations (cartoons and pictures) of unit seven page55.
- All texts need to be modified and amended to match the level of students as well as the age.

#### **Skills and Activities:**

- The book is based on reading, and writing. Although few speaking activities are included, but they also need amendments to be more useful .these activities like activity 1 in unit 1,practice3 and 15 unit the group work in unit two, Exercise 1 which is pair work and the discussions in unit four page32 and on page54 .
  - Numbering of all activities need to be amended.
  - It doesn't cover the four skills in spite of the fact that students do need the four skills. Since we have limited courses and hours for the AUR, the book can be amended to include the four skills, recording are needed ...etc . Clear integration of the four skills is required.
- There is no inclusion to the reading skills in the book; skimming, scanning, intensive &extensive reading) .in addition to important sub skills of writing and speaking which are totally ignored.
  - No sufficient output for the materials.
  - The challenge is provided for the learners by very FEW activities .Many activities are not needed example those which are in unit 5.

#### **9.2.4 Gradation and Integration.**

- The book follows linear fashion but function in unit 2 is recycled in unit3 which is the use of should for advice.
- It introduces MANY materials per teaching unit except unit 5&6.
- Some tasks need more explanations on how to do them for teachers and learners e.g. page 55 activities 1.
- Many vocabulary are very specialized and some of them need to be updated like "var) in unit 1., some should be omitted are difficult and they make the text as if it is a vocabulary lesson. All texts should be graded and simplified.
- Skills are not integrated. The book is about reading and writing, only few speaking activities which need modification. Listening skill is completely absent in the book.
- The book is not graded according to the Common European Framework. Skills in unit 1 are reading C1 and speaking B1, unit 2 reading B1and writing A2, unit 3 reading C1 and Writing A2unit 4 reading B2, speaking A2&B2 and writing B2(use of punctuation),unit 6 reading C1and speaking B1&B2 ,unit7 reading B1andspeaking B1,while unit 8&9 are very specialized lessons about writing paragraph in which the skill is introduced deductively. Unit 10 is reading B1 and writing B1(writing paragraph).

-Past simple is introduced before the present and the present progress I'v is introduced in the last page

-Many useful important skills are not included such as, skimming ,scanning, intensive reading, writing essay, writing reports, emails, listening for specific information, listening for details, expressing opinions, introduce oneself, talk about present ,future and past topics, presentation skills ....etc

#### **Presentation and Practice:**

-The methodology applied in the book is not very clear; many other useful communicative ways are not adopted like task based learning and so on. The amount provided for free production allowed in the book is not balanced well. Some grammar rules are practiced well like the one in unit 5, while some are not practiced well like present progressive in the last unit and wh- in unit 1.

#### **Lay out**

-The book is not attractive at all; it needs illustrations, colours and photos. Some lessons are written in small size of font .Moreover the numbering of book is very confusing.

-There is clarity of labels' and subdivision to mark and follow in the book.

-Graphs and picture should be included in the book .they are useful and support the texts. There are some decorative non-functional illustrations in the book such as unit 4&7..

- Illustrations in some pages are unclear page 41 as example. All illustrations

and photos are copyrighted, they have to be sketched out or cited.

#### **Authenticity:**

-Some materials in the book are authentic and original while others are not.

-The level of communication in the tasks designed in the book is NOT suitable .It should be elaborated to include THE FOUR SKILLS.

-Most of the tasks are not very useful and not necessary to this level.

-Many useful authentic texts can be added to the book.

#### **Guidance :**

-The explanation of how the materials can be used is clear in the Course Book.

-There is No teachers' book which important and is useful because it provides KEY answers and suggestions.

-Although some of the instructions are clear, but still their numbering is confusing. Some information about how to plan and present the lessons are required this is why a teacher's book is needed.

-No clear explanation of how to supplement the book.

-There is isn't audio-visual aids accompanying the book which are needed.

-Not all instructions of activities are clear and suitable.

