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A comparative and Contrastive Study of the Headway Series & Spine Series

**A thesis submitted impartial fulfillment
for the degree of M.A in E.L.T**

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March, 2009

Dedication

***To the soul of my father, to my
mother, husband, sisters & friends
for ...
their help and encouragement***

Acknowledgment

I would like to express my deep, gratitude to my supervisor Dr. JBRAHJM AL-FAKJ for his helping hands encouragement, and my colleagues for their advice.

Abstract

This study is an attempt to explain, examine, compare and contrast between two current ELT Series, which are used in the Sudan.

One is the “ Spine Series ” which is locally designed to cater for and respond to the English Language need of Sudanese students at basic and secondary schools .The second is the series of the course book named “New Headway” published by Oxford University Press. The learners of this series range in age from 14-50 and include secondary school students, universities students, working people and house wives who are usually studying English for one or more of the following reasons : for academic purposes, to help obtain better jobs or promotions , for international travel, and for general interest’s sake.

The two books “ New Headway Elementary ” and “ Spine 4 ” were chosen from each series. They were content analyzed to compare and contrast between them. And this analysis was performed to examine the manifestation of people’s attitudes toward Headway and the Spine Series.

الخلاصة

من خلال دراستنا المقارنة بين سلسلتي (Headway & Spine 4) ، يتبين لنا بأن هذه الدراسة المقارنة هي محاولة لفهم وشرح واختبار لمحتوياتهما وذلك لمقارنتهما من حيث أوجه التشابه والاختلاف بينهما ، فهما سلسلتان تعليميتان مستخدمتان حالياً بين قطاع الطلاب وغيرهم ، فالسلسلة الأولى (SPINE 4) مصممة داخل دولة السودان لتلبي احتياجات دارسي اللغة الإنجليزية في مرحلتي الأساس والثانوي.

أما سلسلة (Headway) فهي سلسلة صمم منهجها وتمت طباعتها بواسطة مطبعة جامعة أكسفورد بلندن لتناسب الأعمار التي تتراوح بين ١٤ - ٥٠ سنة تتضمن هذه الفئات العمرية فئة طلاب الثانويات والجامعات وموظفي الدولة وموظفي القطاع الخاص وربات المنازل وتحتاج جميع هذه الشرائح العمرية إلى تعليم اللغة الإنجليزية بهدف الحصول على وظائف أفضل، الترقيات، السفر بين الدول أو للقيام برحلات دولية للنزهة ولأغراض أخرى كثيرة.

إن كتابي (Headway Elementary & SPINE 4) قد اختيرا من سلسلتي (Headway & Spine) بعد تحليل محتوياتهما واستخراج أوجه التشابه والاختلاف بينهما وذلك من أجل الحصول على أفضلهما بغية إيجاد المنفعة التعليمية من كل سلسلة وبالتالي أخذ الاستفادة القصوى من كل سلسلة حتى نصل إلى أفضلهما تعليمياً ومن ثم تنمية مواردنا البشرية من السلسلة الأفضل.

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Chapter one

Introduction

This research examines if the textbook is comprehensive and has integrated skills content or not. Though limited to two books, New Headway Elementary and Spine 4.

It deals with the skills in the textbook, how they are manifested, with what consequences, and how they can be presented. The study analyses the contents of the approved textbook, especially discussed these questions

- a- To what extent is the textbook comprehensive?
- b- To what extent does the textbook have integrated skills content?

Data from the book spine 4 demonstrate that spine textbook suffer from alack of integrated skills.

Listening skill is neglected. While publishers of the approved textbooks in the Sudan are eager to claim that their books enable the learner to listen and understand dialogues. While New Headway Elementary covers all the four skills in each unit, which make the students who study Headway, feel more confident, competent than those who study the spine.

In order to understand these claims, there is a need to analyze the content of the two textbooks, Headway Elementary and Spine 4.

1-1 Background

22 years ago, Headway was published. Surprisingly, it was at first perceived as just small, two – level course. At time neither Headway's authors, Liz and John Soars, nor its publishers, Oxford University Press, knew that it would become the biggest – selling English Course in the world and the blue print that changed the way the world learnt English ¹ .

The SPINE, Sudan Practical Integrated National English, is especially written for Sudanese schools at both levels basic and secondary.

SPINE addresses itself to all Sudanese pupils, so they all feel that they are catered for and involved in the learning process.

SPINE is designed in such away that the pupils can receive parental support at home and, hence, experience the English Language further, and developed communicative competence in it.² -

¹Amy White (2006)"The Story of Headway and its Authors LIZ and JOHN SOARS " (P. 2 ,4 ,6 ,7, 8,9, 10).

²Wilkins, D.A. (1981) " National Syllabuses Revisited " Applied Linguistics II,

1-2 Statement the Problem

Some people think that the Spine Series is as good as the Headway Series. But there is another claim that, the Headway Series is better than the Spine, so a lot of people (Parents) send their children to improve their English Language Skills in private institutes, which teach Headway.

In order to understand these claims, there is a need to analyze one text book from each series (New Headway – Elementary and Spine 4), compare and contrast them.

1-3 Questions

The research hereby puts forward the following questions :

Is New Headway Elementary a comprehensive book ?

Is Spine 4 an integrated skills book ?

Which text book, New Headway Elementary or Spine 4 is more comprehensive ?

What makes, New Headway Elementary more integrated skills book ?

Why do students who study the Spine Series at schools go to private institutes on holidays and study the Headway Series?

1-4 Hypotheses

- The Headway Series may have more comprehensive content than the Spine Series or vice versa or neither of them.
- The Headway Series may have an integrated skills content.
- The Spine Series might not have an integrated skills content.

1-5 The purposes of the study

The research attempts to compare and contrast between the Headway Series and the Spine Series, showing which syllabus is more comprehensive and integrated skills book.

1-6 Delimitation of the study

The research is limited to content analysis of New Headway Elementary Student's Book and Spine 4 Pupil's Book, concentrated on a comparative and contrastive study.

1-7 Significance of the Study

This study is important for the following :

- It presents descriptive, analytical study of the contents of the Headway and the Spine Series.
- It will help in the diagnoses of the strengths and weaknesses of each syllabus.
- It will help syllabus designers and teachers to cover the weaknesses of the Spine Series.
- This study may be of great value to English Language teachers and learners as well as syllabus designers.
- Draw conclusions and recommendations with aim of improving English Language in the Sudan.

1-8 Methods of the Study

The research will follow the descriptive and analytical methods, by identifying problem and stating hypotheses and questions for the study. The technique will be used is content analysis, including checking the content of the Spine and the Headway Series.

Chapter Two

Literature Review

2- Curriculum and Syllabus

2-1 Definitions

The terms "syllabus", "syllabus design" and "curriculum" have given rise to confusion in terms of their definitions and use. According to Stern (1983) (P.2) the field of curriculum studies is part of the discipline of educational studies. In its broadest sense, it refers to the study of goals, content, implementation and evaluation of an educational system. In its restricted sense, curriculum refers to a course of study or the content of a particular course or programme. It is in this narrower sense of curriculum that the term "Syllabus" is employed. According to Stern, "Syllabus Design" is just one phase in a system of interrelated curriculum development activities ¹.

Shaw's (1975 :3) survey of literature on second language syllabus development brings out the following distinction between "curriculum" and "syllabus". He says "..... *The term curriculum includes the goals, objectives, content, processes, resources, and means of f evaluation of all the learning experiences planned for pupils both in and out of the school and community, through classroom instruction and related programs ...*". ²

He then defines "syllabus" as:

"a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself".

"Curriculum" as defined by Allen (1984 :3) is a very general concept. It involves consideration of philosophical, social and administrative factors which contribute to the planning of an educational programme. "Syllabus"

¹ Steen, H.H. (1983) . *Fundamental Concepts of Language Teaching*, Oxford: Oxford University Press

² Shaw, A M. (1975). " Approaches to a communicative syllabus in foreign language curriculum development ". Ph. D. Dissertation, University of Essex.

then refers to that subpart of a curriculum which is concerned with the specification of what units will be taught.¹

In defining a language “syllabus”, Noss and Rodgers (1976 :3) defines it as “*a set of justifiable, educational objectives specified in terms of linguistic content*”. Here the specification of objectives must have some thing to do with language form or substance, with language –using situation, or with language as a means of communication.²

“Partly an administrative instrument, partly a day – to – day guide to the teacher, partly a statement of what is to be taught and how, sometimes partly a statement of an approach The syllabus embodies that part of the language which is to be taught, broken down into items, or otherwise processed for teaching purposes”.

In Wilkins’ (1981) words, syllabuses are “*specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process*”.³

Johnson (1982) explains syllabus as an “*organized syllabus inventory*” where “*syllabus inventory*” refers to the items to be taught⁴. Crombie (1985 :3) also defines “*syllabus*” as *a list or inventory of items or units with which learners are to be familiarized*⁵. But Corder (1975) points out that it is more than just an inventory of items⁶. In addition to specifying the content of

¹ Allen, J.P.B. (1984) " General – Purpose Language Teaching : a Variable Focus Approach " in Brumfit, C.J. (ed) General English Syllabus Design. Pergamon Press Ltd. And The British Council.

² Noss, RB. And Rodgers, T.S. (1976) " Does English for Special Purposes Imply a new king of language syllabus " in Wilson , G.H. (ed.) Curriculum Development and Syllabus Design for English Teaching. Singapore: SEAMEO Regional Language Centre.

³ Wilkins, D.A. (1981) " National Syllabuses Revisited " Applied Linguistics II,

⁴ Johnson, K. (1982). Communicative Syllabus Design and Methodology. London: Pergamon Press.

⁵ Crombie, W. (1985) Discourse. And language learning : A relational Approach to Syllabus Design. Oxford : Oxford University Press.

⁶ Corder, P.S. (1973). Introducing Applied Linguistics. London : Penguin Books.

learning, a syllabus provides a rationale of how that content should be selected and ordered. Mackey (1980 :4) ¹.

Candlin (1984) takes a different stand when he says that syllabuses are “*social constructions, produced interdependently in classrooms by teachers and learners They are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners*”. ²

Basically, a syllabus can be seen as “a plan of what is to be achieved through our teaching and our students’ learning” (Breen, 1984)³ while its function is “to specify what is to be taught and in what order ” Prabhu (1984) ⁴.

2-2 Syllabus Design

After having understood what the terms “curriculum” and language “syllabus” refer to the next step would be to come to terms with what language “syllabus design” encompasses.

According to Webb (1976 :4), syllabus design is understood as the organization of the selected contents into an ordered and practical sequence for teaching purposes ⁵. His criteria for syllabus design is as follows:

- Progress from known to unknown matter.
- Appropriate size of teaching units.
- A proper variety of activity.

¹ Mackay, R. and Bosquet, M. (1981). " LSP Curriculum Development – From Policy to Practice " in Mackay , R. and Palmer, J.D. (eds.) Languages for Specific Purposes : Program Design and Evaluation. Rowley, Massachusetts : Newbury House.

² Candlin, C.N. (1984) " Applying a System Approach to Curriculum Innovation in the Public Sector " in Read , J.A.S. (ed.) Trends in Language Syllabus Design. Singapore.

³ Been, M.P. (1984). " Process Syllabuses for the Language Classroom " in Brumfit, CJ. (ed.) General English Syllabus Design Pergamon Press Ltd. And The British Council.

⁴ Prabhu, N.S. (1984) " Procedural Syllabus " in Read, J.A.S. (ed.) Trends in Language Syllabus Design. Singapore : SEAMEO Regional Language Centre.

⁵ Carcia, D.G. (1976) " Decisions and Variables in Curriculum Construction : Their implications for Syllabus Design in English Language Teaching " in Wilson , G.H. (ed.) Curriculum Development and Syllabus Design for English Teaching. Singapore.

- Teach ability.
- Creating a sense of purpose for the student.

Garcia (1976 :4) expands on this and provides more comprehensive criteria which should be taken into consideration when designing a language syllabus. He says that *“Particulars concerning the social forces, the prejudices, the habits and the motives of the student population, the relation of student characteristics to what are considered universal concepts in language learning processes, contemporary insights into the nature of the language, and how it should be taught to non –native speakers and for what realistic purposes, must guide curricular decisions”*¹.

Designing a language syllabus is no doubt a complex process. According to Amran Halim (1976 :4-16), the language course designer has to pay serious consideration to all the relevant variables. He has grouped all the variables into two categories, namely:

1. linguistic variables, which include the linguistic relations, between the language to be taught and the language or languages which the student uses in his daily activities ; and
2. Non – linguistic variables which range from policy to social, cultural, technological and administrative variables.

According to Munby (1984 :5), syllabus design is seen as *“a matter of specifying the content that needs to be taught and then organizing it into teaching syllabus of appropriate learning units”*².

Maley (1984 :5) sums it up when he says that syllabus design encompasses the whole process of designing a language programme. He says that *“the needs analysis which produces an order unit of items to be taught is organically related to a methodology consistent with the syllabus, a set of*

¹ Amran Halim, (1976) " Decision – making in Language Course Design " in Wilson, G.H. (ed.) Curriculum Development and Syllabus Design for English Teaching Singapore.

² Munby, J. (1984) " Communicative Syllabus Design : Principles and Problems " in Read, J.A.S. (ed.) Trends in Language Syllabus Design. Singapore.

techniques consistent with the methodology, and evaluation procedure consistent with the whole”¹.

From the above explanations on syllabus design, it can be concluded that syllabus design involves a logical sequence of three main stages, that is, i- needs analysis, ii- content specification, and iii- syllabus organization.

This follows very closely the general model advocated by Taba (1962 :5) - which gave the following steps:

- i- Needs analysis.
- ii- Formulation of objectives.
- iii- Selection of content.
- iv- Organization of content.
- v- Selection of learning activities.
- vi- Organization of learning activities.
- vii- decisions about what needs evaluating and how to evaluate.

2-3 Stages in Languages Syllabus Design

Three main stages have been identified in the process of designing a language syllabus, namely needs analysis, content specification and syllabus organization.

2-3-1 Needs Analysis

A native speaker uses language to perform a large number of notions and functions in the course of his everyday life, it is almost impossible, and impractical to attempt to predict all the possible uses for which a foreign learner might want to use language. There has to be some criterion for the selection of those notions and functions which would be particularly useful.

According to Richterich (1972 :6) language needs are “the requirements which arise from the use of a language in the multitude of situations which may arise in the social lives of individuals and groups”¹.

