

Nile Valley University

College of Graduate Studies

Analytical Evaluation of Spine (four)

**A thesis Submitted in Fulfillment of the Requirements for the
MA Degree in English Language Teaching (ELT)**

Prepared by: Najla Alhadi Adam

Supervised by: Dr. Ebrahim Elfaki

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Dedication

To my parents

My mother Fatima

My father Alhadi

Acknowledgements

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Abstract

The objective of this study is to analyse and evaluate spine book (4) syllabus and curriculum for first year secondary school. This mission contains of the book anaysis in structure, sentence, composing through taking main background according to the following:

Analyzing objectives of the book, analyzing the book contents, analyzing drills, applied exercises, objects which comprising for instance photos and pictures.

The analysis of the book concentrate on basic substantial science can be measured only. So that we can define the characteristic of the model book which constructs dependent on it in scope of analysis and constrictive for attaining this mission to stand on what extent the use of English language book syllaues for the first year secondary schools spine (4). We must follow principle of clarified analysis through the following specific analysis method referring to the importance stages content of the language skills, explanation tables, then the study case has reaches his achievement through results analysis, evaluation this book cann't a thain objectives viewed now that has more shortages and weakness causing needs of the importance, modification in the shape design and general direction and guidance.

In recommendation, the researcher must solve crucial skills such as listening skills which this neglected, it cann't depend on it yet.

ملخص الدراسة

هدفت هذه الدراسة إلى تحليل وتقييم كتاب اللغة الإنجليزية المقرر للصف الأول الثانوي (Spine 4). وقد سعت هذه الرسالة إلى تناول الكتاب بالتحليل في الشكل والمضمون والمكون، من خلال تناول الجوانب الرئيسية التالية: تحليل أهداف الكتاب وتحليل محتوى الكتاب وتحليل التمارين والتطبيقات، تحليل الوسائل التي تضمنها الكتاب مثل الصور.

وللانطلاق في تحليل الكتاب من أساس علمي موضوعي يمكن القياس عليه، فقد كان من الضروري تعريف خصائص الكتاب النموذجي (المثالي) التي يجب أن يبني عليها والاستناد إليها في مجال التحليل والمقارنة وفي سعي الرسالة للوقوف على مدى صلاحية كتاب اللغة الإنجليزية المقرر للصف الأول الثانوي (4 spine) كان لابد من انتهاج مبدأ التحليل الواضح من خلال إتباع منهج معين للتحليل، ولقد توصلت الدراسة من خلال نتائج التحليل والتقييم إلى أن الكتاب محل الدراسة لا يحقق الهدف نظراً لأنه به الكثير من أوجه القصور والضعف في الأهداف والمحتوى في الشكل والإخراج العام . ومن أهم التوصيات يجب معالجة أهم المهارات وهي مهارة فقط اهملت ولم تستخدم بعد.

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CHAPTER (1)

INTRODUCTION

1.1 Background:

Educational goals and the means of achieving them are never static. They are bound to change through time, with the changes of social needs and attitudes and with the development of technology. Mariani (1980) states that people should think of possible ways of keeping educational institutions and their programmes up to date. The trend now is towards an approach of education that takes into account the students knowledge, skills and attitudes. For this reason, Sudan Practical Integrated National English Series (SPINE) was introduced in 1989. SPINE has been in use in Sudan for several years as the only textbook for teaching English in Sudanese Schools. The effectiveness of the textbook usually determines among other factors, the achievement of the course objectives. Out of this belief, the researcher decided on the evaluation of SPINE (IV). The Ministry of Education has duly chosen to write their own textbooks to suit their purposes rather than selecting from available material. The success of classroom instruction depends to a large extent on the quality of the textbook. Evaluating the present textbook in use (SPINE IV) is an educational necessity, if we are to achieve better results. Hence, the facts show that a renewal of knowledge will not be sufficient

to bring about motivated curriculum; designers have to evolve cultural and social values.

1.2 Statement of the Problem

The aim of this study is to analysis and evaluate (Sudan practical integrated), Nation English (spine 4).

The findings of this researcher may help other researchers to make valuable suggestion to words the development of the English language syllabus.

1.3 The Significance of the Study

The study attempts to evaluate and revise the validity and effectiveness of SPINE (IV), in terms of being communicative and appropriate for pupils and teachers. The findings of this research may help other researchers to make valuable suggestions towards the development of the syllabus. It is also hoped that this research will help specialists and syllabus designers to conduct useful reforms concerning syllabuses, and on the bases of these results and findings, English courses for Elementary and Secondary schools will be developed.

1.4 Objective of the Study

- a) This study aims at : analyzing book 4 of the spine series.
- b) Conduct a survey of the attitudes of the pupils and the teachers.
- c) Focus some highlight on the tasks and activities of the

textbooks, which might be useful for those involved in the tasks of the syllabus design, material evaluation and their development.

- d) Examine the effects of textbooks on pupils as well as teachers as part of the English language acquisition.

1.5 Research Questions

- a) To what extent does PINE (IV) help to serve, achieve or satisfy the enrichment of culture, or knowledge and the need of the community and the individual?
- b) Is SPINE relevant in the place where it has been taught (SUDAN) and will it remain valid for a long time?
- c) Does the way in which the knowledge skills and attitudes organized in SPINE IV, represent a natural, logical and pedagogical sequence?
- d) Is spine 4 are there any strengths of weakness of spine 4?

1.6 Hypotheses of the studies

The following hypothesis has been formulated for the purpose of this study:

- a) The pupils are not expected to be in favour of the book as it is crowded with vocabulary and more difficult than SPINE III.
- b) Did not achieve the expected objectives.
- c) There are no significant differences between the opinions of the teachers and supervisors that the objectives, content,

methods, activities, in structural material, evaluation and testing are not efficient for achieving the expected objectives.

1.7 Limits:

This study is limited to the analysis and evaluation of the spine 4 in the school year 2009.

CHAPTER (2)

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The literature relevant to this study has been divided into three parts. Part (1) deals with a review of the evaluations criteria, as presented in books, researchers, checklists and articles developed by various educators and linguists to check the suitability of English language textbooks. Part (2) deals with the various views related to language learning, syllabus design and language teaching. Part (3) states the criteria and principles that should be taken into consideration in designing textbooks and in judging SPINE (IV).