-The tests are also useful and designed to test what is taught, they are valid, But they have to be amended according to the amendment of the book to include the FOUR SKILLS..

**Flexibility:**

-The book is flexible .It can be MODIFIED, ADAPTED and SUPPLEMENTED. Same topics and same materials can be amended to include the FOUR SKILLS.

-No chance for the teacher to add her own task because the materials of the book are TOO MUCH.

**Specific Criteria, Cultural Bias.**

-The book respects learners' religion, customs and traditions, but the poem and story in unit 4 can be replaced by more valuable and positive ones, but it doesn't mention any Sudanese successful stories which can be included in page 19 unit3. Some tasks related to the learners' environment should be included in the book. Some lessons need to be amended to reflect the target learners culture and cultural variation in Sudan.

**Availability and Value for Money**

-The book is adjustable to the teaching hours in the university term. I spent 12 sessions to teach the book. Each session included two hours. This was only for

**Result of the Questionnaire:**

**9.3.1 Data analysis**

Table (1) illustrates the frequency and percentage for the academic rank

Value	Frequencies	Percentage
Professor	3	15.0%
Assistant Professor	11	55.0%
Lecture	4	20.0%
Teaching assistant	2	10.0%
Total	20	100.0%

Source: IPM SPSS 24 package

Table (1) illustrates the views of the distribution of the Academic sample by Professor by (15.0%) and Assistant Professor by (55.0%) and Lecture by (20.0%) and Teaching assistant by (10.0%) .

the course book because it hasn't got a workbook .they all together. Some practiced and exercises were done at home by learners.

-Some lessons are written in very small size of font students can't see unless they buy the colourful version which is not available.,

-It is very cheap.

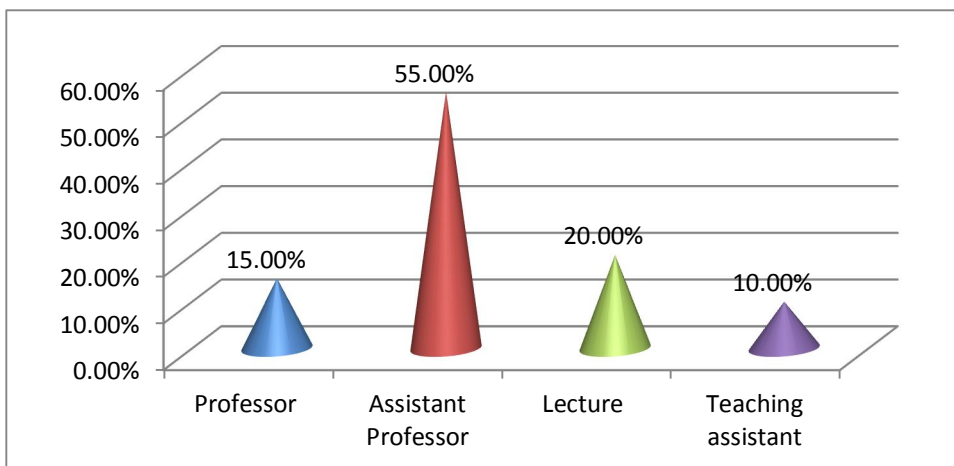
-The work book is NOT reusable.

**Educational Validity:**

- SOME of the issues in the book are essential and related to learner' age and expectations, BUT other important topics are absent and should be added such as VOLUNTERY WORK..etc while some should be omitted like unit 8&9.

- The book is going to be suitable for large classroom if the units are amended and each lesson includes the four skills with their tasks in each unit would be great and useful.

- The book doesn't reflect all the trends of teaching English for university students.