¹ Maley, A. (1978). *Communicative Syllabus Design*. London : Cambridge University Press.

By analyzing the language needs of specific groups of learners, we should be able to identify those notions and functions which will be most valuable to teach.

The concept of needs analysis enables us to discriminate between various learner types and to produce syllabus inventories specifically geared to their needs. But this system only holds true as long as the learner groups dealt with the same needs. However, the language teacher is usually in a completely different predicament altogether.

Most students may not have a specific purpose for learning the language. They may be learning it just for fun, to talk to people, or just to pass an exam.

This problem was the concern of the Council of Europe Team who were concerned with developing a framework for teaching languages to the most general and vague of audience, that is the average adult European. He could be living in any one of a number of countries, wishing to learn any one of a number of languages for any one of a number of purposes. Because of this wide diversity, in terms of the students and the environments, the framework had to be highly flexible. It was due to this reason that the team developed what they called a “unit / credit” system.

2-3-2 The “unit / credit” system

In this system, areas of language use were divided into “units” since different areas of use are relevant to the needs of different groups of learners according to their specific requirements, the students are guided into a choice of which “units” to cover. Credits are given for units completed and when a number of credits have been gained, a qualification is given. These

¹ Richterich, A. (1972). A Model for the Definition of Adult Language Needs. CCC/EES (72) 49. Council of Europe, Strasbourg. Pergamon Press Ltd.

qualifications can be obtained “in a variety of ways appropriate to varying ... patterns of study and needs” (Trim,1973 :7).¹

The point of interest of this system is the concept of “common core” this refers to areas of interest which are common to all students whatever their particular situations and specializations. There is a reasonable assumption that all students will need to be able to do certain things in the foreign language. The communicative needs are seen being paramount.

A needs analysis is usually seen as being most beneficial for an English for Special Purposes (ESP) course. Though this is true, it can also be equally well considered for general language education. It has often been argued in the past that courses in general English, in non – English speaking countries, is unnecessary to depart from the standard syllabus. It consists of a list of grammatical structures and a list of vocabulary items to be taught. It was felt that if the learners gained command of the grammar of the language, communication would eventually follow. It was also argued that it was too difficult or even impossible to determine the learners’ communicative needs. It was felt, therefore, that they might as well be equipped with the full range grammatical resources and that the rest would come later.

Munby (1978 :8) came up with Processing Profiles of Communication Needs “which was made up of nine areas, namely (i) personal (ii) purpose (iii) setting (iv) interaction variables (v) medium, mode and channel (vi) dialects (vii) target level (viii) anticipated communicative events, and (ix) key.”²

Though it provided complete specifications for a given participant, it completely lacked specifications of the actual language forms that would realize those needs.

¹ Trim, J.L.M., Richterich, R. van EK.J. and Wilkins , D. (1973) System Development in Adult Language Learning. Strasbourg : Council of Europe.

² Munby, J. (1978) . Communicative Syllabus Design. London: Cambridge University Press.

Such considerations made the fully detailed Munby – type investigation quite impractical.

Van EK (1976 :8) was more realistic when he reported that it would be more feasible to identify large overlapping categories of needs which are found to be shared by a large number of students rather than to specify in minute detail the “micro-needs” of each individual language learner . It was also felt that a very basic or “threshold” level of linguistic skills would be sufficient for most purposes to satisfy a learner’s needs. ¹

After much experimentation, criticism and re-evaluation, the concept of needs analysis has been considerably extended and enriched . It includes the identification of the communication requirements, personal needs, motivation, relevant characteristics and resources of the learner. It also includes investigating those of his "partners for learning" Trim (1981 :8).These refer to teachers, employers, administrators, family and friends and colleagues, and even those of material writers and textbook publishers. ²

Derwing and Schutz (1981:8) offer an eight phase plan for the assessment of needs, as follows ;

- i. (Define the purpose, that is have a clear idea of the goals and objectives of the programme.
- ii. Delimit the target population, that is, determine the range of persons who the programme will have an impact on.
- iii. Delimit the parameters of investigation for which the following information must be sought from the population surveyed :
 - a. General background.
 - b. Occupational speciality or academic field.
 - c. English language background.

¹ Van EK, J.A. (1976) . The Threshold Levels of Modern Language Learning in School. London : Longman.

² Trim, J.L.M., Richterich, R. van EK, J. and Wilkins, D. (1973) System Development in Adult Language Learning. Strasbourg : Council of Europe.

- d. Attitudinal and motivational factors.
 - e. Relevance of English to use in occupational or professional field.
 - f. Basic English language skills.
 - g. Functional registers and job tasks.
 - h. Course content and methods of instruction
 - i. Reaction to project.
- iv. select the information – gathering instrument, this would be determined by the scope and objectives of the inquiry.
 - v. Collect the data.
 - vi. Analyze the results.
 - vii. Interpret the results, and
 - viii. Critique the project, so as to provide positive benefits for similar projects in the future.)¹

2-3-3 Needs and Objectives

Some writers like Widdowson (1981 :9) (have pointed out a controversy between “needs” and “objectives”. As Widdowson comments:

“The expression – learner needs – is open to two interpretations. On the one hand, it can refer to what the learner needs to do with the language once he has learned it. This is a goal – oriented definition of needs and related to terminal behaviour, the end of learning. On the other hand, the expression can refer to what the learner tends to do in order to actually acquire the language. This is a process-oriented definition of needs, and related to traditional behaviour, the means of learning”².

¹ Derwing B.L. and Schutz , N.W. (1981). " The Problem of Needs Assessment in English for Specific Purposes : Some Theoretical and Practical Consideration " in Machay, R. and Palmer, J.D. (ed.) Languages for Specific Purposes.

² Widdowson, HG. (1979). Explorations in Applied Linguistic. London : Oxford University Press.

According to Hawkey (1984), the keywords used by Widdowson suggest objectives rather than needs¹. Corder (1973) said that the content and structure of a syllabus is related to the objectives of the learner or of society. These must be specified in terms of what he wants or must be able to do in terms of social behaviour and linguistic performance. This is known as his “terminal behaviour”². But Ingram (1982) maintains that a clear specification of objectives provides a means of insuring coherence of language activities in responding to learner needs³.

In most language teaching programmes, strict behavioral objectives as defined by Mager (1962 :10) are not often used. Mager stated that behavioural objectives should:

- i. Describe the behavior to be performed;
- ii. Describe the conditions under which the performance will be expected to occur;
- iii. State a standard of acceptable performance.

Language programmes usually use objectives which specify.

- i. The processes which underlie fluency in specific skill areas;
 - ii. The form of the linguistic or communicative content which will be covered;
- or
- iii. The form of a level of proficiency.)-

Hawkey suggests that research learner needs should be taken into account when specifying objectives. Van EK (1976 :10) sums up the situation by saying that language learning objectives must be geared towards learners needs', and that they should specify the following components :

¹ Hawkey, H. (1984) " From Needs to Materials via Constraints ? Some General Considerations and Zimbabwean Experience " in Read , J.A.S. (ed.) Trends in Language Syllabus Design. Singapore.

² Corder, P.S. (1973). Introducing Applied Linguistics. London : Penguin Book.

³ Ingram, D.E. " Development a Language Programme " . RELC Journal, vol. 13, No.1 June 1982.

- i. (The situations in which the foreign language will be used, including topics to be dealt with ;
- ii. The language activities in which the learner will engage;
- iii. The language functions which the learner will fulfill;
- iv. What the learner will be able to do with respect to each topic.
- v. The general notions which the learner will be able to handle;
- vi. The specific notions which the learner will be able to handle;
- vii. The language forms which the learner will be able to use;
- viii. The degree of skill with which the learner will be able to perform.)¹

Determining needs is not an exact science as it involves both quantitative and qualitative data. A number of formal and informal data gathering procedures are made use of to clarify needs. The methods used vary according to setting. Investigations of language needs in industry and commerce have employed participant observation, interviews, questionnaires, content analysis of job descriptions and job advertisements, tests, role play, and analysis of communication breakdowns.

2-3-4 Content Specification

After having determined the language needs of the learner, the next step would be to decide on the content of the syllabus.

Most language syllabus content is drawn from 'inventories or lists which may be word frequency lists, inventories of functions or lists of specific topics. Content can be also be specified through a series of checklists which deal with communicative functions, discourse skills, and study skills.

For example, Candlin (1984 :11) states that content is drawn upon from “some content – bank” which is based on some stated objectives which are in

¹ Van EK, I.A. (1976). *The Threshold Levels for Modern Language Learning in School*, London : Longman.

turn derived from the needs assessment of learners¹. This view is also shared by Breen (1984 :11) (who says “starting with a general view or definition of the target language and /or its use, more specific objectives or "needs" are selected as appropriate subject matter" from the objectives, elements of the subject matter are focused upon, for example, particular structures, sets of functions, or a range of communicative events”².

A useful general analysis to specify content had been forward Brumfit (1984). According to him there are three types of such analyses. The first is that of the linguist, that is, formal analyses of phonology, syntax, morphology, or certain types of semantic categories. The second type is interactional analyses of various kinds, such as situational and functional categories which lead to the analyses of discourse rhetoric. The third type of analysis is an analysis of what is talked or written about.³

Each of these analyses presumes a different view of the nature in which language is learned. For example, the first presumes inductive or deductive learning, the second presumes that discourse is learnt to interact and to communicate; while the third one presumes that interesting and motivating content is necessary.

Trim (1973 :11) pointed out that the content specifications of a syllabus can be described in terms of :

- i. (The behavioral input-output chain involved;
- ii. Select language which can be used in a wide range of contexts; and

¹ Candlin, C.N. (1984). " Applying a System Approach to Curriculum Innovation in the Public Sector " in Read, J.A.S. (ed.) Trends in Language Syllabus Design. Singapore.

² Brumfit, C.J. (1984) " Function and Structure of a State School Syllabus for Learners of Second and Foreign Language with Heterogeneous Needs " in C.J. Brumfit General English Syllabus Design.

³ Rodgers , T.S. (1984) " Communicative Syllabus Design and Implementation : Reflection on a Decade of Experience " in Read , J.A.S. (ed.) Trends in Language Syllabus Design. Singapore.

- iii. Taught language that is appropriate to the interest of the pupils and the situations in which he might possibly use his linguistic knowledge.)¹

But Shaw (1976 :12) sees the selection of content to be concerned mainly with two questions:

- i. How much can we teach or how much can be learnt by the learners in question; and
- ii. Which items should be included.

He suggests criteria for selection based on the "relative usefulness" or "relative difficulty" of the content matter. He argues that students' point of entry level and the duration of the course provide a good indicator of how much should be included and how difficult the content matter should be. Purposes and types would determine the usefulness of the content.

Based on these criteria, Shaw proposed the following general procedure for selection of content:

- i. Determine previous knowledge of learners.
- ii. Decide amount of content in general terms.
- iii. List items in rough order of specific frequency.
- iv. Group for relative difficulty.
- v. Check that both functional and notional categories are present.
- vi. Check coverage of grammatical items.)²

This section therefore provides us with some means by which we can go about selecting content matter for a language syllabus.

2-4 Syllabus Organization

Having once decided on what to teach, the next state is to decide on an appropriate strategy of presentation.

¹ Corder, P.S. (1973). *Introducing Applied Linguistics*. London : Penguin Book

² Allen, J.P.B. (1984). " General Purpose Language Teaching Variable Focus Approach " in Brumfit, C.J. (ed.) *General English Syllabus Design*.

The objective of organizing a syllabus should be to promote learning, and not just to provide a description of the language. Therefore, the content matter should be organized in such a way so as to facilitate teaching and learning. The unit of organizing should also suit the particular purpose of learning.

The syllabus may be structured on the basis of a gradual move from the more general to the more particular, a statement of a general rule to a statement of particular rules or exceptions which incorporates the deductive process. The material can also be organized so that the direction is from the particular to the general which is the inductive process.

The syllabus can also be organized such that the material starts with the learner's home life, moves on to the classroom situation and then moves out of the school into the post office, railway station, grocery shop and so on.

Pit Corder (1973 :11) says that "the ideal syllabus would be one in which the sequencing of items taught logically drives from and presupposes the learning of some previous items".-37- He also put forward the notion of a "natural syllabus" or a "built-in syllabus". He explains that "the relevance of performance analysis to the designing of a syllabus is based on the notion that there is some 'natural' sequence of elaboration of the approximative system of the second language learner and that when / if this can be well established it would provide a psychological logic to the ordering of material in a syllabus". However, it is quite impractical to allow natural ordering to be the basis of syllabus organization because it is very rare for teaching and language acquisition to go hand in hand.

According to Allen (1984 :13), there are basically three approaches which can be utilized to sequence and organize content:

1. (The traditional, structural-analytic approach in which the highest priority is given to formal grammatical criteria.

2. The functional-analytical approach which defines objectives in terms of categories of communicative language use.
3. A non-analytic, experiential, or "natural growth" approach, which aims to immerse learners in real-life communication without any artificial preselection or arrangement of items.) -38-

Sequencing of content involves the marking out of subject matter along a path of development. Sequencing of subject matter will depend on particular views of language learning and classroom conditions that the syllabus designer holds. For example, if the syllabus represents a view of language as a formal system, then the criteria for sequencing would be related to "simplicity" or "complexity" of structures. If the syllabus represents a functional view of language, then the "usefulness" or "frequency" criteria would have greater prominence.

The syllabus sequenced on a particular view of learning may have to start with subject matter which is more "familiar" to the learner before moving on to something which is "unfamiliar". A syllabus may also represent a particular view of the conditions offered by the specific classroom situation. The sequence for the subject matter may have to take into account whether it is "easy to teach" or whether it is "more urgent".

Wilkins feels that staging and sequencing should be carried out according to the criteria of simplicity, regularity, frequency and contrastive difficulty.

Yalden suggests that more simple language should be taught before the more complex, so as to facilitate learning. Judgments of simplicity, however, have to be based on intuition. The criterion of regularity requires that the most productive linguistic structures should be taught before those of low productivity. The criterion of frequency involves deferring to a later stage the learning of forms that are rarely used. It is suggested that the early stages of

learning should be devoted to language forms which present the fewest contrastive difficulties.