2.1 Part 1: textbook Evaluation

The purpose of this part is to review the related literature on evaluating language teaching material. Therefore, the researcher will make a selection of the most prominent studies in terms of theory and practice.

Zaki (1968 checklist) suggests using a score card for evaluating and selecting textbook content. This score card contains a statement about purposes, contents, vocabulary and language illustrations, teaching and learning devices and finally the format and printing aspects of a textbook. Chastain (1976:529) asserts that dealing with the subject of evaluation of textbooks lays greater

emphasis on the teacher's personal performances and the student's interests in respect of a proper selection of a textbook content. Sterick (1977:44-65) offers guidelines of evaluating and adapting language teaching material. These are stated of three qualities, three quantities, three dimensions, and four components.

The three qualities in which each lesson should have strength, lightness and transparency. A lesson is strong if it need (useful and relevant), and light if it is easy and short, and transparent if the learner can easily see the connection between its parts. The three dimensions that should be taken into consideration while choosing the content as a textbook or lesson are:

- a) The linguistic dimension, how well must the learner speak?.
- b) The topical dimension, what they are talking about?.

The four components that each lesson should contain are:

- a) Occasion for uses,
- b) Sample of the language in use,
- c) Exploration of vocabulary,
- d) Exploration of structural relationship.

Each of these components may take any number of countless shapes and the students may meet them in any of several orders.

Tucker (1978:219-371) presents a more elaborate system for evaluating textbooks. The system is composed of the following components:

- a) A body of criteria for textbook evaluation. This has been divided into four categories: pronunciation, grammar, content and general.
- b) A rating scheme that provides both the comparative weight of the criteria and the textbook assessed merit as measured by the criterion.
- c) A rating chart that provides a display of the evaluator's judgement on each criterion and a graphic profile of the total evaluation so that it can be easily compared with hypothetical ideal.

Jovitz and Meints (1979:734-738) suggest guidelines for textbook evaluation. Their guidelines are organized under 12 main headings: readability, authenticity, vocabulary, concepts, presentation of material, exercise, visual aids, freedom form, sexual and cultural bias, parts of text, teacher manual, quality of workmanship and cost. Judy (1981) presents a list of questions for teachers to use in assessing textbooks. The questions are put under four main headings: aims and objectives, content apparatus (introduction, discussion, drills and activities), flexibility and adaptability.

Current Grant (1982:240-243) suggests a seven-items criterion to examine the effectiveness of a textbook and relevant instructional materials.

The first criterion relates to the maturation level of the students.

The second concerns the nature of the content to be communicated to the students.

The third criterion is to analyze how the material portray ethnic, racial, religious, political, socio-economic, physical, mental, emotional, age and sex differences.

The fourth criterion is to analyze whether the material takes into account those factors affecting learning e.g. socio-economic, status, intelligence, creativity, emotional needs, ethnic background, motivation, sex differences and preferred sensory modality.

The fifth concerns the evaluation of the physical and technical quality of the textbook.

The sixth involves effectiveness, which is the amount of time, efforts and money spent on material relative to the desired learning outcomes.

The seventh criterion focuses on appropriateness of material to the teaching strategies.

William (1983:251-255) suggests criteria based on four basic assumptions, up-to-date methodology of foreign language teaching:

- a) Guidance for non-native speakers of English.
- b) Needs of learners.

- c) Relevance to socio-cultural environment.

One of the most important works on EFL teaching material evaluation is Cuning Worth's Checklist for evaluating and selecting EFL teaching material (1984), which are outlined with examples. He discusses the criteria for analysis of course materials, under the following headings items, presentation and practice of new language items, developing language skills communicative abilities, supporting materials and motivation, conclusion, and overall evaluation.

All these criteria are reproduced in the form of easy reference checklist of questions that one must ask about a course book in order to determine the potential merits.

Grant (1987:118-126) also proposes a questionnaire designed for evaluating textbook content. It consists of three parts, each containing ten questions dealing with the following three major issues:

- a) Does the textbook suit the needs and the abilities of the students?
- b) Does the textbook suit the teachers?
- c) Does the textbook meet the needs of official, public teaching, syllabuses and examinations?

According to Grant, textbook evaluation has a three stages process as given below:

a) Initial evaluation, the author suggests a catalyst test for initial evaluation and the word catalyst stands for : - c-communication.

a. Aims t-teachability a. available L- level y- your impression s-students interests t- tried and tested.

b. Detail evaluation: to evaluate the text book suitability in respect of the students, teachers and syllabus.

c. In-use evaluation. This is a stage when the selected and adopted textbook is evaluated by actual trial in the classroom.

Bruder (1987: 205-218) suggests a simplified procedure for English language textbook (as foreign language) evaluation. Briefly the techniques is to use a check list of eight criteria: level, objectives, style, language, age, time, convictions and competency. Bruder considers the criteria from the point of view of the teacher and textbook designer as well as from the point of view of students, he assign a plus (+) if there is a match, a minus (-) if there is a mismatch and a zero (0) if the text is neutral.

Doaud and Celec Murica (1988), suggests that before starting to select teaching materials, the teacher should first collect certain preliminary information about the students age, sex, need and background, and the relative emphasis given by the syllabus to

each skill, to each language area and the use to which the language material will be put.

After collecting this kind of information, the teacher skims through various books and selects the ones that best show face validity, then he carefully examines the contents of these books from five dimensions, subject matter, vocabulary, exercise illustrations and physical make up. This will narrow down the number of books chosen. To arrive at a final decision each of the five scores according to (in merit, of course, the book that scores highest is the best).

One of the most useful articles on text or textbook selection and evaluation is Skierso (1991). Skierso suggests that the evaluation purpose, and has, first, to collect certain background information about the learner, the teacher, the course syllabus, and the institutional objectives. Then in the light of these one examines the materials in relation to a number of evaluative criteria organized under the following headings:

a) The textbook:

- Bibliographical data.
- Aims and goals.
- Subject matter.
- Vocabulary and structure.
- Exercise and activities .