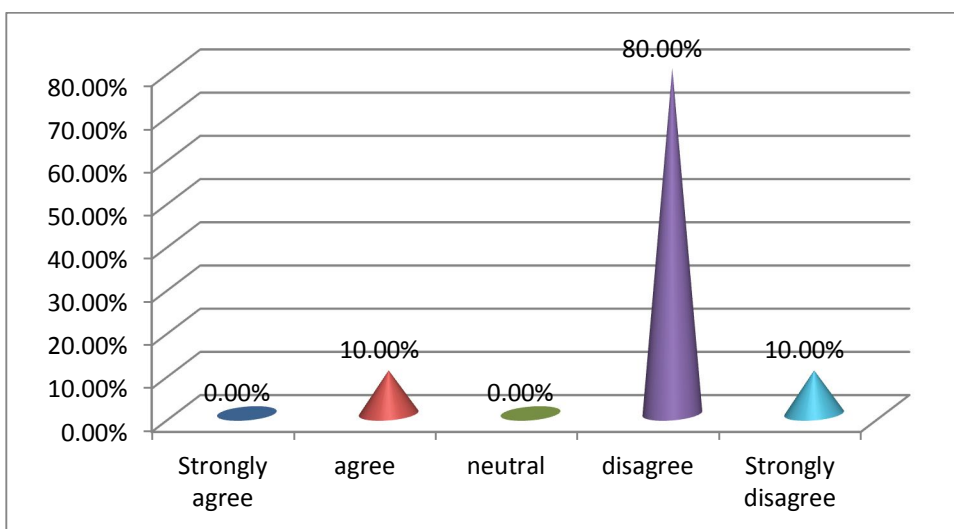
Source: excel 2016

- **Students have fluent oral presentation ability.**

Table (2) illustrates the frequency and percentage for the Students have fluent oral presentation ability

Value	Frequencies	Percentage
Strongly agree	0	0.0%
agree	2	10.0%
neutral	0	0.0%
disagree	16	80.0%
Strongly disagree	2	10.0%
Total	20	100.0%

Source: IPM SPSS 24 package



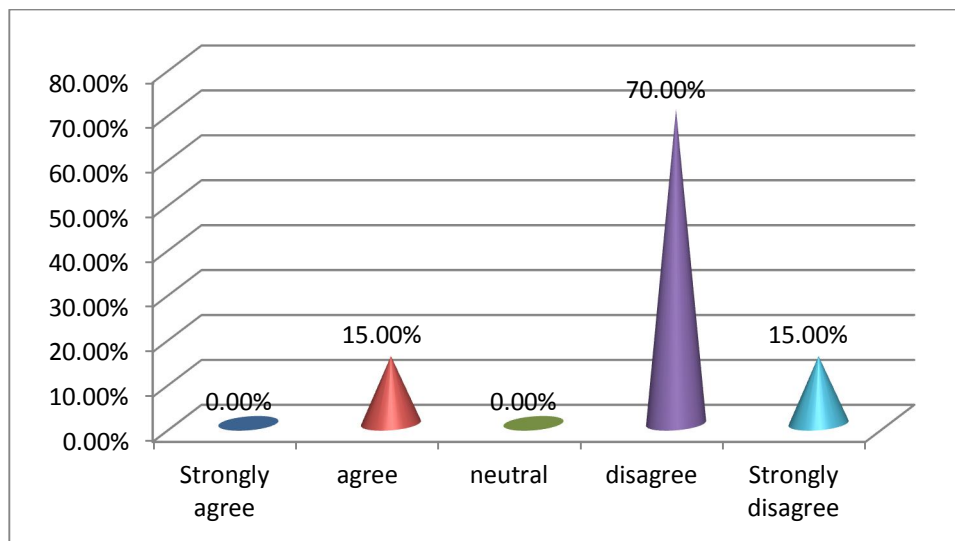
Source: excel 2016

Table (2) illustrates the views of the distribution of the Students have fluent oral presentation ability sample by strongly agree by (0.0%) and agree by (10.0%) and neutral by (0.0%) and disagree by (80.0%) and strongly disagree by (10.0%). This shows that the majority of the students don't have fluency when they present orally. This is skill is very important for them in order to convey their message during presentation and to achieve high marks in the subjects.