According to Johnson (1982 :14), the organization of content matter depends on what is meant to be achieved. Wilkins suggests that a needs analysis be used to establish "semantic priority" so that the sequencing of item would depend on what is considered more useful.-39-

Brumfit (1981 :14) however pointed out that it is important that content matter be organized with priority for teaching purposes. He distinguishes two criteria for organization, that is, "intrinsic" and "extrinsic". "Extrinsic" refers to all criteria for sequencing not derived from within language itself while "intrinsic cohesion will be dependent on the extent to which items in the syllabus are elements of a system". If they are, then it will be possible to present the system in a structured way so that the overall system is reflected in the organization and sequencing of the elements. However, extrinsic criteria may also have to be produced for a language learning syllabus. These are criteria, usually defended on motivational grounds, in which an apparent cohesion may be established by the introduction of a story line, for example, in a text, or by the inclusion of information thought to be attractive to students "..syllabuses inevitably find themselves using a mixture of the two types".-40-

Wilkins does not altogether disagree with Brumfit's intrinsic/extrinsic distinction, but he states that "in fact intrinsic criteria play a very small role in any kind of syllabus" and that "in a grammatically based syllabus, in practice it is extrinsic criteria that dominate, just as with other types of syllabus".-41-

Gibbons (1984 :15) also argues that neither linguistic analysis nor psycholinguistic research has shown what valid intrinsic criteria is important for sequencing syllabus components beyond the beginning level, in practice, syllabus organizations is determined largely by extrinsic considerations especially learner needs and pedagogical factors. -42-

Where language is learned for more specific purposes, learner needs can be better assessed and the criteria usually plays a larger role.

For the learner needs criteria, earlier language is taught according to:

- i. Which is need most immediately by the learner.
- ii. Which has high surrender value, that is, of most use to the learner.
- iii. Which is necessary to avoid a communication breakdown.
- iv. Which is flexible, that is, can be used most widely
- v. Which is most frequently used by the learner.

All these fulfill the utility principle.

For the pedagogical factors criteria, an earlier language is taught which:

- i. Can be taught most effectively and efficiently given in the classroom situation.
- ii. Can be used in teaching other languages.
- iii. Is needed for classroom purposes.
- iv. Is simpler in form or meaning.

Until quite recently in language teaching, one syllabus type has generally been acceptable and has dominated the preparation of teaching materials. This syllabus generally consists of two components: a list of linguistic structures (the 'grammar' to be taught) and a list of words (the lexicon to be taught). The items are sequenced usually according to degrees of complexity or difficulty.

If language is viewed as learned, then the logic of grammar rules imposes a sequence. If language is viewed as acquired, then there is no linguistic content restriction. If a syllabus is based on language use, then following the Council Europe, a needs analysis would be required. The identified needs would impose the choice of syllabus content. The organization of content is complex as it has formal and functional components.

2-5 Syllabus Implementations

No matter how well developed a syllabus, it would not be able to achieve what it is meant to if a serious consideration is not given to its successful implementation.

Various sources have cited a number of factors which need to be given consideration in the successful implementation of a language syllabus. These factors would also affect the choice of an appropriate syllabus for use.

Maley (1984 :15) (gives the following factors:

- i. (Cultural.
- ii. Educational.
- iii. Organizational.
- iv. Learner.
- v. Teacher
- vi. Material.)-43-

- i. Cultural factors are cited as the most powerful factors in the implementation of any language programme. It depends on whether a society is outward-looking and welcomes innovation, or inward-looking, seeking inspiration from deeply-rooted traditional values. The attitudes of a given society towards the learning process, towards books, towards teachers are also of key importance.
- ii. Educational factors refer mainly to educational philosophy. Other factors are whether the system is authoritarian or participatory, whether it views learning as acquiring knowledge or acquiring skills, whether is considered a product-oriented business or as a life-long process, and whether the system encourages dependence or learner initiative. It is also important that top-level administrators are well-informed about the syllabuses. It is also

important to take account of the role of exams in a given educational system.

- iii. Organizational and administrative factors will effect the implementation of a programme especially if the national educational system is highly centralized or highly decentralized. This will be reflected in the way decisions are arrived at and communicated to others, that is, whether they are by open consensus or by closed decree. It is equally important that there is a clearly defined structure of communication between the administration and those executing a programme. There should be sufficient channels of communication between syllabus designers and classroom teachers. There should also be a clear structure of communication between technical and secretarial staff on the one hand and the teaching staff on the other.
- iv. Learner factors involve the age and backgrounds of the learners as being highly significant. It is also significant how learners are selected for the programme because certain syllabuses may not suit the study habits of certain learners.
- v. Teacher factors refer to the training and experience of teachers which provide an important criteria for successful implementation. The availability of teacher training is a key factor. It is important that the teacher is proficient in the target language. Teachers' language proficiency and training may well favour the choice of one syllabus vs. another. Teachers will have to understand why the syllabus is as it is so that they see the necessity of having to change their teaching procedure if necessary. Teachers, administrators and educators must be familiar with the objectives of the syllabus. It is also important

that teachers are aware from the start about the number of hours they are expected to work as this will have important consequences for time-tabling and teacher morale.

- vi. Material factors mean that there should be an adequate budgetary provision for all aspects of the programme. The hardware ordered for the programme should be appropriate and not just ordered for prestige reason. Spares for the hardware should be readily available and they should be serviceable in the vicinity. Software should also be appropriate and available to those who need it. There should also be adequate provision for secretarial assistance.

Other sources have also given class size as a variable or factor to be considered. For example, the sorts of drills associated with structural syllabus would be difficult to conduct where there are classes of 50 or more.

The economic condition is another important factor, mainly because new materials and retraining of teachers is expensive, it is vital that this factor be kept in mind for all aspects of the implementation process because the whole process actually depends on it.

The successful implementation of a syllabus also depends largely on the extent to which materials, methodology and terms are compatible with it.

These very same factors would also have to be taken into consideration when selecting an appropriate syllabus type to achieve the purpose desired.

2-6 Types of Syllabuses

Based on what has been dealt with earlier, various types of syllabuses can be designed to serve different needs.

2-6-1 Linear and Spiral Syllabus

Language is mainly used either for production or reception. Usually, the same resources of language are used in different combinations to express

different meanings. New bits of language are gradually learnt by experiencing them intermittently in different contexts. Repeated experiences of the same features of language is necessary. This is the concept behind the "cyclical" or "spiral" syllabus. It reflects the natural process of learning a language whereby the same things keep turning up in different combinations with different meanings.

However, most language courses, especially in the past, were usually "linear" whereby new points are strung along in a line and each point was completely utilized before moving on to the next. All the learning points were isolated and they were presented one after the other in some order. They required a great deal of practice before moving on to the next item.

While the "spiral" syllabuses have greater pedagogical and psychological advantages, they are more difficult to organize. That could be the reason why "linear" syllabuses are more readily found.

2-6-2 Notional Syllabus

The basis of this syllabus is an adequate needs analysis from which the content of learning is derived. It includes not only grammar and vocabulary but also the notion and concepts the learner needs to communicate about.

2-6-3 Functional Syllabus

This type syllabus arranges the learning material according to selected functions regardless of the grammar constructions that may be necessary to fulfill those functions.

The national/functional types of syllabuses stress on communicative properties of language where the central concern is teaching of meaning and the communicative use of pattern, it emphasizes what speakers communicate through language and derives its content from an analysis of learners' needs to express certain meanings.

2-6-4 Situational Syllabus

The fundamental unit of organization here is a non-linguistic category, namely the situation. The designer of a situational syllabus attempts to predict those situations in which the learner will find himself, and uses these situations, for example, a restaurant, an airplane, or a post office, as a basis for selecting and presenting language content. The underlying assumption here is that language is related to the situational contexts in which it occurs.

2-6-5 Structural Syllabus

This is known as the traditional syllabus which is organized along grammatical lines giving primacy to language form. It specifies structural patterns as the basic units of learning and organizes these according to such criteria as structural complexity, difficulty, regularity, utility and frequency. It makes ample use of highly controlled, tightly structured and sequenced pattern practice drills.

2-6-6 Process Syllabus

This syllabus type was advocated by Breen whereby a framework would be provided within which either a pre-designed content syllabus would be publicly analyzed and evaluated by the classroom group, or an emerging content syllabus would be designed in an on-going way. It provides a framework for decisions and alternative procedures, activities and tasks for the classroom group. It openly addresses teaching and learning and particularly the possible interrelationships between subject matter, learning and the potential contributions of a classroom. The actual syllabus is designed as the teaching and learning proceeds.

2-6-7 Procedural Syllabus

This was proposed by Prabhu with the central hypothesis being "that structure can best be learned when attention is focused on meaning". This syllabus proposes to replace the linguistic syllabus with a syllabus of tasks

which are graded conceptually and grouped by similarity. The tasks and activities are planned in advance but not the linguistic content. The emphasis here is on meaning rather than form. The learner is preoccupied with understanding, working out, relating, or conveying messages, and copes in the process, as well as he can with the language involved. There is no syllabus in terms of vocabulary or structure and no presentation of language items.

2-6-8 Multi-dimensional Syllabus

There is no reason why only one of the inventory item types needs to be selected as a unit of organization. It would be possible to develop a syllabus leading to lessons of varying orientation some covering important functions, others dealing with settings and topics, and yet others with notions and structures. This will allow a syllabus design which is less rigid and more sensitive to the various student language needs. There is flexibility to change the focal point of the teaching materials as the course unfolds.

Whether a syllabus is flexible or whether it is binding will depend on the objective which it to achieve. Most inexperienced teachers prefer a "rigid" syllabus which clearly prescribes everything that has to be done and how. Experienced teachers on the other hand, prefer both freedom and responsibility and therefore a syllabus which is more flexible.

The complex teaching situation today requires that time be set aside and concerted effort be put into designing a syllabus which would be appropriate for the variables involved in the teaching-learning process. The priority in language teaching nowadays is communicative performance among an increased number of learners. Therefore the emphasis on syllabus design is justified so as to produce appropriate syllabuses for the specific needs of the learners.

2-7 Textbook

2-7-1 Definition

The textbook is the centre of the curriculum and syllabus in most classrooms. It plays an important role in English Language Teaching (ELT), particularly in the English as a Foreign Language (EFL) classroom where it provides the primary (perhaps only) form of linguistic input.

2-7-2 Textbook Selection for ESL Classroom

The question of whether and how to use textbooks in teaching English as a Second Language (ESL) has long been debated among professionals in the field. However, even with the development of new technologies that allow for higher quality teacher-generated material, demand for textbooks with new series and textbooks each year. A textbook can serve different purposes for teachers: as a core resource, as source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself. Researchers have advocated a variety of approaches to textbook selection (Cunningsworth, 1984; Sheldon, 1988; Skierso, 1991; Ur, 1996), but in practice, the process is often based on personal preference and may be affected by factors unrelated to pedagogy. These may include limited awareness of availability of some textbooks. Educators may face a shortage of time and knowledge on the subject, and many previously published checklists for textbook selection are too time consuming to be feasible. Yet with a little additional consideration and attention, the selection process can be enhanced and the outcomes for learners who will use the texts improved.

2-7-3 Steps in the Selection Process:

A particular, thorough, and straightforward method of choosing ESL textbooks is to analyze the option according to program issues, going from broad (e.g., goals and curriculum) to specific (e.g., exercises and activities). The strategy behind this technique is to eliminate unsatisfactory textbooks at

each stage of analysis so that only the most appropriate are left at the end, making the choice clear and manageable.

2-7-4 Matching the Textbook to the program and the Course

Prior to selecting a textbook, educators should thoroughly examine the program curriculum. If the goals and curriculum of the program are clear and well defined, the parallels with certain textbooks may become obvious. For example, if one of the goals of the program is to give students an opportunity to interact with authentic texts, then books that use articles written for native English speakers would be appropriate. If the programme focuses on developing reading fluency, books designed to support the development of reading skills would be appropriate. At this point, another decision needs to be made: whether to choose a textbook series or to use individual texts for each course. There are advantages and disadvantages to each choice; educators must prioritize the factors most crucial to their situation. A series has the advantage of standardizing content and approach across levels, guaranteeing consistency of presentation of skills, spiraling of vocabulary, and reasonable progression of text difficulty. However, this regularity can become monotonous and predictable for learners and could potentially cause an increase in negative attitudes toward the textbook or even toward the course itself. Using individual textbooks allows for more precise matching with course objectives and a greater variety in design and content. Yet, there can be serious gaps in the material covered from one textbook to the next; close communication among instructors across levels is essential. If such communication is unlikely due to scheduling conflicts or heavy teaching loads, a textbook series may be a more sound choice.

The next question to consider is how the objectives of the textbook match the objectives of the course. Ur (1996) identifies the need for through coverage of the course objectives in the textbook. The textbook needs to address a

reasonable number of course objectives to make it a worthwhile purchase for both teacher and students. A book that addresses at least half of the course objectives is a good option. While every instructor should supplement the textbook with self-created materials or materials from other sources that reflect the unique needs of the class, a textbook that can be used consistently within that classroom seems more likely to be useful to both the instructor and students.

The next evaluation stage is identifying the appropriateness of the text for the intended learners. Some textbook authors provide a clear description of their intended audience, while others are intentionally vague to try to appeal to a wide range of situations, thereby increasing sales. The textbook should meet the needs of the learners in several ways, not only in terms of language objectives. Students and teachers both want visually stimulating material that is well organized and easy to follow, so layout, design, and organization should be considered. The learners' cultural backgrounds, ages, interests, and purposes in acquiring the second language must also be considered. For example, students in an advanced English for academic purposes (EAP) course, designed to prepare learners for university-level coursework in English, will have a very different learner profile than those in an ESL literacy program. Their purposes in studying English would be quite different, and the textbooks chosen for their classes must reflect this. The students in the advanced EAP course require contact with authentic academic tasks and knowledge about expectations in postsecondary institutions in North America, whereas literacy students require intensive instruction at the word and sentence level. The content of a textbook should also be sensitive to arrange of cultural backgrounds and allow for comfortable and safe discussion of cross-cultural experiences and concerns.

2-7-5 Reviewing the Skills Presented in the Textbook

Improving learners' language skills is frequently the main purpose of ESL programs. However, which skills are taught and how they are taught differs from course to course and program to program. Therefore, the effectiveness of each textbook in helping learners acquire the necessary skills must be considered. Rating this effectiveness involves asking questions such as these:

- Does the text focus on the skills it claims to focus on?
- Does it actually teach these skills or does it merely provide practice in the skills students already have?