- Layout and physical makeup.

b) The teacher's manual:

- General features.
- Supplementary exercise.
- Methodological and pedagogical guidance.
- Linguistic background information.

Summary :

A review of all the above mentioned views regarding the evaluation of English language textbooks reveals that despite the elements of variety and diversity contained there in, there is hardly any disagreement in the basic principles of evaluation. Almost all authors agree up on evaluating a textbook according to the following five aspect:

- a) Contents or subject matter.
- b) Language i.e. vocabulary, structures and grammatical items.
- c) Illustrations.
- d) Work book type exercises.
- e) Physical make-up i.e. size, paper printer covers durability etc...

Similarly all agree that a language textbook must suit the various kinds of needs and abilities of the students and should conform to the prescribed syllabus and the objectives of teaching the target language. Likewise there is complete agreement with the

view that the language textbook should project the social and cultural values of the people for whom the book is written. Furthermore there is no difference of opinion among the experts that the difficulty level of the textbook should match the level of the students for whom the book is written.

This review shows the importance of evaluation in education. It was notice that there are not enough theoretical and practical studies concerning textbook evaluation. This constitutes a strong justification for the study.

2.2 Part II: Theoretical Basis of Textbook Design:

In this part of the thesis, we will discuss two phases of material development and all the views related to them. We will also survey the theories behind language learning, syllabus design and language teaching. The two phases of material development are:

- a) Determining the objectives.
- b) Choosing the content of the pupil's book or the (selection, gradation, presentation, drilling in various exercises and providing for a means for testing).

2.2.1 The Objectives:

Defining the objectives of a course book is a necessary preliminary step to any successful work. In designing course material educational objectives have a variety of function.

They serve as guide for the designers decisions about each and every process involved in course design. In other words the objectives determine the criteria of what to teach, how to teach it, Tuba (1962: 197-199).

Designers should have to formulate two types of objectives: One specifying what the learners will be able to do as the result of having covered all the material, and the other specifying what the learners will be able to do as the result of having completed each and every lesson in the textbook. River (1981) calls them aims and objectives, Tuba (1962) calls them developmental and terminal objectives and Gauntlett, (1966) calls them ultimate and immediate aims. The researcher is going to use developmental and terminal objectives of Tuba, since they are the most commonly used.

A. Developmental Objective:

They are intermediate aims that have to be attained in order to accomplish the desired terminal objective. These are usually stated at the beginning of each lesson either in a pupils book or in the teacher's manual. This is because every lesson should contribute to the attainment of the terminal objectives or else be abandoned.

As far as the formation of this objective is concerned, Tyler (1949), cited in Nunan (1988: 63) mentioned that there are four passable ways of stating the objectives:

- a) Specify the things the teacher is to do.
- b) Specify course content (topic, concept).
- c) Specify generalized pattern of behavior.
- d) Specify the kinds of behaviour which learners will be able to exhibit after instruction.

B. Terminal Objectives :

Usually these must be stated in the introduction of the course book for learner's and teachers.

Cunningwoth, (1984) emphasizes the importance of specifying the course objective very clearly so as to enable teachers and learners to direct their work towards achieving them. Terminal objectives should be formulated in accordance with three factors:

- a) Social needs
- b) Individual needs.
- c) Theoretical bases adopted i.e.

a) Social Needs:

Every society has its own particular needs and expectations. These are usually translated into general educational goals and specified by educational authorities. Nunan, (1988: 24) state that the objectives of a prescribed textbook should need the authorities' specification or else be abandoned.

b) Individual needs:

More and more researchers have stated to realize that learners should have a say in what they should be learning and how they should learn it. Nunan, (1988), Munby (1978) and others are assert that the starting point in a language course design should the needs analysis. This is because this psychologically valid, when the material meets the needs of the learners they will be more motivated to master the language. However, this would not be possible when designing course for beginners.

Again, as learners of a foreign language have no idea or information about English language, they remain absolute receivers and therefore Nunan's suggested questionnaire and ... etc are not applicable in the case of absolute beginners. The experience of the native teacher of the foreign language could here be of value.

Nunan (1988: 14), state that there are two different types of need analysis used by language syllabus designers. The first of these is learner analysis, while the second is task analysis. The first elicits the information from the learner by means of carefully constructed questionnaire, structured interviews, checklists and observations' where as the second elicits the information about the actual language use of native speakers in the situation in which the learner will have to function.

c) Theoretical Basis:

The theoretical basis adopted influences the formation of the course. According to Sieny (1982: 101), the objectives of a course can be specified in terms of language element, language skills, language functions and notions. The choice of any of these is definitely affected by the theoretical views of material designers.

By theoretical views it is meant theories of language, language learning and language teaching. To appreciate the relation between the choice of objective and the theoretical bases adopted it is necessary to look briefly at the different theories in the field.

2.2.2 Choosing the content:

Selection is a must in preparing materials for language study. System selection based up on some principle is desirable since it inhances the efficiency of language learning. A language course, as this well known, teaches both language and culture, for language is the vehicle of culture. Thus, in any language course two types of content are found:

- a) A linguistic content.
- b) Cultural content.

They type of theoretical approach on which they syllabus is based, whether structural, situational or functional, determines the choice of one or the other.

A. Theory of linguistic content:

a) Structuralism, Behaviouralism, and the Audiv-lingual method:

The history of linguistics reveals that a variety of views on the nature of the language do exist. From the early 1930's to about 1951 the dominating view of language was structuralism one.

Richards and Rodgers (1980: 17) stated the language was seen "a system of structurally related elements for the coding of meaning". "According to this theory the target language learning is seen to be the mastery of elements of this system' which are generally defined in terms of phonological units, grammatical units and lexical items. The leaders of this theory are Bloom Field (1933), and Fries (1945).

This view of language learning is link to the behaviouristic view of language learning which emphasize the role of conditioning in learning. The learner responds to a stimulus. The connection between the stimulus and the response is conditioned by reinforcement. Thus, reinforcement or responses to various stimuli whether positive or negative, lead to the formation of habits. The well known proponent of this S-R theory of learning is Skinner (1975).