Table (3) illustrates the frequency and percentage for the Students can convey their message clearly in English

Value	Frequencies	Percentage
Strongly agree	0	0.0%
agree	3	15.0%
neutral	0	0.0%
disagree	14	70.0%
Strongly disagree	3	15.0%
Total	20	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

Table (3) illustrates the views of the distribution of the Students can convey their message clearly in English sample by strongly agree by (0.0%) and agree by (15.0%) and neutral by (0.0%) and disagree by (70.0%) and strongly disagree by (15.0%).

The result shows that students cannot convey their message clearly in English .this includes oral and written messages. This skill is very important for students not only during their studies but also for the workplace in the future.

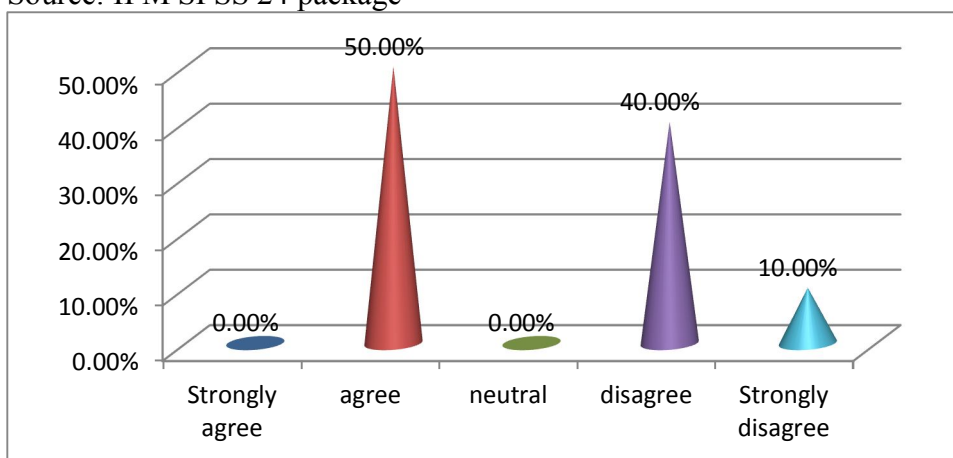


- **Students can easily interact with listening content**

Table (4) illustrates the frequency and percentage for the Students can easily interact with listening content

Value	Frequencies	Percentage
Strongly agree	0	0.0%
agree	10	50.0%
neutral	0	0.0%
disagree	8	40.0%
Strongly disagree	2	10.0%
Total	20	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

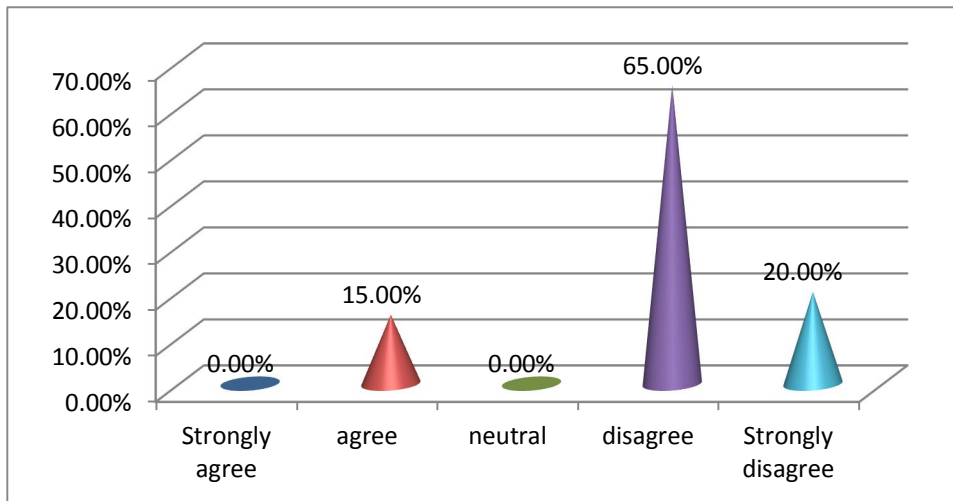
Table (4) illustrates the views of the distribution of the Students can easily interact with listening content sample by strongly agree by (0.0%) and agree by (50.0%) and neutral by (0.0%) and disagree by (40.0%) and strongly disagree by (10.0%). It is clearly that 50% of Students are unable to interact easily with listening content. This is because the books which they study do not include listening lessons and the listening skill is totally neglected.