In terms of the first question, it is important to ensure, for example, that a textbook claiming to teach reading skills focuses on engaging students in critical analyses of different types of texts, rather than focusing primarily on listening or writing skills. An example of the second question would be a listening textbook that provides students ample information on how to develop actual listening skills, such as how to listen for main idea versus detail, to recognize organizational patterns, to take more valuable notes, and so forth. In order to accomplish this, there should be evidence that the text gives students adequate guidance on how to do these things. The individual selecting the textbook must scrutinize the content carefully to ensure that the publishers' assertions are validated by the actual exercises and activities contained in the book.

The importance of cognitive skills should not be overlooked when evaluating a textbook. A text should cover a wide range of these skills, especially higher order skills such as analysis, synthesis, and evaluation. Several published evaluation checklists (e.g., Chall & Conard, 1991; Skierso, 1991) utilize Bloom's (1956) taxonomy to assess the processes and skills that textbooks require learners to perform. Textbooks that challenge students and

force them to analyze and synthesize information may be difficult, but they are also extremely stimulating.

2-7-6 Reviewing Exercises and Activities in the Textbook

When evaluating the quality of textbook's exercises or activities, four key questions should be answered:

1. Do the exercises and activities in the textbook contribute to learners' language acquisition? Many exercises included in textbooks are convenient for teachers but don't necessarily contribute to students' language development. Textbooks should include exercises that give students opportunities to practice and extend their language skills. For example, activities that require students to negotiate for meaning in English (e.g., information gaps, jigsaw activities, role plays) may support the development of speaking skills and help students negotiate for meaning in real-life contexts.
2. Are the exercises balanced in their format, containing both controlled and free practice? Controlled exercises refer to those that guide students to a single correct answer such as a fill-in-the-blank grammar activity, whereas free practice involves exercises in which the answers are limited only by the students' creativity and knowledge. This would include open-ended discussion questions. At times, student will require more guidance with an activity, especially when practicing a structure or function for the first time. For this purpose, controlled exercises are effective. However, students should also be given the chance to extend their experience with the language, and free exercises allow this opportunity.
3. Are the exercises progressive as the students move through the textbook? Exercises should build on and reinforce what students have already learned and should progress from simple – both linguistically

and cognitively – to more complex and demanding. A textbook should require more students as their language skills develop so they are students as their language skills develop so they are continually stimulated and challenged.

Are the exercises varied and challenging? Keeping students motivated and interested as they work through a textbook is much easier if the students see something new in each chapter. Familiarly and routine can be comforting,

4. But too much familiarity can lead to disinterest and boredom. The textbook should fulfill its role as a stimulus for communication and not be simply an organization tool for the teacher.

2-7-7 Weighing Practical Concerns

One set considerations remains: practical concerns. These issues, which include availability and cost, are often the deciding factor in textbook selection, and they must be acknowledged. Not all textbooks can be purchased and shipped in a reasonable amount of time, and educators often do not have the luxury of planning months in advance. Those who work within an educational system that requires students to purchase their own textbooks should recognize the economic burden faced by students and should be responsible in their textbook choices in terms of cost.

Decision related to textbook selection will affect teachers, students, and the overall classroom dynamic. It is probably one of the most important decisions facing ESL educators. The use of an evaluation procedure or checklist can lead to a more systematic and thorough examination of potential textbooks and to enhanced outcomes for learners, instructors, and administrators. The following checklist may be used or adapted as a tool to help ESL educators who are deciding which textbooks may be most appropriate for their classes.

Checklist for ESL Textbook Selection		
	Yes	No
<p>A. Program and Course</p> <p>Does the textbook support the goals and curriculum of the program?</p> <p>Is the textbook part of a series, and if so, would using the entire series be appropriate?</p> <p>Are a sufficient number of the course objectives addressed by the textbook?</p> <p>Was this textbook written for learners of this age group and background?</p> <p>Does the textbook reflect learners' preferences in terms of layout, design, and organization?</p> <p>Is the textbook sensitive to the cultural background and interests of the students?</p> <p>B. Skills</p> <p>Are the skills presented in the textbook appropriate to the course?</p> <p>Does the textbook provide learners with adequate guidance as they are acquiring these skills?</p> <p>Do the skills that are presented in the textbook include a wide range of cognitive skills that will be challenging to learners?</p> <p>C. Exercises and Activities</p> <p>Do the exercises and activities in the textbook promote learners' language development?</p> <p>Is there a balance between controlled and free exercises?</p> <p>Do the exercises and activities reinforce what students have already learned and represent a progression from simple to more complex?</p> <p>Are the exercises and activities varied in format so that they will continually motivate and challenge learners?</p> <p>D. Practical Concerns</p> <p>Is the textbook available ?</p> <p>Can the textbook be obtained in a timely manner ?</p> <p>Is the textbook cost-effective ?</p>		

2-8 The Characteristics of a good Textbook

2-8-1 For planning and producing a good textbook

Certain criteria should be considered, it should have its material selected and organized in a clearway. It should be useful, meaningful and interesting.

Some characteristics of a well designed English textbook are identified by Kitao (ibid:3) "It should have correct, natural, recent and Standard English, the vocabulary should be controlled, or it should provide information to help students understand vocabulary that they may not be familiar with.

Other criteria on which a good textbook should be planned are stated by Hamdan (ibid :34) that:

- A textbook should be written in a clear, suitable and beneficial language.
- The material in a textbook should be accompanied by drawing and illustration which are clear and suitable.

There are also certain steps suggested by followers as bases for organizing the learning material in textbook. Taken from Abady (1987 :7) "According to the studies done in the field of educational psychology and curriculum development, it is agreed that subject should start

- Known to unknown.
- Concrete to abstract.
- General to specific.
- Simple to complex.
- Easy to difficult.

2-8-2 Fundamental questions in developing curriculum

- What educational purposes should the school seek to obtain?
- What educational experiences can be provided that are likely to obtain these purposes?

- How can these educational experiences be effectively organized?
- How can we determine whether and what extent these purposes are being attained?

2-9 Content Analysis:

2-9-1 Definition

Content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1952; GAO, 1996; Krippendorff, 1980; and Weber, 1990). Holsti (1969 :14) offers a broad definition of content analysis as, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages". Under Holsti's definition, the technique of content analysis is not restricted to the domain of textual analysis, but may be applied to other areas such as coding student drawings (Wheelock, Haney, & Bebell, 2000), or coding of actions observed in videotaped studies (Stigle, Gonzales, Kawanaka, Knoll, & Serrano, 1999). In order to allow for replication, however, the technique can only be applied to data are durable in nature.

Content analysis enables researchers to sift through large volumes of data with relative ease in systematic fashion (GAO, 1996). It can be a useful technique for allowing us to discover and describe the focus of individual, group, institutional, or social attention (Weber, 1990). It also allows inferences to be made which can then be corroborated using other methods of data collection.

Krippendorff (1980 :51) notes that "{m} much content analysis research is motivated by the search for techniques to infer from symbolic data what would be either too costly, nor longer possible, or too obtrusive by the use of other techniques".

2-9-2 Description

The method of *content analysis* enables the researcher to include large amounts of textual information and systematically identify its properties, e.g., the frequencies of most used keywords (KWIC meaning "Key Word in Context") by detecting the more important structures of its communication content. Yet such amounts of textual information must be categorized according to a certain theoretical framework, which will inform the data analysis, providing at the end a meaningful reading of content under scrutiny. David Robertson (1976 :73-75) for example created a coding frame for a comparison of modes of party competition between British and American parties. It was developed further in 1979 by the *Manifesto Research Group* aiming at comparative content- analytic approach on the policy positions of political parties. This classification scheme was also used to accomplish a comparative analysis between the 1989 and 1994 Brazilian party broadcasts and manifestos by F. Carvalbo [1] (2000).

Since the 1980s, content analysis has become an increasingly important tool in the measurement of success in public relations (notably media relations) programs and the assessment of media profiles. In these circumstances, content analysis is an element of media evaluation or media analysis. In analyses of this type, data from content analysis is usually combined with media data (circulation, readership, number of viewers and listeners, frequency of publication). It has also been used by futurists to identify trends. In 1982, John Naisbitt published his popular *Megatrends*, based on content analysis in the US media.

As an evaluation approach, content analysis is considered to be quasi-evaluation because content analysis judgments need not be based on value statements. Instead, they can be based on knowledge. Such content analyses

are not evaluations. On the other hand, when content analysis judgments are based on values, such studies are evaluations (Frisbie, 1986).

2-9-3 Uses of Content Analysis

Ole Holsti (1969) groups 15 uses of content analysis into three basic categories:

- Make inferences about the antecedence of a communication.
- Describe and make inferences about characteristics of a communication.
- Make inferences about the effects of a communication.

He also places these uses into the context of the basic communication paradigm.

The following table shows fifteen uses of content analysis in terms of their general purpose, element of the communication paradigm to which they apply, and the general question they are intended to answer.

Uses of Content Analysis by Purpose, Communication Element, and Question			
Purpose	Element	Question	Use
Make inferences about the antecedents of communication	Source	Who?	<ul style="list-style-type: none"> • Answer questions of disputed authorship (authorship analysis)
	Encoding process	Why?	<ul style="list-style-type: none"> • Secure political & military intelligence. • Analyze traits of individuals. • Infer cultural aspects & change. • Provide legal & evaluation evidence.
Describe & make inferences about the characteristics of	Channel	How?	<ul style="list-style-type: none"> • Analyze techniques of persuasion. • Analyze style.
	Message	What?	<ul style="list-style-type: none"> • Describe trends in communication content.

communications			<ul style="list-style-type: none"> • Relate known characteristics of sources to messages they produce. • Compare communication content to standards.
	Recipient	To Whom?	<ul style="list-style-type: none"> • Relate known characteristics of audiences to messages produced for them. • Describe patterns of communication.
Make inferences about the consequences of communications	Decoding process	With what effect?	<ul style="list-style-type: none"> • Measure readability. • Analyze the flow of information. • Assess responses to communications.
<p>Note: Purpose, communication element, question from Holsti (1969). Uses primarily from Berelson (1952) as adapted by Holsti (1969).</p>			

2-9-4 Practical Applications of Content Analysis

Content analysis can be a powerful tool for determining authorship. For instance, one technique for determining authorship is to compile a list of suspected authors, examine their prior writings, and correlate the frequency of nouns or function words to help build a case for the probability of each person's authorship of the data of interest. Mosteller and Wallace (1964) used Bayesian techniques based on word frequency to show that Madison was indeed the author of the Federalist papers; recently, Foster (1996) used a more holistic approach in order to determine the identify of the anonymous author of the 1992 book Primary Colors.

Content analysis is also useful for examining trends and patterns in documents. For example, Stemler and Bebell (1998) conducted a content

analysis of school mission statements to make some inferences about what schools hold as their primary reasons for existence.

Additionally, content analysis provides an empirical basis for monitoring shifts in public opinion. Data collected from the mission statements project in the late 1990s can be objectively compared to data collected at some point in the future to determine if policy changes related to standards-based reform have manifested themselves in school mission statements.

2-9-5 Conducting Content Analysis

According to Krippendorff (1980), six questions must be addressed in every content analysis:

- (1) Which data are analyzed?
- (2) How are they defined?
- (3) What is the population from which they are drawn?
- (4) What is the context relative to which the data are analyzed?
- (5) What are the boundaries of the analysis?
- (6) What is the target of the inferences?

At least three problems can occur when documents are being assembled for content analysis. First, when a substantial number of documents from the population are missing, the content analysis must be abandoned. Second, inappropriate records (e.g., ones that do not match the definitions of the documents required for analysis) should be discarded, but a record should be kept of the reasons. Finally, some document might match the requirements for analysis but just be uncodable because they contain missing passages or ambiguous content (GAO, 1996).

According to Zipf's law, the assumption is that words and phrases mentioned most often are those reflecting important concerns in very communication. Therefore, quantitative content analysis starts with word

frequencies, space measurements (column centimeters/inches in the case of newspapers), time counts (for radio and television time) and keyword frequencies. However, content analysis extends far beyond plain word counts, e.g. with Keyword in Context routines words can be analysed in their specific context to be disambiguated. Synonyms and homonyms can be isolated in accordance to linguistic properties of a language.

Qualitatively, content analysis can involve any kind of analysis where communication content (speech, written text, interviews, images...) is categorized and classified. In its beginnings, using the first newspapers at the end of 19th century, analysis was done manually by measuring the number of lines and amount of space given a subject. With the rise of common computing facilities like PCs, computer-based methods of analysis are growing in popularity. Answers to open ended questions, newspapers articles, political party manifestoes, medical records or systematic observations in experiments can all be subject to systematic analysis of textual data. By having contents of communication available in form of machine readable texts, the input is analysed for frequencies and coded into categories for building up inferences. Robert Philip Weber (1990 :12) notes: "To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent: Different people should code the same text in the same way". The validity, inter-coder reliability and intra-coder reliability are subject to intense methodological research efforts over long years (see Krippendorff, 2004).

One more distinction is between the manifest contents (of communication) and its latent meaning. "Manifest" describe what (an author or speaker) definitely has written, while latent meaning describes what an author intended to say/write. Normally, content analysis can only be applied

on manifest content; that is, the words, sentences, or texts themselves, rather than their meanings.

Doermot McKeone (1995) has highlighted the difference between prescriptive analysis and open analysis. In the prescriptive analysis, the context is closely-defined set of communication parameters (e.g. specific messages, subject matter); open analysis identifies the dominant messages and subject matter within the text.

A further step in analysis is the distinction between dictionary-based (quantitative) approaches and qualitative approaches. Dictionary-based approaches set up a list of categories derived from the frequency list of words and control the distribution of words and the distribution of words and their respective categories over the texts. While methods in quantitative content analysis statistical data, the qualitative content analysis focuses more on the internationality and its implications.

2-9-6 Analyzing the Data

Perhaps the most common notion in qualitative research is that a content analysis simply means doing a word-frequency count. The assumption made is that the words that are mentioned most often are the words reflect the greatest concerns. While this may be true in some cases, there are several counterpoints to consider when using simple word frequency counts to make inferences about matters of importance.

One thing to consider is that synonyms may be used for stylistic reasons throughout a document and thus may be lead the researchers to underestimate the importance of a concept (Weber, 1990). Also bear in mind that each word may not represent a category equally well. Unfortunately, there are no well-developed weighting procedures, so for now, using word counts requires the researcher to be aware of this limitation.

Finally, in performing word frequency counts, one should bear in mind that some words may have multiple meanings. For instance the word "state" could mean apolitical body, a situation, or a verb meaning "to speak".