In relation to these views on language learning a variety of language teaching approaches have emerged. The most popular approach to habit formation is the audio-lingual. The most

prominent features of this approach in relation to course objectives are:

- 1) Accuracy, in terms of formal correctness, is sought (linguistics competence, is sought).
- 2) Language skills are emphasized in the following order, listening, speaking, reading and writing.

b) Transformational theory and cognitive psychology:

In the early 1960's, criticism was leveled against the audio-lingual approach, critics found that "student who could use with facility language material in the exact form in which it had been practiced in dialogues and drills were at a loss to adopt this materials for the expression of a multitude of personal meaning in communication with others" Rivers (1986:4).

The turning point as far as theories of language learning are concerned is marked by Chomsky's reviews of Skinner's verbal behaviour (1959). Chomsky draws our attention to the fact produce utterances and hearers can understand utterances they have never heard before. To Chomsky this creative aspect of language use cannot be explained in terms of habit formation and generalization. In stead he advocates a cognitive view of language learning where the learner has an innate mental capacity for learning the language. This capacity is triggered through exposure to language in the environment. According to him learning occurs as a result of

hypotheses testing.

Chomsky (1975: 13) has also criticized the structural theory of language as incapable of accounting for the creativity of language.

According to him language is a set of finite or infinite sentences, each finite in length and constructed out of finite set of element.

This generative transformational theory of Chomsky did not lead to any method of teaching neither was it intended to do so.

Chomsky asserts that his theory is preliminary concerned with native speakers and not foreign language learner and thus can make not contribution to language teaching Finocchiero (1986: 21).

c) Communication theory and humanistic psychology:

Chomsky's revolution against structuralism led to inauguration of the communication theory of language. Chomsky's ideas especially his distinction between linguistic competence and linguistic performance, provided a powerful stimulus to the view of linguistic competence and communicative competence.

Hymes (1972: 272) reacted strongly against Chomsky's distinction. Hymes is mainly interested in language use and sees that this can not be put under any of Chomsky's categorization. Hymes elaborated a concept of communicative competence, which is "what speaker need to know to communicate effectively in culturally significant setting".

So his definition of communicative competence encompasses Chomsky's competence (i.e grammaticality plus social appropriateness).

There are other linguists who have tried to specify the competences of the communicative competence. The most influential are Halliday (1973), Canale and Swain (1980) and Sauvignon (1983).

The works of those linguists, which concentrate on communicative competences led to the emergence of a communicative or a functional view of language, which of functional meaning. Proponents of this theory of language are Willkins (1976), Whiddson (1978), and Nunby (1978).

Despite the extensive literature that has been written on the communicative view of language, Little has been written about how learning course, or how this communicative competence is acquired. Little wood (1984: 74) advocate a learning theory, which involves both cognitive and behavioral aspects.

This simply means that after the learner has cognitive control of the phonological, grammatical and lexical patterns, he will develop the habit of using them as he practices them in numerous activities.

Considering these theories we could conclude that trends in language and language learning and teaching have tended to shift

overtime to focus on language use. Here it is worth noting that emphasis on language use does not mean complete neglect of language usage and vice versa.

d) Syllabus design:

Structurally theory identifies content as form. It follows that structurally based materials are a collection of grammatical items. From the early 1970's there appeared a general disenchantment and dissatisfaction with structural materials since they stopped short of helping learners to communicate in the target language. The teaching of usage does not appear to guarantee knowledge of use Widdonson, (1978) and Dubin. This being so, interest began to shift to communication oriented materials. This sprang from mainly two syllabuses: the situational syllabuses and the functional/ national syllabuses.

The situational syllabuses appeared first in the united state. Bolinger (1972) talked about situational in contrast to linguistics sequencing. Hence situational based textbook usually state their content in terms of topics or themes of every day events.

Nevertheless such situation-based syllabuses are also criticized for having the learner short of adequate communicative capacity. Wilkins point out that what we wish to communicate at any point is not situationally controlled but is rather a matter of our own intentions.

Wilkins, Alexander and other at the council of Europe for cultural cooperation were the first to introduce national syllabus.

Widdson, (1979) states that the new syllabus defines the content of the language teaching in terms of function rather than form. Wilkins (1976) gives the rationale behind communicative approach. He states the whole basis of a national approach to language driven from convictions that what people want to do through language is more important than a mastery of the language as an unapplied system. He states that the work on national syllabuses can best be seen as a means of developing the structural syllabuses rather than replacing it.

Actually course book designers have realized this and thus have chosen to follow a kind of multiple branching approach recognizing language functions as an additional rather than an entirely different focus on the development of material. Hence textbooks based on this kind of syllabus both form and function. In short the three types of syllabuses namely structural, situational and functional national syllabuses define the linguistics content in terms of syllabuses although theoretically discrete, are in structural syllabuses teach some communicative features and functional syllabuses teach some grammar and both can be situationalized. Wilkins (1976) groups the different syllabuses into two kinds: synthetic and analytical and points out any actual course or

syllabus can be placed, some where on the continuum between these two kinds, and that the process of selection will show it to tend towards kind or other. He is convince that the notional syllabus is potentially superior to grammatical syllabuses, as it will produce communicative competence. It is also superior to the situational syllabus as it ensure the inclusion of the most grammatical factors and can cover all types of language function.

Candilin, (1984) suggests a new kinds of syllabus, this called interactive syllabus, which is social and problem solving in orientation rather than one, which transmits, presented and often predigested knowledge. He suggests a retrospective syllabus, the product of the kind of negotiation and evolution, which actually goes on in the learning milieu. Candlin's proposal is in, part, to build this process of negotiation into they system rather than to ignore it.

Candlin summarizes his proposals in a diagram in which the planning of language learning and teaching occurs at two levels: Curriculum and syllabus prospective.

Strategic principle planning level (1)

- Curriculum guidelines.
- Dialectic process .
- Syllabus account of learning.
- Of content .

- Of procedure.