- **Students can express and discuss opinions freely**

Table (5) illustrates the frequency and percentage for the Students can express and discuss opinions freely

Value	Frequencies	Percentage
Strongly agree	0	0.0%
agree	3	15.0%
neutral	0	0.0%
disagree	13	65.0%
Strongly disagree	4	20.0%
Total	20	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

Table (5) illustrates the views of the distribution of the Students can express and discuss opinions freely sample by strongly agree by (0.0%) and agree by (15.0%) and neutral by (0.0%) and disagree by (65.0%) and strongly disagree by (20.0%).

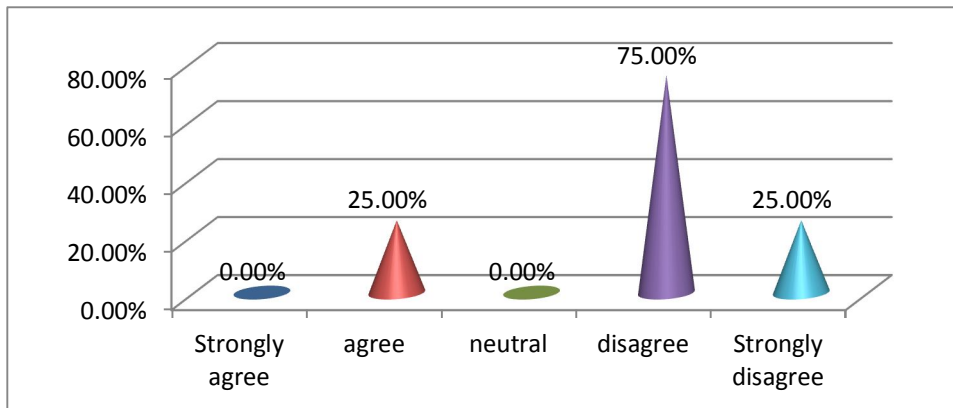
The majority of the teachers said that their students cannot express and discuss opinions freely. This is because the curriculum they study focuses on reading and writing. Speaking skill activities are very view in spite of it is importance.

**- Students can catch (grasp) the main point in short, simple messages and announcements**

Table (6) illustrates the frequency and percentage for the Students can catch (grasp) the main point in short, simple messages and announcements

Value	Frequencies	Percentage
Strongly agree	0	0.0%
agree	5	25.0%
neutral	0	0.0%
disagree	15	75.0%
Strongly disagree	5	25.0%
Total	20	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

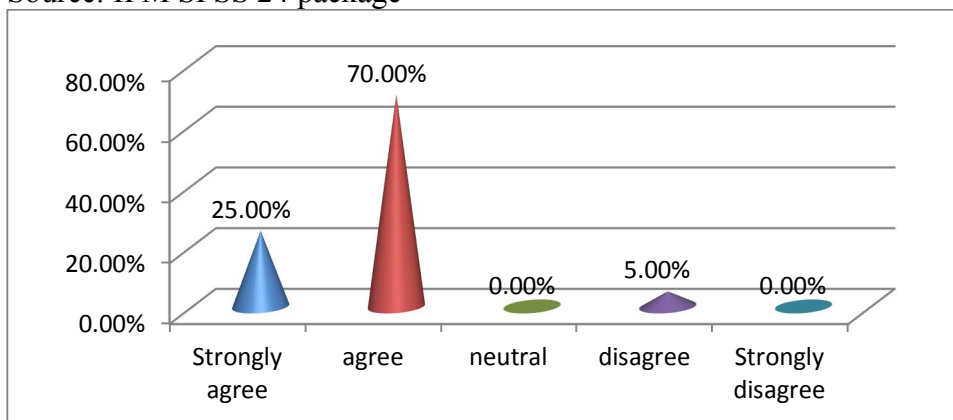
Table (7) illustrates the views of the distribution of the Students can catch (grasp) the main point in short, simple messages and announcements sample by Strongly agree by (0.0%) and agree by (25.0%) and neutral by (0.0%) and disagree by (75.0%) and Strongly disagree by (25.0%). The result shows that the majority of the teachers said that their students cannot catch (grasp) the main point in short, simple messages and announcements. These skills should be part of the curriculum.