A good rule of thumb to follow the analysis is to use word frequency counts to identify words potential interests, and then to use a Key Word In Context (KWIC) search to test for the consistency of usage of words. Most qualitative research software (e.g. NUD*IST, Hyper RESEARCH) allows the researcher to pull up the sentence in which that word was used so that he or she can see word in some context. This procedure will help to strengthen the validity of the inferences that are being made from the data. Certain software packages (e.g. the revised General Inquirer) are able to incorporate artificial intelligence systems that can differentiate between the same word used with two different meanings based on context (Rosenberg, Schnurr; & Oxman, 1990). There are a number of different software packages available that will help to facilitate content analysis.

Content analysis extends far beyond simple word counts, however. What make the technique particularly rich and meaningful is its reliance on coding and categorizing of the data. The basics of categorizing can be summed up in these quotes: "A category is a group of words with similar meaning or connotations " Weber (1990 :37). "Categories must be mutually exclusive and exhaustive" GAO (1996 :20). Mutually exclusive categories exist when no unit falls between two data points, and each unit is represented by only one data point. The requirement of exhaustive categories is met when the data language represents or recording units without exception.

2-9-7 Emergent VS a Priori Coding

There are two approaches to coding data that operate with slightly different rules. With emergent coding, categories are established following some preliminary examination of data. The steps to follow are out lined in

Haney, Russel, Gulek, & Fierros (1998) and will be summarized here. First, two people independently review the material and come up with a set of features that form a checklist. Second, the researchers compare notes and reconcile any differences that show up on their initial checklists. Third, the researchers' a consolidated checklist to independently apply coding. Fourth, the researchers check the reliability of coding (a 95% agreement is suggested; 8 for Cohen's Kappa). If the level of reliability is not acceptable, then the researchers repeat the previous steps. Once the reliability has been established, the coding is applied on a large-scale basis. The final stage is periodic quality control check.

When dealing with a priori coding, the categories are established prior to the analysis based upon some theory. Professional colleagues agree on the categories, and the coding is applied to the data. Revisions are made as necessary, and the categories are tightened up to the point that maximizes mutual exclusivity and exhaustiveness (Weber, 1990).

2-9-8 Coding Units

There are several different ways of defining coding units. The first way is to define them physically in terms of their natural or intuitive borders. For instance, newspapers articles, letters, or poems all have natural boundaries. The second way to define the recording units syntactically, that is, to use the separations created by the author, such as words, sentences, or paragraphs. A third way to define them is to use referential units. Referential units refer to the way a unit is presented. A fourth method of defining coding units is by using propositional units. Propositional units are perhaps the most complex method of defining coding units because they work by breaking down the text in order to examine underlying assumptions. For example, in a sentence that would read, "Investors took another hit as the stock market continued its

descent" we would break it down to: The stock market has been performing poorly recently/Investors have been losing money (Krippendorff, 1980).

Typically, three kinds of units are employed in content analysis: sampling units, -context units, and recording units.

- Sampling units will vary depending on how the researcher makes meaning; they could be words, sentences, or paragraphs. In the mission statements project, the sampling unit was the mission statement.
- Context units neither need be independent or separately describable. They may overlap and contain many recording units. Context units do, however, set physical limits on what kind of data you are trying to record. In the mission statements project, the context units are sentences. This was an arbitrary decision, and the context unit could just as easily have been paragraphs or entire statements of purpose.
- Recording units, by contrast, are rarely defined in terms of physical boundaries. In the mission statements project, the recording unit was the idea(s) regarding the purpose of school found in the mission statements (e.g. develop responsible citizens or promote student self-worth). Thus a sentence that reads "The mission of Jason Lee school is to enhance students' social skills, develop responsible citizens, and foster emotional growth" could be coded in three separate recording units, with each idea belonging to only one category (Krippendorff, 1980).

2-9-9 Reliability

Weber (1990 :12-15) notes: "To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent: Different people should code the same text in the same way". As

Weber further notes, "reliability problems usually grow out of the ambiguity of word meanings, category definitions, or other coding rules". Yet, it is important to recognize that the people who have developed the coding scheme have often been working so closely on the project that they have established shared and hidden meanings of the coding. The obvious result is that the reliability coefficient they report is artificially inflated (Krippendorff, 1980). In order to avoid this; one of the most critical steps in content analysis involves developing a set of explicit recording instructions. These instructions then allow outside coders to be trained until reliability requirements are met. Reliability may be discussed in the following terms:

- Stability or intra- rater reliability. Can the same coder get the same results try after try?
- Reproducibility or inter-rater reliability. Do coding schemes lead to the same text being coded in the same category by different people?

2-9-10 Validity

It is important to recognize that a methodology is always employed in the service of a research question. As such, validation of the inferences made on the basis of data from one analytic approach demands the use of multiple sources of information. If at all possible, the researcher should try to have some sort of validation study built into the design. In qualitative research, validation takes the form of triangulation. Triangulation lends credibility to the findings by incorporating multiple sources of data, methods, investigators, or theories (Erlandson, Harris, Skipper, & Allen, 1993).

For example in the mission statements projects, the research question was aimed at discovering the purpose of school from the perspective of the institution. In order to cross-validate the findings from a content analysis, schoolmasters and those making hiring decisions could be interviewed about the emphasis placed upon the school's mission statement when hiring

prospective teachers to get a sense of the extent to which a school's values are truly reflected by mission statements. Another way to validate the inferences would be to survey students and teachers regarding the mission statement to see the level of awareness of the aims of the school. A third option would be to take the look at the degree to which the ideals mentioned in the mission statement are being implemented in the classrooms.

Shapiro & Markoff (1997) assert that content analysis itself is only valid and meaningful to the extent that the results are related to other measures. From this perspective, an exploration of the relationship between average student achievement on cognitive measures and the emphasis on cognitive outcomes stated across school mission statements would enhance the validity of the findings.

2-10 Accuracy Versus Fluency

There has been much debate in recent years about the amount of attention that should be given to the language in parts as opposed to the language as a whole. The premise of the debate is that language proficiency is more than the sum of its parts, and that the isolation of a component part (for example, the future continuous, giving opinions, verbs to do with says of cooking, rules of sentence stress, or the pronunciations of weak forms) and its controlled practice does not lead to mastery of the item when put back with the whole. No doubt enlightened teachers of all disciplines over many years have known that what they teach is not necessarily what their students learn. Research has shown that students perhaps learn the forms of a language best when their attention the meaning, which suggests that the ideal conditions for second language learning are quite similar to those under which a first language is learnt. Because learning can not be directly controlled, shaped, or influenced and because it is a subconscious process, it is common nowadays to talk of language 'acquisition' rather than language 'learning'.

The accuracy versus fluency debate is probably impossible to resolve, because it is not easy to know the ideal ratio for all levels and all students. Obviously at beginners' level there needs to be a lot of accuracy work (input grammar, lexis, and functional exponents) because students have few resources for fluency work (free practice, using the language in authentic context). Therefore, the problem can be seen in different ways. It could be argued that as students' progress from and upper intermediate level, less time should be devoted to accuracy work and more and more to fluency work, thus exposing them to ever more real language.

2-11 Headway

Headway is the world's most successful English course, used today in over 127 countries. (p.4) .When it was first published, classrooms were very different. The world of ELT had accepted the "communicative approach" and grammar had become a dirty word. Skills work had to be truly 'authentic', which meant that even at beginner level, listening text were actual native speakers chatting in bars, trains, or restaurants, with distracting background noise. Students were not expected to worry about understanding everything and were supposed to be happy with just understanding one or two words. Yes, it was 'authentic', but was it the best way to learn English?

Headway changed the way the world learn English by creating a clear methodology that was based on direct experience from the classroom. When it first appeared, Headway was doing things that had never been done before, (p.5). It brought the best ideas together in one course for the first time and had the confidence to mix traditional and new ideas together, which was revolutionary in 1986. It was superbly crafted, but more than that, Headway looked and felt different. Its striking design made it more colorful and inviting than its competitors. The now similar clear heading and signposting were ahead of their time in course book design and made it easy for students to find

their own way around each unit. Headway was 'user-friendly' an expected course book requirement today-but in 1986 this was a radical new concept. From the start Headway looked good, worked on the page, and delivered results in the classroom. There was no need for teachers to do extra preparation. At the same time it made teachers feel less self-conscious about giving students what they wanted, which was clearly signposted lessons and explanations.

The title Headway was the idea of the OUP editor, Suzana Harasanyi. "When she gave me the job of designing the series logo in 1985, the first thing I did was lookup the word Headway in the dictionary. I picked up on the definition to "go forward" and began to draw arrows. It was a simple idea to reflect Headway's straight approach". . To create interest and colour, I then tore up pictures and stuck them down with cow gum in the shape of two arrows. Remember, this was 1985 pre-computer graphic design!" Pearl Bevan, Headway's designer since 1985.

'As teachers, we all think we can write a better course book, but very few of us do. We were so frustrated that we thought we would have a go. John and I had no idea that our course book would turn into such a best seller' Liz Soars (2006 :7)

Headway was Liz and Soars' inspiration. It was an idea that came straight from classroom. At the time, Liz and John were working for international house, a large international teaching organization. They had taught English or trained teachers in Europe, Africa, and South America, and had viewed the classroom through the eyes of both teachers and students. But what would the ideal course look be like? How would it work? As Liz and John thought about these questions, Headway started to take shape. It was the time to start writing.

Q: "Where do you get your inspiration from to make every unit in Headway so rich in variety?"

A: 'Firstly we draw up what we want to cover syllabus-wise and then we try to find topics that are interesting and wide-ranging as context. To find listening and reading materials we are tuned in daily to all media. We buy lots of magazines and newspapers and flick through them thinking, "Ah! That might be interesting", or "No, too much outrageous, or too textbooky etc". Our house is full of materials we collect although 99% of it is rejected when we begin writing. It is almost impossible to start writing anew unit without having one inspiring idea. Somehow this helps the unit unfold before you. Any unit we write is the product of methods of thinking.' Liz and John Soars (2006 :8).

Headway's authors wanted to base their course on a clear set of values they passionately believed in. These have remained at the heart of Headway's methodology ever since. Liz and John believe that students learn a language both by using it, and by understanding how it works. They believe grammar has a core place in language teaching and learning, and that vocabulary is just as important. Liz and John feel that a wide variety of language practice tasks incorporating all four skills (listening, speaking, reading, and writing) are essential to learning. They also believe that realistic, integrated activities designed to develop these skills in the classroom help learners do real things outside.

Headway's methodology transcends time, fashions, and fads. It combines the best of old and the new. Perhaps this is the 'magic ingredient' that has made Headway so successful for so long?

2-11-1 Introduction

Headway course books cover all the levels from Beginners to Advanced. The list as follows:

- Headway Beginner.

- Headway Elementary.
- Headway Pre-Intermediate.
- Headway Intermediate.
- Headway Upper-Intermediate
- Headway Advanced.

The Headway was written for adults and young adults aged 14 and above. The Headway series provides through coverage of the grammatical and lexical systems of English combined with extensive practice of the four language skills of speaking, listening, reading, and writing.

There have been many stimulating and innovatory development in language teaching over the past decade. These have produced activities in classroom. Teachers have become aware that language exchanges and language exposure should be as real and authentic as possible. However, Headway's authors feel that there is a danger in their profession of rejecting the "old" in favour of the "new". This has led to certain neglect of many tried and tested approaches, activities, and exercise types which benefited generations of teachers and learners. There is almost assumption that nobody learned a language successfully before the arrival of the communicative approach.

In the Headway series, they have always tried to combine the best of the old and the new.

2-12 Reviewing the Sudanese EFL Programs

Spine is acronym standing for Sudan Practical Integrated National English. It is the EFL Program that is used to teach second language in Sudanese Basic and Secondary Schools.

In Sudan, a new complete English course was planned. Six textbooks were introduced in the Sudanese schools. The textbooks would be considered

as complete Practical, Integrated, and National English syllabus for Teaching English as a Foreign Language.

In 1990 general educational conference stands as bland mark in the history of modern Sudanese education. Its recommendations were that the whole structure of education should be changed and big changes should take place in all curricula. The philosophy of education was to help creating a Sudanese learner who is well acquainted with his tradition, customs, heritage and social values. So, the English must be as a means for the learner to gain knowledge connecting himself, his social values, his location, and his country up to the world. Therefore, Spine replaced Nile Course which was criticized as:

- 1- It has no realistic goals and aims.
- 2- Its goals do not reflect the philosophical and educational goals of the curriculum.
- 3- Its approach is not suitable for the learners' needs and abilities.
- 4- It was not well graded and too long to be covered.
- 5- The teachers are unable to teach it because they have not been trained within appropriately.
- 6- It does not lead smoothly to the school certificate exam and the exam does not match what has been developed by the learners.
- 7- It is not national, on the sense that, it fails to meet all the learners' locations, customs, traditions, and the parent can not help their sons or daughters within it if they want, and because all of the work is done in the teachers' book.

2-13 Aims of Teaching English

Members of the New English Language Curriculum committee have defined the aims of teaching English at the Basic School Level and the Secondary School Level.

2-13-1 Aims of Teaching English at the Basic Level

At the end of this level the pupils are expected to acquire the following skills:

2-13-1-1 Listening and Speaking

- A. To enable the learner to listen to and understand dialogues whether recorded or oral and to participate in similar situations as listener and/or speaker.
- B. To enable the learner to acquire the appropriate language functions at a reasonable degree so as to express himself in English.

2-13-1-2 Reading

To develop the reading skills and strategies in the learner so that he can interact as a good reader with simple text such as essays, stories and selected supplementary readers. This will enable the learner to move to horizons of 'free reading' which help the learner purpose (follow) self-learning and hence benefit from other sources of culture.

2-13-1-3 Writing

The learner should acquire the satisfactory writing skills which enable him/her to construct accurate sentences and paragraphs which lead to writing guided and free topics. It is equally important to know the aims of teaching English at the Secondary Level because SPINE is an integrated syllabus.

2-13-2 Aims of Teaching English at the Secondary Level

To develop further the four skills acquired at the Basic level. To give reading and writing more emphasis because of their preparatory nature to any further studies and at the same time to develop self-learning competencies (abilities).

Since exposure to English depends upon experiencing and communicating in the language itself, the learner must be given the chance to compensate for this loss by reading selected texts from English Literature.