A new approach to syllabus design is developed and reviewed by T. Fennimore and M.B. Linzamann (1990, internet article: 1-22), they call it a thinking curriculum and they state that " It is based on new ways of thinking about learning, treats both content and processes differently". Content includes concepts, principles, generalizations, problems, facts etc.... process includes strategies and skills, creative and critical thinking, thinking about thinking (metacognition), social skills and so on.

The main characteristics of the thinking curriculum are:

- a) It fulfills a dual agenda by integrating content and process.
- b) The scope of a thinking curriculum promotes in depth learning. Important concepts and strategies need to be identified, organized, prioritized, and taught in depth.
- c) Content and process objectives are situated in real – world tasks.
- d) Tasks are sequenced to situate holistic performances in increasingly challenging environments.
- e) A thinking curriculum actively connects content and process to the learner's backgrounds.

The most important fact about the thinking curriculum is that it links language arts with thinking curriculum and promotes guidelines for that. These guidelines stress the intimate relationship

between learning and thinking and the key role of language in learning.

Watson, (1996) suggests combining these two approaches in one syllabus, he thinks the new syllabus is going to be compatible.

Punkelman. J. (1997) explores how language learning in general and syllabus design in particular can benefit from what interactional sociolinguistics has discovered about how language is used to serve referential meaning, and how contexts determine the social cultural and expressive meaning of utterances.

Socio-linguistic with this emphasis on the collection and statistical analysis of data on the social and cultural aspect of language acquisition, has generally played a remote if complementary, role in teaching English as a foreign language although speech acts or functions viewed by socio-linguistics having social origin (Watson C, (1996) dissertation abstract internet).

Despite the importance of socio-linguistics the learner's lack of the familiarity with the social dimension of language is evident in the classroom and social occurrence of learner of foreign language failing to grasp the intended meaning of utterances despite possessing lexical and grammatical competence.

The standard remedy for this deficiency has historically been deductive in nature, learners have been taught how some thing was

done.

For example how to apologize or speak informally and then repeat practiced sample conversation.

Dunkelman development the communicative language teaching syllabus to take sociolinguistic concept.

The researcher conclude that any syllabus for language teaching will be based on one of the main three types or two of them. These are: structural situational, and the functional notional syllabus. The three types defines the linguistic content in terms of forms topic or function respectively.

B- Cultural content:

Students cultural backgrounds affect their learning strengths, preferences and influence their achievements. "cultures are a compound of geographic, social, economic, religious and political elements that influence personal and group through and behaviour. "Baruth and Manning sited in Helmut, Macheath and Herbert (1994).

All rand the world, individual up bringing the behaviour and value systems of their peer and the social systems to which they belong affect their cultural perspectives. Cultural background too affects students' academic strengths and learning style preferences.

Cultural components:

Brown (1963) analysis culture according to varopis categories, including communication, language mental processes, learning, beliefs, attitude, values, norms, sense of self and space, time and time consciousness, relationship, reword and recognition, dress and appearance, and food and feeding habits, as well as the process by which a group organizes it self: kingship, religion, business and social association, economics, politics and health and reaction colongelo, foxily and Dustine, (1979, sited in Wilfred, (1984). Thus cultural content as a necessity for textbook design. Design must consider the culture of the learner so as to achieve better results.

2.3 Part III: Text Book Writing: Criteria and Principles

In this part the researcher will review textbook writing criteria and will state what is relevant of these criteria for judging Spine IV.

2.3.1 General Principles:

Mackey, (1965:162) mention three factors in terms of which the selection of elements, whether structural or semantic should be justifiable. These are:- the purpose, level, and duration of a course. These specifications correlate with the specifications of Sudan Ministry of Education in addition to the culture and religion. We will first give a brief explanation of each factor and discuss how they affect the selection processes.

A. The purpose of the Course

Mackey lumps two questions under these factors:-

- Why was there a selection?
- For whom was it made?

The answer to the first question is definitely, the objectives of the course, where are the answers to the second questioning the characteristics of the learner and his needs, i.e. to appropriate the relation between the objectives of the course and the learner's needs.

B. The Level of the Course

The important question is what is the level of the Course? Is it for beginners, advanced learners? ...etc.

C. Duration of the Course:

What is the length of the time allowed for the course?

2.3.2 Selection

Sometimes, the general principals may specify certain items to be included in the course. When no specification is available, it is usually the purpose that determines most of the types and amount of the materials selected. In structural syllabuses, for example, the terminal objective of a language course is a mastery of sound, vocabulary and structure systems of the language, Fries, (1945). In other words, the terminal objectives of structurally based materials are to help learners acquire linguistic competence

of the target language. Thus, the selection should reflect this objective be emphasizing language form or usage. On the other hand, communicative oriented materials state their terminal objective as the acquiring of the communicative competence of the target language i.e. knowledge of appropriate use.

In this case, the selection mirrors the objective by emphasizing areas of use. However, the selection will also contain structural, because as mentioned before, “knowledge of use must of necessity including knowledge of usage” (Widow Son, (1978). It is the level of the course that determines whether prominence should be given to use or usage. If the course is aimed at advanced learners who have already acquired the usage then use it to dominate. On the other hand, if the course is aimed at absolute beginners, then usage is to dominate, simply because, knowledge of use can never be acquired with out some knowledge of usage but the reverse is not true. Even those who highly recommend a communicative syllabus do knowledge the primacy of usage, Canal and Swain, (1980), Johnson, (1982); & Wilkins, (1976).

The last factor that affects the choice of material in general is the duration of the course. It is evident that the length of the course affects our decisions in selecting items. This time, the effect is more related to the amount rather than the type of selection. Since this last factor is self-evident, it will not be expanded. Instead, the

criteria that should be considered in relation to particular elements will be discussed.

For the purpose of convenience, the elements that should be included in a textbook are of two kinds:-

- (1) Structural elements
- (2) Semantic elements.

The former include:-

- (a) phonology
- (b) vocabulary
- (c) grammar

Where as the latter taken in abroad sense, would include:-

- (a) Topics
- (b) Functions
- (c) Notions

A. Phonology

Phonology is the study of the sound system of the language. It includes the study of the different phonemes in the language and how they combine to form words and sentences.