- **Students can read texts concerned with the subject matter**

Table (7) illustrates the frequency and percentage for the Students can read texts concerned with the subject matter

Value	Frequencies	Percentage
Strongly agree	5	25.0%
agree	14	70.0%
neutral	0	0.0%
disagree	1	5.0%
Strongly disagree	0	0.0%
Total	20	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

Table (7) illustrates the views of the distribution of the Students can read texts concerned with the subject matter sample by Strongly agree by (25.0%) and agree by (70.0%) and neutral by (0.0%) and disagree by (5.0%) and Strongly disagree by (0.0%).

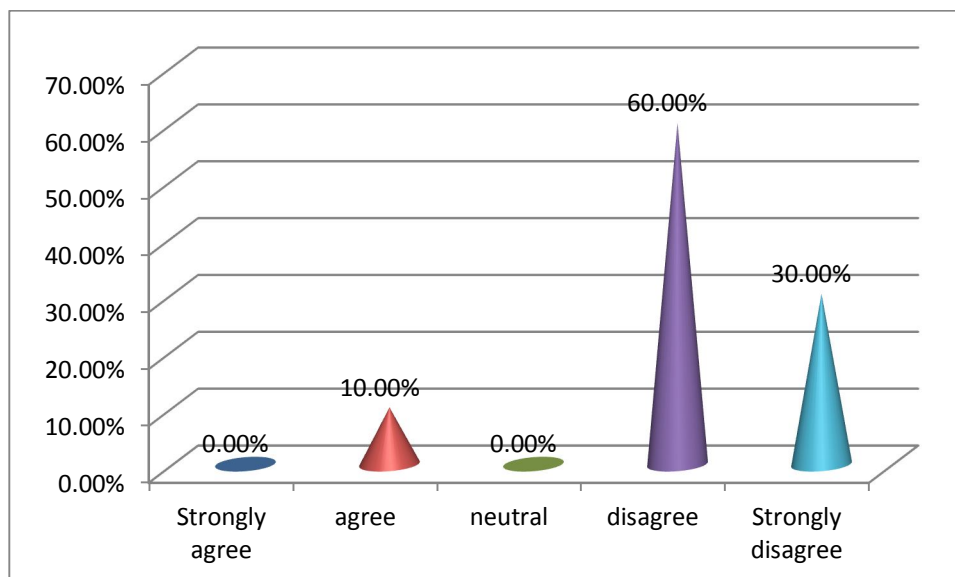
The majority of the teachers replied that students can read texts concerned with the subject matter. This is because the books which they study are based on reading, so students practise reading well.

- **Students can write clear well-structured text.(report, essay, email.....etc)**

Table (8) illustrates the frequency and percentage for the Students can write clear well-structured text.(report, essay, email.....etc)

Value	Frequencies	Percentage
Strongly agree	0	0.0%
Agree	2	10.0%
Neutral	0	0.0%
Disagree	12	60.0%
Strongly disagree	6	30.0%
Total	20	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

Table (8) illustrates the views of the distribution of the Students can write clear well-structured text.(report, essay, email.....etc) sample by Strongly agree by (0.0%) and agree by (10.0%) and neutral by (0.0%) and disagree by (60.0%) and Strongly disagree by (30.0%).The majority of the teachers said that students cannot write clear well-structured