2-14 SPINE exhibits the following features

- 1- It is based on the new trends and ideas of learning a foreign language.
- 2- It has made use of feedback (reports and comments) collected over the years.
- 3- It is based on the Sudanese heritage of teaching English, i.e., the good and well established traditions of teaching English in the Sudan.
- 4- It is accessible to (easily handled by) teachers, pupils and parents who can give support to their sons and daughters.
- 5- It is designed in away which encourages learners to carry the English language with them to their homes and hence experience/live it there.
- 6- It appreciates the roles played by English language teachers. However, it encourages teachers to design learning opportunities to enable their pupils to become active participants in the communication process.
- 7- It views language as fun which generates enjoyment and hence motivates the pupils to learn more and more.
- 8- SPINE as a national syllabus address itself to all Sudanese pupils and no body should feel neglected.
- 9- SPINE is based on the learner's environments, and it opens windows to outside world especially England and English speaking world.
- 10- SPINE contributes to the education of pupils to become good Sudanese citizens.
- 11- Although it claims to be communicative, SPINE adopts an eclectic approach. That is to say SPINE capitalizes on the strength of all approaches and at the same time avoids their pitfalls (weaknesses).

2-15 Related research on the SPINE Series

A lot of people have written about the SPINE series, the researcher mentioned a few examples.

Primary designed to satisfy various foreign language learning needs (Gassim, 1993); the Sudanese EFL program for intermediate secondary schools involves six textbooks, three for the intermediate (the basic level) and three for secondary. In the intermediate level learners are presented with the target language for the first time.

They continue learning basic structure sounds and lexicon of the language for three years. When they proceed to secondary level, they are presented with next set of three textbooks. The same English language program is provided for all school districts. The central objectives around which the course is designed involve: enabling Sudanese students to communicate within and outside the classroom setting, and introducing the learners with different contexts in which language can be used. Gassim 1993 believes that the speaking skill is overlooked to a large extent in Sudanese foreign language program and that the students' exposure to the spoken language is confined to the teacher's use of the target language and the presentation of the conversations involved in the course. The use of recorded materials is entirely non existent in structural practices. Gassim also concludes that designing of flash cards, posters and other necessary language teaching materials is the teacher's responsibility.

Ustaz Suleiman Alhawari says about the SPINE "The skeleton needs flesh" "The naked should be clothed" in his paper Methodology.

An M.SC thesis (Yasir, 1999) adopted a test for this year Secondary School students and questionnaire for Secondary teachers of English, in addition to the analysis of the reading component of SPINE: IV. The main findings of the research could be summarized as follows:

- That the students' performance in direct comprehension questions is better than those of inference.

- That the topics presented in SPINE IV are generally traditional and so they do not encourage reading appreciation among pupils.
- That the most helpful way for inferring meaning of unknown words is the general context in which they occur experience of life and word formation.
- That exercises are not adequately provided for the students to practice.
- That SPINE IV does not provide satisfactory practice on inference.
- SPINE II has also been analyzed (Mazahir, 1999) concentrating mainly on attitudes of teacher and pupils. The main findings reveal that :
- The pupils attitudes are generally in favour of the book, though not whole – heartedly. Nevertheless, the book is colorful and seems to meet the requirements of everyday English despite the pupils' reservations.
- The teachers attitudes seem to be reluctant to use SPINE: suggested method due unfamiliarity with such methods or fear of using these methods.
- There could be observed many unnecessary words (political slogans) which hinder the progress as they take time for illustration.

Widad (2002) studied SPINE V and concluded that :

- The redundancy of SPINE V leads to shortage in time for finishing it.
- Due to the overload vocabulary, students' acquisition was very weak.
- The prescribed period of time was not enough for practicing the four language skills properly.
- There exists a weak response in some areas, specially ' writing '.
- The students' proficiency will not qualify them to deal with SPINE IV.

Nagat Mubarak Osman (2002) studies SPINE III. She concluded that SPINE III is not organized systematically and its load is by far heavier than could be comprehensibly by pupils from 8th primary. If that was the case, then

this is expected to reflect at the stage of SPINE IV which is taught at 1st Secondary Level.

Chapter Three

Methodology

3- Methodology

The researcher has adopted the descriptive and analytical methods. These methods were applied to SPINE IV Pupil's Book and New Headway Elementary Student's Book. Using the descriptive method, the researcher has early defined the problem, hypothesis and questions. The technique used was the content analysis technique.

These two books were analyzed for their contents. Two approaches were taken. Firstly, an overall review of the authors and publishers, objectives and textbooks contexts. Secondly, detailed content analysis was made unit by unit. The researcher mostly concentrated on the following parameters

- Stating the titles, authors, and publishers of the books
- Identifying the number of units and lessons in both books.
- Identifying the main objectives and topics in each book.
- Explaining the types of structures and grammar introduced to the learners in each book.
- Identifying the amount of new vocabulary in each unit for both books.
- Identifying the skills of English Language and how they are treated in both books.
- Identifying the follow up in both books.
- Identifying the layout of each book.
- identifying the instructions for teachers and students in both books.
- Identifying other supporting components for learning English in both books:
 - A- Grammar reference.
 - B- Everyday English.
 - C- Listening and pronunciation.
 - D- Video.
 - E- Workbook.

F- Renowned.

G- Student's book and workbook cassettes.

H- Wordlist.

I- List of irregular verbs.

J- List of verb patterns.

K- Table of contents.

L- Materials.

The source of information and data collected by the researcher consisted of both primary and secondary data. The primary data has been obtained from SPINE IV and new Headway Elementary Pupils' Books and Teachers' Books. The secondary data was obtained from related graduate studies, references, reports and articles published in the internet.

The content analysis of the studied textbooks was then tabulated and transformed into numerical data to enable the researcher to draw clear findings, remarks and recommendations.

Chapter Four

Data Analysis & Discussion

4- Introduction

The researcher ought to analyze the two textbooks, SPINE 4 and New Headway Elementary. Compare and contrast topics, units, grammar and structure, the four skills of speaking, listening, reading and writing. Also instructions for the students, the layout, and other supporting components for learning English; to show which book is more comprehensive and integrated skills book which involves speaking, listening, reading and writing with some group or pair interaction focus on general communication.

To confirm that the selected textbooks are taught for the same age, secondary school students.

4-1 Stating the titles, authors and publishers of the books

To analyze the two books, New Headway Elementary and Spine 4, the researcher would give details on who wrote the books.

4-1-1 New Headway Elementary

Title: New Headway Elementary

Author Liz and John Soars

Publisher: Oxford University Press

First edition: 1993

Last edition: 2000.

Components: Student's Book, Teacher's Book, Work Book, Pronunciation Book, two Student's Book cassettes, one Work Book cassette, two Video Books and one Video cassette.

Level: Elementary.

It is the second course in the international textbooks Headway series.

4-1-2 SPINE 4

Title: The Spine Series Pupil's Book 4.

Author: The Ministry of Education, Sudan.

Editor: Ms. Helen Cuthbert

Publisher: .Tarbia Printing Press, Industrial Area, Khartoum North, Sudan.

First edition: 1995.

Last edition: 2001.

Components: Student's Book, Guide Book.

Level: SPINE 4.

It is a local textbook, but it could be observed that the technical committee that have written and edited the book consisted of Sudanese and foreign authors.

4-2 Identifying the number of units and lessons in both books

4-2-1 New Headway Elementary

Units: 14

Each unit consists of language input (Grammar, Vocabulary), Skills work, Everyday English and Writing (in the Workbook).

Each level of Headway provides 120 hours of teaching.

4-2-2 Spine 4

Units: 6.

Lessons: 72.

It could be observed that the number of lessons per unit is balanced throughout the textbook and ranging from 11-13 lessons per unit.

4-3 Identifying the main topics and objectives in both books

4-3-1 New Headway Elementary

Table (4-3-1-1) Topics

Unit	Topics
1	Hello Everybody
2	Meeting people
3	The World of Work
4	Take It Easy

5	Where Do you Live?
6	Can You Speak English?
7	Then and now
8	How Long ago?
9	Food You Like!
10	Better and best!
11	Looking good!
12	Life s an adventure
13	How terribly clever!
14	Have you ever?

I think the topics New Headway Elementary are very interesting, useful and better than the SPINE 4 , for example, Unit (1) is “ Hello Everybody ”. There is an important aim is that student get to know. Each other Unit (2) “ Meeting People ” various characters are introduced to practise the grammar. There is the first real fluency activity of New Headway Elementary in the reading and listening exercise, Dorita’s letter to Miguel. It is important that even at such a low level students are exposed to language in a natural context.

Table (4-3-1-2) New Headway Elementary Objectives

Unit	Objectives
1	Verb to be (positive, negative, question), plural nouns, numbers, prepositions, everyday objects, reading and writing, listening and speaking, hello and goodbye, how are you ?
2	Verb to be (questions with question words, yes / no questions) numbers, prepositions, family words, possessive's you and your family, adjectives, reading and listening, in a café, can I have?
3	Present simple he, she, it, (positive, negative, question), spelling of the third person singular, prepositions, reading, listening and speaking, what time is it?, personal pronouns and possessive

	adjectives.
4	Present simple I, we, you, they (positive, negative, question), adverb of frequency, leisure activities, (verb + ing), speaking, reading and listening, social expressions, an informal letter.
5	There is / are (positive, negative, question), how many?, some / any, this / that / these / those, furniture, prepositions, speaking and listening, reading and speaking, direction 1, linking words, describing where you live.
6	Can / can't (positive, negative, question), could / couldn't (positive, negative, question), was / were (positive, negative, question), was born, prepositions, words that sound the same, speaking, reading and speaking, on the phone, formal letters 1.
7	Past simple – spelling of regular verbs, past simple (regular, irregular verbs / silent letters), (positive, negative, question), past simple time expressions, speaking, reading and speaking, special occasions, writing a paragraph describing a holiday.
8	Past simple, negatives and ago, time expressions, which word is different? Phonetic symbols, relationships, reading and listening, speaking, listening and speaking, what's the date? and linking words.
9	Count and uncount nouns, do you like ? / would you like?, a and some, much and many, food and drink, shops and shopping, listening and speaking, reading and speaking, polite requests, formal letters 2
10	Comparatives and superlatives, have got, city and country adjectives, city and country nouns, speaking, reading and speaking, directions 2 and linking words.
11	Present continuous, whose is it? Possessive pronouns, clothes, describing people, words that rhyme, phonetic symbols, listening and speaking, in a clothes shop, linking words and describing people.
12	Going to, infinitive if purpose, verbs, reading and speaking, making suggestions and writing a postcard.
13	Questions forms, adverbs and adjectives, describing feelings, speaking and listening, reading and listening, catching a train,

	adverbs and writing story.
14	Present perfect, yet and just, present perfect and past simple, past participles, speaking, reading and speaking, listening, at the airport and a thank – you letter.

The book provides a lot of opportunities through skills work and communicative tasks and grammar.

I think every Unit is very organized. The objectives are language in put (vocabulary, grammar, structure and skills) and every day English.

Each Unit’s objectives introduces the objectives of the following Unit. For example : Unit (1) the verb to be is introduced in all person, singular and plural. The focus is on the positive. The negative and question are dealt with in Unit (2).

4-3-2 Spine 4

Analysis of SPINE4 pupil's book unit topics and objectives

Table(4-3-2-1)Topics of SPINE 4

Unit	Lesson	Topics
1	1	The princes and the pea
	2	Houses in the Sudan
	3	Home furniture
	4	Office furniture
	5	City life (1)
	6	A terrible Accident
	7	1. City life (II) London
	8	Pollution
	9	Grammar corner
	10	Organs of speech
	11	Revision
2	1	Sport world wide
	2	Bad luck
	3	First Aid

	4	The beauty of nature
	5	Fashion Notes
	6	Who's best ?
	7	Weddings (1)
	8	Weddings (2)
	9	Birthday Surprise
	10	Fact or Fiction
	11	In the Mud
	12	Revision
3	1	David's letter
	2	Town plan (1)
	3	Town plan (2)
	4	David's diary
	5	Whose the cleverest?
	6	Loch Ness
	7	Merowe
	8	A journey to karima (1)
	9	Making plans
	10	Journey to karima
	11	Dear sir.....
	12	Revision lesson
4	1	A Day in Salma's life
	2	Migration of Birds
	3	More about Birds
	4	A good secretary
	5	Play with words
	6	Life Stories
	7	Changes for the better?
	8	Phone In !
	9	Reading signs
	10	What Have You Done ?
	11	How To Be A Good Writer
	12	My Hobby

	13	Revision
5	1	The Family Farm
	2	Advertisement
	3	The lion, The Hyena and the Fox
	4	We Do Things ourselves
	5	The weather in Northern Sudan
	6	Christmas
	7	Ramadan
	8	Newspaper Report
	9	Looking After Yourself
	10	Family Relation
	11	More about Animals
	12	Revision
6	1	A friendly letter
	2	HUD ^{ts} Day
	3	Supper in a restaurant
	4	Learning How to Drive
	5	Rules of the road
	6	A visit to the Zoo
	7	Types of Animals
	8	The Good Old Days
	9	Types of Birds
	10	The Hen That lay Golden Eggs

Table (4-3-2-2) SPINE 4 Objectives

Unit	Objectives
1	Vocabulary, reading for understanding, grammar, new structures, speaking and writing skills, description, spelling, composition, discussion, use of past tenses, role playing conversations, and pronunciation.
2	Speaking and writing, illustrations, use of adverbs, discussions, descriptive, completing sentences, use of

	superlative, composition, improving accuracy and fluency.
3	Understanding new words, question asking, giving directions, singing and saying letters and note writing, question tag, using selected expressions, descriptive compositions, listening for understanding, formal letter formatting, and reading for understanding.
4	New vocabulary, present tenses, chart to text information transfer, using time clause, reading to understand, speaking and writing, contrasting, asking and answering, spelling, completing puzzles, past tenses, future tenses, must and must not, rules and regulations, present perfect tense, writing skills, and information transfer from text to table.
5	Event description, countable and uncountable nouns, abbreviations, if clauses, proverbs, comparing and contrasting, direct speech, gerund use, discussions, adverbs, passive, present simple, yes/no questions, selected structures, imaginary if, the language of the unit.
6	New words, past perfect, relative pronoun which, present simple, descriptions, use of must, asking and answering structures, and relative pronoun 'where'

I think they do not reinforce a certain tense or a part of grammar for a long time. They move from one part to another during the same Unit, for example : see table (4-3-2-2)Unit (5).

4-4 Analysis of Grammar and Structures

Table(4-4-1)New Headway Elementary

Unit	Grammar	Structure
1	Verb to be (am, is, are)	I am from Germany . He is a doctor .