B. Vocabulary

Vocabulary choice is one of the most central decisions in the selection of the content. This is because the vocabulary of any language is almost infinite and hence, it can never be aimed to teach it all. All criteria for the choice of vocabulary whether

structural of communicative, are highly valuable in directing course design decisions during the process of selection.

For choosing the vocabulary items a number of criteria can be applied. According to Mackey, (1965:176-189), these are:- (a) frequency, (b) range, (c) availability, (d) coverage, and (e) learnability.

(a) Frequency is the number occurrence of items is the ones that are most likely to be met. Many frequency counts have been conducted. Yet, unfortunately these have been criticized since their results vary according to what is counted and how it is counted. Because of these limitations frequency should be supported by other criteria Mackey, (1865):181).

(b) Range refers to the number of different texts in which an item is sound. Items that have the widest range are the ones that should be selected for the study. Rivers cited in Nunan, (1984).

(c) Availability accounts for lexical items which may not be particularly frequent, but which are needed in particular situations or in relation to particular topics, which are essential to learners (e.g. parts of the body).

(d) Coverage differs from range in that it counts the number of texts not in which an items is naturally used,

but in which an item is capable of replacing other items of more specific meaning.

(e) Learnability refers to the items that are easily learned, not matter what is the cause of their easiness, (an item be easy because of it's similarity to another in the learner's mother tongue, regularity, simplicity, concreteness, clarity, or brevity), some linguistic list these causes of easiness as separate criteria for selection.

(f) Grammar:- In teaching grammar, in contrast to vocabulary, it is more a matter of grading than of selection. This is because; the basis of grammar has to be taught, but never all the vocabulary of any language. Therefore, most of the criteria cited in literature are mainly for grading grammar. However, two of these are connected to selection as much as to gradation.

2.3.3 Gradation and Recycling

Once an inventory of teaching items has been arrived at, it must be arranged in a way suitable for teaching. This task for organizing the content of a textbook is sometimes called gradation; this term implies gentle progression from one stage to another in a way that each stage serves as a preparation for the next. Gradation applies the quantity and the quality of the materials selected, in

other words, gradation deals with two main questions:-

- (a) How much of the material can be presented together.
- (b) Which type of items should proceed?

A. Phonology:

A graded system of phonetic units can be made the phonetic counterpart of a graded system of grammatical units, Mackey (1965:208). However, there are courses that prefer to drill the different phonemes through entirely different sets of vocabulary other than those taught. This is the case of Spines.

B. Vocabulary:

The order in which the lexical items are introduced is determined by the principle of immediate use. Those vocabulary items that are immediately needed (e.g. pen, book) should be taught first, others should be graded from the concrete to the abstract, Mackey, (1965).

C. Grammar:

In grading the grammatical content of a course book, a number of criteria should be considered. These include: Teachability, simplicity, functions and topics.

(a) Teachability:

This is a pedagogical consideration. Course designers for early introduction easily demonstrate some patterns in the classroom, and thus preferred candidate, Wilkin, (1976).

(b) Simplicity:

It is generally assumed that simplicity of structure implies ease of acquisition. Therefore, it often suggests that the simple structures should come first and the more difficult or complex ones later.

(c) Functions and Topics:

Grading the semantic elements in a course book is much easier and far looser than grading the structural elements, the only criterion cited by a number of linguists is immediate use. Those topics and functions that are highly relevant to the learners' immediate needs should be taught first to help learners fulfill their needs. This will give the learners a sense of achievement and thus encourage them to learn. Wilkins, (1976).

2.3.4 Presentation

The next step after selecting and grading the content is to present it in appropriate frames or contexts. By presenting an item we mean introducing it to the learners. If it leaves a wrong or confused impression in the student's mind, it will be extremely difficult for him to get rid of this faulty impression Hill, (1975).

Phonology:

One of the common ways of teaching phonetics is the use of the phonetic notations. There are a variety of notation styles that represent the different phonemes and intonation patterns of the language. However, to introduce sounds by means of phonetic notation is not

advisable for the following two main reasons mentioned in **Mackey, (1965):-**

(a) Despite the international phonetic association's efforts to standardize the symbols or notations used to represent sounds, there are still a good number of conflicting symbols that represent the same sound.

(b) The use of notation in teaching pronunciation increases the learning load, particularly with the beginners who still have to master the shape of the letters.

To overcome these difficulties, Mackey suggests that it would be advisable to introduce the learners directly to the written form of the word without introducing this pronunciation orally.

(a) Recording

Some course designers prefer to accompany their textual materials with a tape recorder. This has the advantage of introducing the learners to a wide variety of speaking voices (native speakers). Records prepared for foreign language learners should meet certain criteria Mackey, (1995: 235).

- (i) The sound track should be clear.
- (ii) The speed should preserve the normal rhythm of the language.
- (iii) The material recorded should not be individual sounds or individual words.
- (iv) The recording should include empty spaces for imitation by

students.

- (v) It should introduce a variety of nature speaking voices.

(b) Diagrams

Some textbook writes use diagrams illustrating the different positions that the speech organs occupy while producing different sounds are usually enough unless some difficulty arises.

Thus, we conclude that the best frame for introducing the phonological items is a high quality recording that conforms to the pedagogic criteria mentioned above.

B. Vocabulary

To introduce these, there is wider variety of techniques used by designers. In teaching vocabulary we have to present both the meaning and the form of the items side by side so that their association is engraved in the learner's mind. In presenting the form an item, we concerned with two things: it's pronunciation and it's spelling.

The meaning of vocabulary items may be presented using various devices; some of these are linguistics, others are pictorial. The meaning of a lexical item is the product of the way in which it relates to other items in the language systems and at the same time, to nonlinguistic reality. Therefore, this is important to introduce the new lexical items in context. The context may be individual sentences or larger units of discourse such as texts and dialogues.

C. Pictorial Devices

Textbooks prepared for language, teaching course may contains two types of pictures: text pictures and class pictures. Text pictures are those appearing in the text itself. These can be either photographs or drawings. Class pictures are separately printed for classroom use.