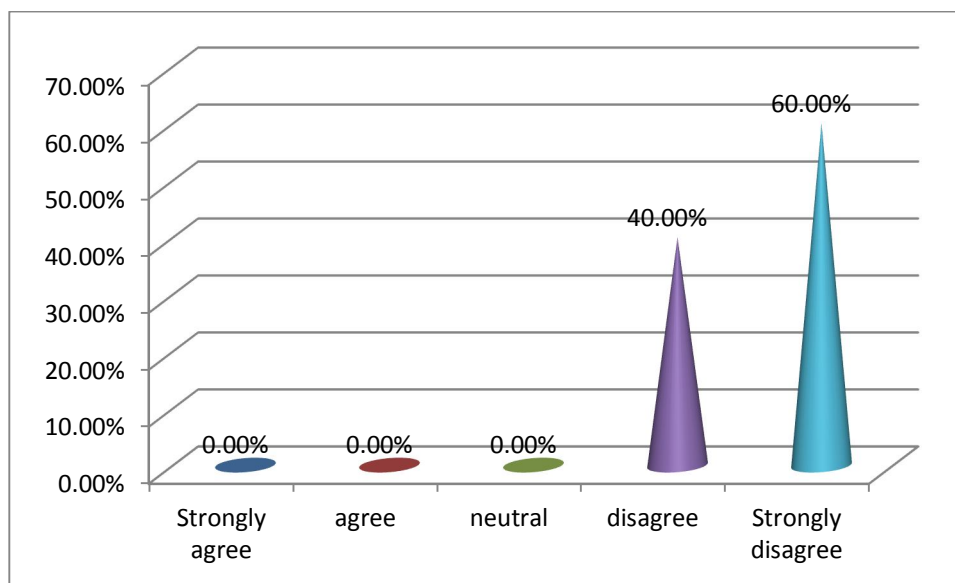
text.(report, essay, email.....etc).this shows that the books are not based on the needs of students.

- **Students can write accurate (grammar, spelling, punctuation +organization) meaningful text**

Table (9) illustrates the frequency and percentage for the Students can write accurate (grammar, spelling, punctuation +organization) meaningful text

Value	Frequencies	Percentage
Strongly agree	0	0.0%
agree	0	0.0%
neutral	0	0.0%
disagree	8	40.0%
Strongly disagree	12	60.0%
Total	20	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

Table (9) illustrates the views of the distribution of the Students can write accurate (grammar, spelling, punctuation +organization) meaningful text sample by Strongly agree by (0.0%) and agree by (0.0%) and neutral by (0.0%) and disagree by (40.0%) and Strongly disagree by (60.0%).The majority of the participants disagreed with the idea that students can write accurate (grammar, spelling, punctuation +organization) meaningful text. This means more various writing activities are needed.



Table (10) illustrates chi-square test results for the Questionnaire

No	Phrases	Median	Interpretation
1	Students have fluent oral presentation ability.	2.0	Disagree
2	Students can convey their message clearly in English.	2.0	Disagree
3	Students can easily interact with listening content.	3.0	Neutral
4	Students can express and discuss opinions freely.	2.0	Disagree
5	Students can catch (grasp) the main point in short, simple messages and announcements.	2.0	Disagree
6	Students can read texts concerned with the subject matter.	4.0	Agree
7	Students can write clear well-structured text.(report, essay, email.....etc)	2.0	Disagree
8	Students can write accurate(grammar, spelling, punctuation +organization) meaningful text.	1.0	Strongly disagree

Source: IPM SPSS 24 package

#### Validity & Reliability:

Cranbach's alpha method of student: -  
Where reliability was calculated using  
Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}}$$

Cranbach's alpha coefficient = (0.90), a  
reliability coefficient is high and it  
indicates the stability of the scale and the  
validity of the study

Validity coefficient is the square root so  
reliability coefficient is (0.95), and this  
shows that there is a high sincerity of the  
scale and that the benefit of the study.