	<p>Possessive adjectives (my, your, his, her)</p>	<p>My name is Paula . What 's your name ? Where are you from? They 're from Brazil . Where 's he from ? Where 's she from ? Max and Lisa are from Chicago . What 's your name ? My name 's Jane. His name is Peter. Your name 's David. Her name 's Mary.</p>
<p>2</p>	<p>Verb to be Questions and negatives</p> <p>Verb to be Negative and short answer</p>	<p>What 's her first name? Where 's she from? What 's her job? What 's her address? What 's her phone number? How old is she? Is she married? What 's his surname? Where 's he from? What 's his address? What 's his job? Is he married? How old is he ?</p> <p>She isn 't married. He isn 't a doctor. She isn 't 18. He isn 't from Japan.</p>

	Possessive	<p>No, she isn't.</p> <p>Yes, he is.</p> <p>I'm not a teacher.</p> <p>No, I'm not.</p> <p>Yes, I am.</p> <p>Patrick's daughter .</p> <p>His wife's name is Brenda.</p> <p>Lara's boy friend .</p> <p>His son's name.</p>
3	Present simple (1) (He / she / it)	<p>Positive :</p> <p>He works 16 hours a day.</p> <p>She comes from Cambridge .</p> <p>She lives in Switzerland .</p> <p>She speaks three languages.</p> <p>She has a daughter .</p> <p>She likes skiing .</p> <p>He loves his job .</p> <p>Negatives :</p> <p>He doesn't work 16 hours a day.</p> <p>She doesn't come from Cambridge.</p> <p>She doesn't have a daughter.</p> <p>Question :</p> <p>Where does he come from ?</p> <p>What does he do?</p> <p>What does he do=What's his job?</p> <p>Does she speak French ?</p> <p>Where does she live?</p> <p>How many children does she have?</p> <p>Does he have a dog ?</p> <p>Does he listen to music ?</p> <p>What does she do in her free time?</p>
4	Present simple (2)	I have two sons.

	<p>I, you, we, they</p>	<p>I get up before my sons. I go to the gym. I come Home. I like cooking. I visit my father. I take the kids from school . We never go out on Friday. We visit friends . I start work early. Where do you live ? Where do you work ? Do you like your work ? Do you relax at weekends ? Why don't you relax at weekends? Do you have children? No, I don't What time do they get up ? Do you go out on Friday evening? yes, I do</p>
<p>5</p>	<p>There is \ are</p> <p>How many ?</p> <p>Prepositions of place :</p> <p>On / Under / next to / Infront of</p>	<p>Positive :</p> <p>There's a television. There're some books.</p> <p>Negative :</p> <p>Is there a television ? Yes, there is. No, there isn't. Are there any books? Yes, there are. No, there aren't.</p> <p>How many books are there ?</p> <p>The television is on the cupboard. The coffee table is infront of the</p>

	<p>could</p> <p>Was / were was born</p>	<p>Were you in England in 1999 ? Yes, I was No, I wasn't</p> <p>Positive : I could swim when I was five. Negative : I couldn't swim when I was five. Question : Could you swim when you were five? Yes, I could. No, I couldn't. Could your teacher speak English when he / she was seven? Yes, he could. No, she couldn't.</p> <p>Mozart was born in Germany in 1879. Picasso was born in Spain in 1881. Where were you born? I was born in Omdurman. When were you born ? I was born in 1982. She started work when she was 8.</p>
7	<p>Past Simple (1) Regular Verbs</p>	<p>Positive : She lived with her mother and four sisters . She worked in the cotton fields from 6. 00 in the morning to 10.00 at night She created poems in her head . Negative</p>

	Time Expressions	<p>they didn't watch TV one hundred years ago.</p> <p>(in 1994, on Saturday, at seven O'clock, at night, in the morning, on Sunday evening, in September, at weekends, in the twentieth century).</p>
9	<p>Count and uncountable nouns</p> <p>Do you like ?</p> <p>Would you like ?</p> <p>a- some</p> <p>much / many</p>	<p>(apples, apple juice, coffee, cheese, pizza, oranges, carrots, hamburgers, tomatoes).</p> <p>I like tea Do you like tea ? Yes, I do / no, I don't. I don't like tea.</p> <p>I'd like a cup of tea ? would you like a cup of tea ? yes, please. No, thanks.</p> <p>A cake, some cake A strawberry, some fruit, a mushroom, some bread, some milk, some meat, an apple, some rice, some money, a dollar, a notebook, some homework.</p> <p>There isn't much milk. There aren't many eggs. How many eggs are there ? How much coffee is there ?</p>

		hard - hard.
14	Present Perfect (ever, never, just and yet). Present Perfect and Past Simple	Have you ever been to Paris? I've never been to Egypt. I've been to Germany (I've = I have). We have not been there yet. They have just had boat ride. Maria's been to Berlin. Has she ever been to Berlin ? Yes, she has. No, she hasn't. She went there two years ago. When did she go ? Two years ago.

We can notice that Headway's authors link accuracy to grammatical understanding and fluency to language practice and skills work.

Explaining the types of structures and grammar introduced to the learners in SPINE 4.

Table (4-4-2)

Unit	Lesson	Structure and grammar
(1)	(1)	Recognize and use past participles
	(2)	Use the structure made of
	(3)	
	(4)	
	(5)	
	(6)	Use the past tense more accurately. The past continuous is introduced.
	(7)	

	(8)	
	(9)	Use the past continuous tense. Use the structures:-(noun)is so (adj)that..... and is such a\an adj+ noun that..... The use of the past continuous in speaking and writing.
	(10)	
	(11)	
(2)	(1)	No articles in front of sports
	(2)	Use of adverbs of frequency
	(3)	
	(4)	Compare things in natural world. Use adverbs of frequency to talk about what people do.
	(5)	Describe and discuss clothes. Adjectives (small, medium, large, plain, patterned, striped and checked)
	(6)	
	(7)	
	(8)	
	(9)	Students should be able to use reported speech. Jane :I will bring cake. Afaf: Jane said she would bring cake Will-Would Can-Could Have-Had I-She My father-Her father
	(10)	Pupils should be able to use the superlative to describe things and people. Superlative adjectives(highest, shortest, richest,

		biggest and longest)
	(11)	Make suggestions using 'let's ' ; 'Why don't we?
	(12)	
(3)	(1)	Ask and answer the question: How much/many...do we need? How many cakes do we need?
	(2)	Use the street map to follow direction: turn left, turn right, go straight on, past the school, until you come to the...,
	(3)	Give direction more accurately and fluently.
	(4)	
	(5)	Ask and answer tag questions. Ask for and give directions more correctly and fluently. Omdurman was the capital of Sudan, wasn't it? The Mahadi came from Abba land, didn't he?
	(6)	Use the expression: 'too much' and not enough. There is too much dust in the market. There are not enough cake shops.
	(7)	'Would you like to....?' A: Would you like to visit Merowe? B: Yes, I would/ No, I wouldn't.
	(8)	
	(9)	Talk about their plans using ' going to...? Mary's going to make a cake.
	(10)	Use tags more accurately and easily (practice)
	(11)	
	(12)	
(4)	(1)	Present Simple to talk and write about routine

		<p>activities.</p> <p>Adam / he lives at Deim / in EL-Fashir.</p> <p>Fatima / she</p> <p>The cat / it</p> <p>(I, we, you, they, Omar and Hassan) live in Barber.</p>
	(2)	<p>Use the time clause" when" e.g. ' when they fly</p> <p>Use the reason clause using ' because ' or ' so as to</p> <p>Many birds migrate so as to avoid the cold weather.</p>
	(3)	<p>Use comparative expressions such as : similar to ; different from ; the same as ; er than ; more than ; as as ; not exactly ; where as ; on the other hand etc. e.g. which parts are similar to the parts of the human body!</p>
	(4)	<p>Ask and answer the questions : when is the next meeting / lesson etc.</p> <p>What shall we give the ?</p> <p>The meaning of ' since ' to indicate reason and not (here) to introduce a time phrase.</p> <p>Here - there</p>
	(5)	
	(6)	<p>Use the past tense more fluently.</p> <p>I became an eye specialist in 1959and came back to work in the Eye Hospital in Khartoum . In 1969 I became the Senior Consultant . In 1980 I retired.</p> <p>Some instances of the past tense in the passive.</p>

		<p>I was sent to Scotland.</p> <p>I was born in Waw</p> <p>In 1939 my father was transferred to Malakal.</p>
(4)	(7)	<p>Use the past, present and future tense fluently. e.g.</p> <p>Fifty years ago people in the Sudan traveled on</p> <p>Today they travel by</p> <p>In the next century people will travel by</p>
	(8)	
	(9)	<p>Use ' must' and ' mustn't ' more fluently.</p> <p>Under stand and make rules regulations.</p> <p>e. g. : Iman must look after the child now.</p> <p>Iman had to Yesterday.</p> <p>You must next week.</p> <p>You had to go to last week.</p>
	(10)	<p>Understand and use the present perfect tense.</p> <p>Joseph has written part of SPIE 4.</p> <p>He has written part of SPIE 4.</p> <p>Sayed has written part of SPIE 4.</p> <p>I have written part of SPINE 4.</p> <p>You have written part of SPINE 4.</p> <p>We have written part of SPINE 4.</p> <p>Sayed and Siddig have written part of SPINE 4.</p> <p>They have written part of SPINE 4.</p>
	(11)	
	(12)	
	(13)	
(5)	(1)	<p>Using the present simple . Discribe events.</p> <p>They are</p>

		<p>Other grow</p> <p>Dengkak has</p> <p>Expressions of Quantity.</p> <p>Mass and Count nouns</p> <p>Some, much, many, a little, a great deal of, a few . e.g.:</p> <p>There are many farmers, some of them grow</p> <p>There are a lot of cows</p> <p>Produce many eggs too.</p> <p>Some milk.....</p> <p>Deng gets a lot of money.</p> <p>Buy some sugar.</p>
	(2)	<p>Use ' if ' clauses for imaginary or hypothetical situations.</p> <p>e.g. : If you didn't know English at all, which course would you take ?</p> <p>If were a nurse, what course would you take ?</p> <p>If I were you, I wouldn't smoke at all.</p>
	(3)	<p>Recognize direct speech.</p> <p>e.g. : One day the Lion said to the Hyena and the Fox, " let's " go tomorrow morning to hunt " .</p> <p>the Fox said to the Lion : " tell me, what shall we do with the animals that we kill ? " .</p>
(5)	(4)	<p>Use the gerund more fluently e.g. : ' I like reading ... etc " .</p> <p>Make them learn the verbs which are followed by the gerund e.g. :</p> <p>I always help my mother with the cooking.</p>

		<p>I do the washing up</p> <p>L like reading and doing</p> <p>Watching T.V. is not my hobby.</p> <p>Mariam likes cleaning the house.</p> <p>Before going to school.</p> <p>He does not like playing games.</p>
(5)	(5)	<p>Use adverbs of frequency more fluently.</p> <p>State the temperature, use the phrase ' it is 34 degree centigrade.</p> <p>Sometimes, always, occasionally, never, rarely, usually and often.</p>
(5)	(6)	<p>Use the passive without the agent.</p> <p>The use of the past participle in the passive e.g. : trees are decorated.</p> <p>The passive in the future</p> <p>By January, they will finish the work.</p> <p>By January, the work will be finished.</p>
	(7)	<p>Use the present simple more fluently.</p> <p>They do</p> <p>Most people give</p> <p>Make yes / no questions e. g.</p> <p>Do Muslims pray during Ramadan ?</p> <p>Yes, they do.</p> <p>No, they don't.</p>
(5)	(8)	<p>Use the structure : It was too late for him to stop.</p> <p>It was so late that he could not stop.</p> <p>A person who is</p> <p>The language of reporting. e.g. : The police confirmed</p>

		that
	(9)	The use of structure to have something done.
	(10)	
	(11)	Use the imaginary ' if ' more fluently.
	(12)	Use more accurately and fluently the language of the unit.
Unit (6)	(1)	Use the past perfect, e.g. : As I had promised you before I left,
	(2)	Use the present simple fluently.
	(3)	Describe things in the past e.g. : John decided to go out At seven P.M. he dressed and went to the
	(4)	Use the passive more fluently e.g. : A taxi is used for A tractor is used for
	(5)	Use ' must ' more fluently. Ask and answer the questions, what will you do if ? What do you do when ? I must drive. I mustn't walk.
	(6)	Use the comparative and superlative more fluently. big – bigger – biggest tall – taller – tallest good – better – best
	(7)	Describe things using relative pronouns. e. g. ' whose ' who ' which ' and 'that ' Use the structure : some are others are..
(8)	(8)	

	(9)	Use the structure from one town to another.
	(10)	Use the relative pronoun ' where'
	(11)	Use the language of the unit more accurately and fluently.

The grammar in Spine 4 is not sequenced and not enough in grammar corner, e.g. unit 2 lesson 5, reported speech. There is only one example and it is in the future, see table 4-4-2.

Unit 2 lesson 5, adjectives connected with clothes only. I think it is better to have adjectives describe things, people...etc. The students can use more adjectives not just clothes adjectives. And there is only one exercise for this tense, this is not enough. The students need at least three exercises in different tenses present, past and future.

Unit (2) lesson 10, superlative adjectives, examples for short adjectives. Neglecting long and irregular adjectives. And not showing the students the rule or how to make superlative adjectives for short adjectives.

Another example. unit 3 lesson 7, the expression would like, there are only two examples. Questions and short answers. I think, it is better for the students to have examples of would like in positive, negative, question and short answer e.g

Positive: I would like to do something.

I would like something.

Negative: I wouldn't like.....

Questions: Would you like...? Yes. I would.\No, I wouldn't.

What would you like?

I think in this stage, it is better to show the students the difference between like and would like because it is confusing for most of the students e.g :

Positive: I like.....

Negative: I don't like.....

Question: Do you like? Yes, I do. [No, I don't.

4-5. Identifying the number of new vocabulary in both books

4-5-1 New Headway Elementary

There is strong lexical syllabus in the whole Headway series. . And the vocabulary is carefully graded and recycled throughout.

Table (4-5-1-1)

Unit	Number of new vocabulary
1	63
2	97
3	106
4	117
5	101
6	70
7	113
8	71
9	91
10	62
11	60
12	46
13	43
14	60

The students do not suffer from overloading. Lexical set is introduced and practiced along side the main grammar point in the presentation sections. Vocabulary exercises are also regular feature of the practice sections, where the emphases is on revision of vocabulary learnt up to that point and further exercise in the Workbook. Students are encouraged to keep a vocabulary

notebook, and use bilingual dictionary. And there is a vocabulary list at the back of the book.