2.4 Previous studies:

Ayman (1997) carried out case study in Bilkent university school of foreign language (BUSEL) involving go randomly selected upper intermediate students and 45 instructors. The purpose was to find out how those different groups, the students and the instructors evaluate the in-house textbook (macro level). Bilkent Academic students in English 3 (Base 3), which was based on English for academic purposes (EAP) and designed for upper intermediate students, the book was prepared concerning the needs of the students, instructors and the institutions.

Yumuk (1998) carried out her study at Bilkent university. The aim was to evaluate the effectiveness of 23 in-house materials prepared for bureau management and secretarial studies through macro and micro evaluations on the basis of 5 criteria developed.

The aim of the macro evaluation was to investigate the over all effectiveness of the materials, and the micro evolution aimed to investigate the match between what was planted and what actually happened.

Chapter (3)

Methodology

3.1 The research instrument

The instrument used for this research is subjective, this included teachers views about spine teaching and the problems among them, and analyzing and evaluating spine 4.

3.2 Unstructured interview

Unstructured interview included questions for obtaining of English language teachers who teached spine 4.

The question designed orally for teachers AM. Degree in Nile value university. The questions are chooser randomly as the following:

- 1- What are the weaknesses of spine 4.
- 2- Is spine 4 & suitable to the pupil interest.
- 3- What are the differences among the students.
- 4- What are the strengthes of spine 4.

3.3 Content analysis:

In this research data collected by the questions which are described before, and generally tea.

The main purpose of this study is to determine the present status of the implementation of the English language textbook (taught in Sudanese secondary school spine (4) (Sudan Practical Integrated National English) first level, and to identify the extent to

which the English syllabus is meeting the needs of the learners as perceived by the supervisor and teachers.

The study was conducted for the purpose of analyzing and evaluating the English language textbook spine (iv).

Criteria were developed for this purpose by the researcher. It concerning the following procedure:

1/ The researcher followed some steps in analysing and evaluating the textbook

1- Language content 2- Language skill 3-Explanation table

- **Language contents:** deals with: pronunciation, pronunciation.
- **Pronunciation:** some units include little activities which are not enough for the students to practice them.
- **Vocabulary:** the researcher observed the different activities and saw the presentation of the new words in appropriate contextual situations would facilitate the learning and comprehension.
- **Grammar:** the researcher explains that some units include grammar but it presented separately.

2/ Languages skills:

Includes: reading – speaking – writing and listening.

- **Reading skill:**

More passage are presented with the different activities. It is leads to the pronunciation process.

- Speaking skill:

There are many exercises and activities presented its leads to the communication process.

- Writing skill:

Different exercises and activities are presented these allow the students to improve them selves in writing skill. For copy these and complete – write some sentences – write paragraph and soon.

- Listening skill:

This neglected in all chapters,

- Tables:

The data the tables show that the activities and exercises which are presented in the textbook.

Chapter Four

Data Analysis

In this chapter the data collected will be analysed and discussed.

The content of spine (4) will be presented, analyzed and discussed together with the results of the informal interview.

The table explains the number of skills practice in spine 4:

Chapter	Reading skill	Speaking skill	Writing skill	Listening skill
1	8	8	4	-
2	4	5	4	-
3	6	8	5	-
4	8	6	6	-
5	8	4	9	-
6	6	5	7	-

Unit (I)

Language Contents

Pronunciation: This neglected in this chapter except described in two lessons (page (29) & (30).

Vocabulary:

The chapter covers a lot of vocabulary concerning the topic of City life and City lives with a very efficient way.

Grammar:

The structures cover the simple past tense on page (17) & (25), but it is not enough, it needs more practice and more activities

Language Skills:

Reading Skill

There is a suitable reading passage with some activities such as: Houses in the Sudan, Home furniture, City life and so on. followed by some comprehension questions and some activities.

Listening: No listening skills or materials

Speaking Skill: There are some activities include (division questions on page (4) & (15), (21) and page (23). It also include (description) in page (3) (11). This section includes more activities (speaking skill).

Writing Skill:

On page (11) there is exercise tries to teach pupils how to begin the writing process using (description) in their exercise books. It also

includes full activities e.g. fill in the planks and so on.

Listening Skill: No listening Material (for sound which describe before)

Conclusion:

In conclusion some sounds needs more activities this better to use CD or Cassette.

There are some pictures but not clear for the students to describe.

These pictures should be clear to discuss

4.1 The table explains the number of skills practice and language area

Chapter	Skills practice	Exercise	Language area	Exercise
	Reading	8	Pronunciation	1
1	Writing	4	Vocabulary	2
	Listening	-	Grammar	5
	Speaking	8		

Comment:

There is one activity of pronunciation; CD should be used, to facilitate the pronunciation process, and expound the language starts by the ear.

Unit (2)

Language Contents:

Pronunciation: It is not mentioned

Vocabulary:

The Chapter covers a lot of vocabulary concerning the topic (Bad luck) on page (35), first Aid. On page 37, fashion Notes on page 43, wedding (49) Birthday surprise fact or fiction on page (59) and in the mud.

Grammar:

Signals of present simple on page (36) but it is not enough for the students to understand

It introduces adjective on page (44) use one example and allow to the students to practice. Also this not enough.

Report speech on page (58).

Adjective exercise on page.

Language Skills:

Reading Skill: There are suitable reading passages with some activities. On page (45), (49), (50), (51), (52) and (54)

Speaking Skill: Unit (2) Lesson (1) there is oral practice on page (32)

Page (45) description

On page (47) Comparison

Discussion on page (54) (oral production

Dialogue on pages (43) through conversation with activities

Writing Skill: A lot of writing activities:

On page (34) writing sentence about the short

Writing about students ideas on page (36)

On page (40) writing skill

Writing about students families on page (42)

On page (58) try to teach pupils how to write a paragraph

Listening skill: No listening materials or activities

Conclusion:

The tense on page (36) needs, more activities

Also adjective on page (44) needs more activities

4.2 The table explains the number of skill practice and language area

Chapter	Skills practice	Exercise	Language area	Exercise
	Reading	4	Pronunciation	-
2	Writing	4	Vocabulary	4
	Listening	-	Grammar	3
	Speaking	5		

Comments:

There is no pronunciation activity and listening materials are not used.