#### Discussion:

The books are not integrated. They are not  
also designed well. They do not integrate  
the four skills, authentic materials and  
different methods and techniques.  
Attractive illustrations, lay out and  
recordings are also absent. In addition to  
that the content is not based on the

students' needs. All these achieved the  
first and the second hypotheses of this  
study. Subjects teachers are also think that  
their students are not good at, listening,  
writing as well as speaking. They have  
problem in interacting and making oral  
presentations. They can't convey their oral  
and written messages. Participants agreed  
about these skills which are needed for  
study and workplace .All these achieved  
the third and the fourth hypotheses.

#### Findings:

1. The English language four skills are not  
integrated in SUST text books of general  
English ; the books are mainly focus on  
reading and writing ,there are very few  
tasks of speaking in some lessons while  
listening skill is totally ignored.
2. The books are not graded well ;  
According to European frame work, the  
level of some lessons in the books are A1  
while others are B1 ,B2,C1C2 .Sometimes  
all levels are found in one lesson. Most of  
the lessons are above students' level of  
proficiency. Many specialized vocabulary  
are included too.



3. Some important and effective techniques and methods are not included in SUST general English texts books.

4. Some lessons need to be amended to reflect the target learners culture and cultural variation in Sudan as well as the students' interest.

5. There isn't any audio-visual aids accompanying the book which are needed.

6. The books don't reflect all the trends of teaching English for university students.

7. Most of the materials in the book are not authentic.

8. The amount provided for free production allowed in the book is not balanced well.

9. The books are flexible to be modified, adapted and supplemented to include the four skills a

10. The layout and illustration are dull.

11. This shows that the majority of the students don't have fluency when they present orally. This skill is very important for them in order to convey their message during presentation and to achieve high marks in the subjects.

12. The result shows that students cannot convey their message clearly in English. This includes oral and written messages. This skill is very important for students not only during their studies but also for the workplace in the future.

13. It is clearly that students are unable to interact easily with listening content. This is because the books which they study do not include listening lessons and the listening skill is totally neglected. They cannot express and discuss opinions freely. This is because the curriculum they study focuses on reading and writing.

Speaking skill activities are very view in spite of it is importance.

14. Students cannot catch (grasp) the main point in short, simple messages and announcements, but can read texts concerned with the subject matter. This is because the books which they study are based on reading, so students practise reading well.

15. The majority of the teachers said that students cannot write clear well-structured text.(report, essay, email.....etc).this shows that the books are not based on the needs of students. They cannot write accurate (grammar, spelling, punctuation +organization) meaningful text. This means more various writing activities are needed.

#### **Recommendations:**

- Lessons should be graded according to The Common European Frame Work and match students' level of proficiency.

-The book is going to be suitable for large classroom if the units are amended to include tasks that suit big number of students.

-Amendments for the methodologies and techniques used in the books is required. This is in order to match the individual differences of s.s in the class.

-The amount provided for free production allowed in the book should be balanced well.

-Teacher's guide and student's work book are needed.

-The four skills should be integrated and balanced well in the book.

-It is better to be EAP; English for Academic Purposes based on the learner's level of proficiency.



- Some lessons need to be amended to reflect the target learners culture and cultural variation in Sudan as well as the students' interest.
- The design and layout of the books should be modernized and more illustrations are required to support texts and attract learners.
- – supplementary materials (workbook, audio and video tapes, posters, flashcards, a set of tests);
- Different authentic texts and tasks should be added to the book
- The book is flexible .It should be MODIFIED, ADAPTED and SUPPLEMENTED. Same topics and same materials can be amended to include the FOUR SKILLS. Few topics should be changed with one that related to students level and interest.

#### Conclusion

English language courses are very important. The students at SUST face problems of using the language well. This study found out that the books which students study are not designed well. They need to be amended to include the four skills, authentic materials and different methods and techniques. They should include attractive illustrations and the content should be based on the students' needs. Subjects' teachers agreed

about the importance of teaching English language for their students.

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