4-5-2 Vocabulary in spine (4)

The acquisition (learning) of vocabulary is the key to the language development. All exercises and activities in SPINE focus on learner recognition and production of vocabulary p (13). Learner acquire receptive vocabulary through reading. Through speaking, writing and grammar structure they to use it productively.

The number of new words taught in each Unit was counted and recorded.

Table (4-5-2-1) Spine (4) number of new vocabulary.

Unit	Number of new vocabulary
1	124
2	144
3	146
4	187
5	111
6	81

In some lessons it could be observed that the vocabulary is over loading, Unit 2 lesson 3, but there is no new word at all in Unit (3) lesson 3.

No word list for new vocabulary to the students to revise at home a lone or with there parents. It is the teacher's responsibility to write the list of new words, but not all the teacher's do.

4-6 Identifying the skills of English language and how they are treated in both books

4-6-1 New Headway Elementary

The authors of Headway claim that Headway is skills development syllabus p (7). In Headway, attention is paid to all four language skills, and some times they integrate these skills.

A feature of the Headway series is the rich variety of texts that engage the learner. There is a great deal of satisfaction when beginners, elementary students encounter and extend piece of language and understand it. . All the texts in the Headway series have an authentic source, from newspapers, magazines, interviews and short stories, but they have all been graded to suit the level.

Many of the speaking activities are personalized, where students talk about themselves, each other, and their own environment. There are varieties of speaking activities in practice sections, more controlled

Speaking tasks lead to freer speaking activities, e.g. information gaps, questionnaires and speech bubbles give the students example..’ of the language needed to complete a task.

There are regular unseen listening sections, in dialogue or monologue form. These provide further practice of the language of the unit. Regular graded reading passages also provide further practice in the target language of the units in a wider context, as well as developing students’ reading comprehension abilities. At the beginning of every course, the language in the readings is tightly controlled and graded, and only one or two words will be unknown to the students. As the course progress, the readings become longer, with slightly more unfamiliar vocabulary in the texts.

The writing skill is in the workbook. There are times in the (Students' Book) suggestions for the students to do some freer writing for home work, and the aim of these exercises is for students to explore what they can do.

Table (4-6-1-1) the skills in New Headway Elementary

Unit	Listening	Reading	Writing	Speaking
1	11	17	9	17
2	10	15	12	12
3	9	13	8	15
4	7	14	8	15
5	6	17	12	14
6	8	21	9	15
7	12	18	12	12
8	9	18	4	12
9	9	18	7	13
10	9	20	14	15
11	8	16	9	14
12	8	16	10	15
13	8	17	10	13
14	7	17	8	14

We can not say it is perfect or a balanced skills book but at least it covers all the four language skills together in each unit, this what I mean by integrated skills book. I think the weaknesses in New Headway Elementary that no rules of writing for example : when to use but, so, where as ...etc. or how to use punctuation. There are some of them in the Work Book not in the Students Book.

4-6-2 SPINE 4

The writers of SPINE series claim that the Spine series integrate the four skills so that each skill supports the others.

To check if the Spine series integrate the four skills, below is the table of the four skills per unit.

Table (4-6-2-1) the skills in Spine 4

Unit	Listening	Reading	Writing	Speaking
1	Zero	9	6	5
2	Zero	12	6	15
3	Zero	12	5	11
4	Zero	22	15	13
5	Zero	24	18	18
6	Zero	27	13	18

The table above shows that Spine 4 skills, the focus is on reading and writing as the writers claim'' there is a great emphasis on reading and writing ''p (5).But also they claim that'' the aims now at secondary level are to develop all skills'' p(4)

How can we develop listening skill and it is neglecting in Spine 4? There is only one listening in unit three lesson ten and another one in unit four lesson twelve e. g the listening in unit four: 'listen to the following speakers'' Atif, Yousif, Raja and Abakar'', this listening is also written. So is it listening? reading? Or listening and reading together? It is not interesting and not motivating. It should be an authentic material, a real person speaks about himself\or herself on a tape and the students either listen or listen and read. The researcher argues that all basic skills are equally important.

When the researcher says that Headway is more integrated or Spine 4 is not integrated skills book, this means that the four basic skills of listening, speaking, reading and writing are not taught in one book or separate units What is taught orally is reinforced by reading, writing and listening exercises, all the work reinforce each other as in Headway Elementary.

4-7 Identifying the follow up in both books

4-7-1 New Headway Elementary

There are four Stop and Check revision tests which cover units 1-4, 5-8, 9-12 and 13 - 14.

These can either be set in class, or given for home work. What I prefer is to make the students work in small groups, to agree on the correct answer, then I go over it with whole class.

There are 3 progress tests which cover units 1- 5, 6- 10 and the last one 11- 14.

There are lots of exercises during the unit in the Student's Book. The teacher checks them .Another practice, which is followed up by the teacher is the Work Book. In this book there are about 14 exercises after each unit.

4-7-2 SPINE (4)

The final lesson in each unit is a revision lesson and some times there are new words in this section .The practice or the exercises in the students book are not enough. Only one or two exercises in each lesson which doesn't cover all the language input learned by students.

4-8 Identifying the Lay out of each book:

One simple but important element of any course book is the layout.

4-8-1 New Headway Elementary

New Headway Elementary Student's Book is attractively laid out, the unit has attractive presentation, making the sequencing of unit activities clear. The page lay outs are uncluttered, predictable and user friendly, which helps put students at ease.

The organization of New Headway, is the same; each unit has these components: -

- Starter
- Presentation of new language

- Practice
- Skills work-always speaking, combined with reading /or listening and /or writing.
- Vocabulary
- Everyday English

Headway elementary is attractively laid out with glossy pages and liberal use of color and photographs.

Sections are clearly labeled modularly placed on the page to minimize distraction.

There are headings or labels for each section and exercises and activities are always introduced with clear instructions. The map of the book clearly lays out the contents, and cross references indicate where learners can find further grammatical information in the back. The visual material is often integrated. The cover of New Headway Elementary is glossy cover.

4-8-2 Spine 4

Spine 4 has a clear layout. It is divided into units, each unit divided into lessons includes: Reading1, Reading 11, Grammar corner, Writing, and Revision, but little space for learners' written answers. There are no pictures, only drawings and images in black and white e.g. p(13) is an image of a person, not a certain person, his name's Atif. I think, this is neither interesting nor motivating. The cover of Spine 4 is paperback book.

4-9. Identifying the instructions for teachers and students

4-9-1 New Headway Elementary

There are key-notes of Headway for teachers and students.

For teachers, is its comprehensiveness and effectiveness. It has been designed to meet the practical lesson-to-lesson needs of the teacher. The units can be used chronologically to provide a balanced, cohesive tune table with the following components:

- Opportunities for extensive skills work.
- Explanations of the target language.
- Controlled and freer practice of the target language.
- Extensive vocabulary work.
- Written homework assignments.
- Revision.

This does not mean that teachers will not want to select and supplement, but when doing so they can rely on the book to combine through handling of input and skills development with the variety of activity and control.

For students, Headway is accessibility and comprehensibility. It speaks directly to the students themselves. The contents page, headings, instructions, explanations, and cross-references are designed to guide students through the book with the maximum understanding of what they have to do and why. If they are made aware of aims of the course and the elements that constitute language acquisition, their contributions will be all the more relevant, and they can assume a considerable amount of responsibility for their own learning, both before, during and after language lesson.

4-9-2 SPINE 4

Spine 4 really needs these two keynotes, because the instructions are not clear for the students and their parents, e.g.(unit 3 lesson 9) the use of(going to) with only two pronouns (she, I).No instructions for the students or their parents to use the other pronouns such as (we, they, he, you) and even no instructions for the negative, the question and the other uses of going to.

If the teachers are not well trained and do not take time to think through the lessons before they enter the classroom, the students could leave the class with no clear idea of what they were doing or why. On the contrary that, the instructions of New Headway Elementary.

4-10. Identifying other supporting components for learning English in both books:

4-10-1 Grammar Reference:

In New Headway Elementary the grammar section at the end of the book is like a condensed grammar book which can be used for reference purposes at any stage of the students work. It can provide a preview of the language for preparation prior to a lesson, or a review for revision purposes. The grammar areas are dealt with more depth than is usually found in course books, but more concisely than it is found in grammar books. The grammar section is cross-referenced with each unit to provide more detailed information about the forms and uses of the language introduced.

But in SPINE 4 no grammar reference and the grammar is not clearly shown. Even in grammar corner only one or two examples, then one or two exercises.

4-10-2 Everyday English:

As well as grammatical and lexical syllabus the Headway series also has a situational syllabus. This section introduces functional language in useful situations for the students to listen and practice. Students are exposed to the language used in everyday situations such as a café, an airport, hotel and railway station, and are given opportunities to practice the language.

There are also exercises and survival areas such as the alphabet, numbers, time, and social expressions such as excuse me, sorry, pardon and never mind. These appear in every unit. But in SPINE 4 no conversational phrases, they should be in every unit. There is only one in unit 4 lesson 8 (making a phone call).

4-10-3 Listening and Pronunciation:

In New Headway Elementary pronunciation is integrated throughout. There are always examples of the target language on tape for repetition

purposes. In the presentation sections, students have the opportunity to practice the pronunciation and intonation of new language.

The phonetic script is introduced in a simple manner in appropriate exercises, and the phonetic chart appears inside the back page for ease of reference. Systematic pronunciation work also appears in pronunciation book with accompanies Headway students' book. In SPINE 4 no pronunciation book even no phonetic chart.

4-10-4 Video:

The Headway series Video Guide and Activity Book are available as optional accompaniment to the course. The video is linked to the syllabus and consists of mini-documentaries on topics that reflect those in the Student's Book and situational language such as in shop. No video in SPINE series.

4-10-5 Work Book:

The workbook is an important component of the course. It consists of controlled exercises to revise the target language of each unit. It revises the grammatical input of students' book, vocabulary work, gap filling exercises, preposition syllabus and also adds to it, the writing syllabus is to be found towards the end of each unit of the workbook. There is a full answer key at the back and many of exercises are on cassette for use both in class and at home. Unfortunately there is no workbook in SPINE 4 and the researcher believes that the Work Book is as important as the Student's Book.

4-10-6 Renowned:

Headway renowned and valued for reliable methodology that works at every level. Now it is in third edition. No course offers more in terms of levels, components, and support.

In the contrast that, the SPINE has been criticized for many years and it has not renowned yet. The same typing errors in the fourth edition (1995) still

existed in the Guide SPINE 4. It was reprinted but not revised and reviewed. However, Headway Elementary is updated.

4-10-7 Student's Book and workbook cassettes

They are available in New Headway Elementary, but there are no cassettes in Spine 4.

4-10-8 Wordlist

In Headway Elementary there is a wordlist with phonetic transcription that, make it easy for the students to know and revise the correct pronunciation of these new vocabulary. However, no wordlist in SPINE 4.

4-10-9 List of irregular verbs:

There is a list of irregular verbs at the back of Headway Elementary Student's Book, which help students to revise these verbs easily and quickly, but there is no list in SPINE 4.

4-10-10 List of verb patterns:

There is a list of verbs in Headway which, follow either by (ing or infinitive with or without to). There is no verb patterns list in SPINE 4.

4-10-11 Table of contents:

In Headway Elementary there is a table of contents (language input + skills + everyday English+ writing) on page (2,3,4,and 5). On the contrary that, no table of contents in SPINE 4.

4-10-12 Materials:

In Headway Elementary Teacher's Book and Teacher's Resource Book offer photocopiable materials, test, games, and activities to supplement the main course material, but in SPINE 4 designing those materials is a part of teachers' responsibilities.

4-11 Testing the Hypotheses:

The Hypotheses say “the Headway Series may have more comprehensive and integrated skills content than the SPINE Series or vice versa or neither of them”.

From this analysis and discussions and for all the previous reasons, I think New Headway Elementary is better than SPINE 4. It is a comprehensive book and has integrated skills content, so it improves the students' skills especially speaking, listening (fluency and accuracy) from strong grammar and vocabulary syllabus.

Chapter Five

Conclusions & Recommendations

Conclusions

This analysis of the two textbooks (New Headway Elementary & SPINE 4) shows that, there is a difference between them according to the amount and quality of linguistic information and the way of presentation. Although they both use the communicative approach and the PPP method, one is better than the other.

Findings

Through the detailed analysis on the contents of both SPINE 4 Pupil's Book and New Headway Elementary Student's Book, which are taught for the same age secondary school students, the researcher has arrived at the following findings :

- New Headway Elementary is well designed, well written, a comprehensive book, which provides a great deal of support for learning English.

On the contrast that, SPINE 4 is not as comprehensive as New Headway Elementary, because it lacks lots of supporting components, no separate Work Book or Test Book, no cassettes (listening activities) comparable to New Headway Elementary or other international books as shown in the list of supporting components.

- New Headway Elementary offers a good balance of work on accuracy and fluency while the overall emphasis is on oral communication, which was evident from table. However, the students who study SPINE 4 structurally (to some extent) competent but often communicatively incompetent as expressed in table (4-4-2).
- In New Headway Elementary the skills are integrated. The four skills of speaking, listening, reading and writing are covered in each unit that was evident from table (4-6-1-1). But SPIN 4 is not a balanced skills book, the emphasis is on reading then writing, little speaking because

there is no enough speaking practice of useful type. Listening is missing as shown in table (4-6-2-1).

- No text book, even a good one is ideal. So, New Headway Elementary is not an ideal book. But the textbook's faults are weighted it strengths.

Recommendations

In the light of these findings, the researcher recommends:

The content of SPINE 4 and all the SPINE series should be revised with more emphasis on the listening skill.

- SPINE 4 should speak directly to the students themselves.
- SPINE 4 can be with the same skeleton with lots of input activities, more practice, and opportunities to speak, produce what they have learnt more freely than is allowed for in the textbook.
- Because English is an international language and it is of main importance now days, I think syllabus designers in the Sudan should make a successful balance between accuracy and fluency work. Students should be equipped with sufficient linguistic confidence and ability to ' survive' in a target language environment and understand what is going a round them.
- This study positively contributes to textbook development so that future textbooks would include presentation of a variety of linguistic forms a long with rich information and opportunities for students to express themselves.
- The use of multi-text books (national and international) like the Headway Series should be allowed in all governmental schools in the Sudan to keep in view the positive effects of using them.

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