Unit (3)

Language Contents:

Pronunciation: It is not mentioned

Vocabulary: Unit (3) covers a lot of vocabulary concerning some topics on page 66, 70, 74, 76, 77, 81, 83 and on page 87. It is full of passages

Grammar:

The use of “much” with the un countable nouns

The use of “much” and “not enough”

Language Contents:

Reading Skill: There are different reading skills with different activities. It includes reading letters

There is a short activity which acts a step towards reading on page (77). Also there are reading activities

Speaking Skill:

Introduces song (orally) on page (72)

Using dialogue on page 76

There is (oral) activity on page (85)

Also there are different activities

Writing Skill:

On page 68 tries to pupil write a paragraph

Different exercises on page (72), writing a letter on page (74), writing notes and writing plan on page (86)

Listening Skill: No listening materials or activities

4.3 The table explains the number of skill practice and language area

Chapter	Skills practice	Exercise	Language area	Exercise
	Reading	6	Pronunciation	-
3	Writing	5	Vocabulary	7
	Listening	-	Grammar	1
	Speaking	8		

Comments:

Grammar should presents in one activity. It needs more practice.

Unit (4)

Language Contents

Pronunciation: On page 107, there is an activity on words (having different sound)

Vocabulary: The Chapter covers a lot of vocabulary with different activities e.g. It used questions

Grammar:

This unit covers a lot of tenses and others. First the simple tenses in their present, past and future.

Also introduces present perfect.

On page (99) present simple tense.

On page (103) & (105) the use of do-does-did.

Future introduces on page 123.

Language Content:

Reading Skill: There is a suitable reading passage with some activities. It includes six passages with different activities.

Speaking Skill: On page 129, there is picture discussion, on page (98) comparison, other things speaking through dialogue (104), making phone calls on page 118, and work in pair page (121).

Writing Skill: Writing paragraph on page (103) and (135), writing about grand father on page (115), using some topics to write about them on page (137).

Listening Skill: No Listening or activities for listening

Conclusion: This unit, it is full of grammar and this present organized, present past-future.

4.4 The table explains the number of skill practice and language area

Chapter	Skills practice	Exercise	Language area	Exercise
	Reading	8	Pronunciation	1
4	Writing	6	Vocabulary	7
	Listening	-	Grammar	6
	Speaking	6		

Comments:

There are more than five activities and materials of grammar, which are very important and necessary of the students to study them.

The results in term of hypotheses

- The first hypotheses has been in not reject because the book crowded with vocabulary.
- The second point also is not rejected because students and teachers have their opinion about spine 4.
-

Unit (5)

Language Contents

Pronunciation: It is neglected in this chapter

Vocabulary: This chapter covers more than ten topics which are different and includes different activities.

Grammar: It is not mentioned in this chapter.

Language Skills:

Reading Skill: This chapter covers a lot of passages they are twelve passages with different activities.

Also very long passages, with different reading skills

Speaking Skill: Page 156 (discussion table)

Writing Skill: Writing paragraph, writing sentences, writing reports and personal views.

Listening Skill: No material for listening

4.5 The table explains the number of skill practice and language area

Chapter	Skills practice	Exercise	Language area	Exercise
	Reading	8	Pronunciation	-
5	Writing	9	Vocabulary	11
	Listening	-	Grammar	-
	Speaking	4		

Comments:

No listening materials and activities or pronunciation or grammar.

Unit (6)

Language Contents:

Pronunciation: No pronunciation practiced

Vocabulary: Different passage with different activities

Grammar: No grammar mentioned

Language Skill:

Reading Skill: There is a suitable reading passage with some activities such as reading letter, reading dialogue, with different activities

Speaking Skill: Discussion questions in groups, on page 216

Writing Skill: Writing letter, writing paragraph, writing sentences, there are a lot writing activities

Listening Skill: No materials or activities for listening

5.6 The table explains the number of skill practice and language area

Chapter	Skills practice	Exercise	Language area	Exercise
	Reading	6	Pronunciation	-
6	Writing	7	Vocabulary	10
	Listening	-	Grammar	-
	Speaking	5		10

Comments:

No pronunciation activities, and no listening & materials and grammatical and activities.

Chapter Five

Conclusion

In this chapter three elements will be offered, they include: Summary findings and recommendation.

5.1 Conclusion:

This study was conducted for the purpose of analyzing and evaluating the English language textbook spine (4).

Criteria were developed for this purpose by the researchers and according to these criteria the researcher analysed spine (4).

The main objectives of chapter (2) are to define the criteria of an ideal textbook, however, it should be noted that in choosing these criteria the researcher was keeping the learners' perceived needs in mind.

Chapter (3) on the other hand is concerned with steps as analyzing and evaluating of the textbook. Under review and the researcher found that the hypothesis under test is contradicted by the evidence that: the textbook is not the ideal one.

A good number of weaknesses are attributed to the fact that listening skill should be neglected and material development where as this skill is important because language starts by the ear.

5.2 Summary of findings:

- a) The objectives are not measurable
- b) The present book spine is to be revised for more improvement.

- c) Listening skill should neglected.
- d) Any chapter should include grammar.
- e) Pictures should use, it help students to express their ideas.

5.3 Recommendation

Based on the previous conclusion the research would like to make some recommendations:

- The pupil's book should be improved concerning its layout and paper type.
- There should be a better teacher's book with clear objectives and alternatives which act as an in service training.
- Teaching aids should be provided according to activities and skills needed to be practiced.
- The whole package should consist of, at least, students book, teachers' book, work book, cassettes or CDs.
- Teacher's book should contain the same contents of the student's book. It should have an introduction for both teachers and students and tips for lesson planning with teaching notes for the chapters including optional extra activities.
- The world list should be introduced in the book and all the new vocabulary is to be arranged in alphabetical order.
- Listening materials should accompany the textbook.
- Listening skill is the base for other skills.

- Oral production is important it is shows how to pronoun and leads to the pronunciation.
- Grammar should be taught separately.

5.4 Suggestions for further studies:

The following are 8 suggestions for further studies:

1. Laboratory for language practice.
2. frequency of grammatical structures studies of vocabulary cover rage and structure's frequencies

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