CHAPTER TWO
REVIEW OF RELATED LITERATURE

:INTRODUCTION  2.0

The purpose of this chapter is to give an account of the work done so far in the field of research related to the teaching of English language in the secondary school in Yemen. But, unfortunately, very little work has been done in this area. So the researcher didn’t rigidly stick to only research related to teaching of English material in the secondary school. In chapter two, literature review is offered to cover the work, which is closely related to the subject of the present investigation. This helped in giving a broad outline of the thoughts of prominent thinkers and experts in English language with respect to this particular problem and also in identifying the need and importance of English in general and those in the secondary school in particular.

The present review, therefore, includes the review of various reports, books, articles, thesis on this subject. The review is done under the following subsections:

- Review of books
- Review of reports
- Review of articles
- Review of thesis
- Concluding remarks

This review chapter includes English language teaching in Yemen, English language teaching as foreign/second language, modern approaches of English language teaching; the researcher is focusing on one of these approaches, which is communicative approach. Most of Crescent English course for the secondary stage in Yemen has used this approach in most of the lessons. Principles of designing curriculum and the theories of English Language teaching are included.
The purpose of this study is to make a critical analysis; therefore an evaluation is very important. This study also includes evaluation models and the evaluation of textbook. The chapter ends with an overview and a conclusion.

**BOOKS 2.1**

**English Language Teaching 2.1.1**

J.C. Richards et al; *“Longman Dictionary of Language teaching And Applied Linguistic”* (1992:121) Here we can say (hence for ward refer to ELT) is English Language Teaching. It is used especially in Britain to refer to the teaching of English as a second language or English as a foreign language. In North American usage this is often referred to as TESOL “Teaching English to the Speakers of Other Language

According to Quirk et al *“A comprehensive Grammar of the English Language”* (1985:3) we can divide ELT into three main streams

- (English as a mother tongue (EMT -
- (English as a second language (ESL -
- (English as a foreign language (EFL -

![Figure (4) main streams of ELT](image)

- English as a mother tongue (EMT) is a first language (L1) acquired from the childhood when the child deals with his/her mother and family members. It represents the native speakers of English for who English is the mother tongue, for examples citizens of America, UK, and New Zealand.

- English as a second Language (ESL) refers to the non-native speakers of English and has great use and official status. It represents the speakers of
English as a second language, for example, people in Singapore, India, Nigeria, Philippines…etc, who use English as a second language in the field of politics, economics, commerce, and trade. It is also used widely as a language of instruction in schools and higher education.

- English is used as a foreign language for those who are foreigners only. It is used in some countries where it is taught like a school subject or as a means of communication with people in a country, such as in government, business, industry. It represents the non-native speakers for whom it is a foreign language such as people in Arab countries, Japan, France, China, etc.

:English Language Teaching in Classroom 2.1.2

Broughten et. al., “Teaching English as a Foreign language (2nd)” (1980) stated that there are five questions which should be taken into consideration while teaching English as a foreign language

?i- What is the nature of the social interaction that is taking place
The answer to this question focuses on the relation between the teacher and students, the relation between students each other. It relates to how they treat or behave with each other, the methods of teaching that should be used by teacher, relationship among these methods, whether the teaching ways have to be practiced in the groups or in different styles, and finally, whether all the students are interested in these teaching ways or not. Therefore, the teacher has to be careful and well prepared while choosing the best method to transfer the information correctly and effectively.

?ii- What is the nature of the language activity that is taking place
The answer of the second question focuses on the level of the students, whether their level is good or bad or suitable to the course content, whether the learners are beginners or experienced learners, whether they have a background in the four skills, whether they are trained on the grammatical patterns or structures such as
words, sentences, in appropriate ways and so on. So the teacher must find out if the course content fits to the students’ level, if it is according to their needs, interests, desires, if it achieves the objectives of the course at the end of the teaching period and so on.

iii- What is the mode by which the teacher is teaching
The answer to the third question refers to the style of teaching, whether there is any visual aids used in the class-room such as diagrams, charts, tapes, maps, drawings...etc whether there is use of written symbols, words, sentences, texts and numbers. Therefore, the teacher has to use the correct methods and he should do what he can to simplify the lesson.

iv- What materials should the teacher use
There are two important aspects to this question; one is concern with the content of the teaching material, like, vocabulary and grammar that needs to be taught the kind of the language, such as typical English language or another, and the kind of items should be taught and so on. The second aspect is connected with the type of the material: is it controlled in terms of grammar and vocabulary or not, the kind of controlled used, is it designed as English for special purpose... etc. So the teacher must prepare and choose the best materials that will attract the students’ attention and which is easy to comprehend.

v- How is it possible to tell whether one lesson is in some way better than other
The main ideas this question is based on are as follows; is there a type of lesson that may be learnt more quickly within less efforts Is there a lesson more interesting than the other one; are there different methods of teaching for different ages Is there certain method better than others which can make learning the lesson more effective and make the students more active and, finally, is there any relation or connection and sequence between the chapters or the book.
If the teachers could successfully respond to the five questions, ideas and instructions mentioned above, the teaching process will in all probability be perfect and successful in teaching a foreign language to foreign learners. Therefore, the teacher should perform his duty very carefully, appropriately and very intelligently in order to fulfill the lesson’s objectives completely.

:Relevance
It is a fact that, English language has been accepted as an international language all over the world; it is more extensively used at present than it was in the past.

So, ELT refer to English role in any programs or course, where the objectives are very clear and let the learners get English proficiency easily. One of these examples is Crescent English Course in Yemen as a material of secondary stage.

-Methods and Approach to English Language Teaching 2.1.3
English language is developing very fast in both content and methodology. Many researches have been done in the field of teaching methodology, which have evolved some effective methods to teach English in class. It is a fact that each method was evolved as a reaction against the previous method. Therefore, each method is based on certain basic principles.

W. F. Mackey “Language Teaching Analysis” (1967) stated “A method determines what and how much is taught (selection), the order in which it is taught (gradation), how the meaning and form are conveyed (presentation) and what is done to make the use of the language unconscious (repetition). Thus, a method deals with four points; are viz. selection, gradation, presentation and repetition.
distinguish between method and approach. Method deals with “how to teach”
whereas, approach deals with “what to teach”. Approach means coming nearer to
perfection of language learning. And also, we have to distinguish between
learning and teaching. The meaning of learning is the knowledge that you get
from studying. Learner plays the main role. The meaning of teaching is the work
or profession of teacher. Teacher plays the main role. In both learning and
.teaching learner is the corner of stone

H. G. Widdowson (1978) explains that the aim of English language teaching
methods and approaches is mastery of the four language skills (listening,
speaking, reading and writing). The importance of four skills is different in each
one. However, in the sixties, educators and linguists began to know “learner gets
with four language skills is not the ability for studying a foreign language. For
that, communicative proficiency is replaced understanding how listen, speak, read
and write in the target language. That means, learner get ability to produce
correct sentences as well as to understand which sentences is appropriate in a
.particular situation

:Communicative Approach 2.1.3.1
A. P. R. Howatt, (1984)” A History of English language Teaching” stated that
communicative approach is one of the most important and popular approach. The
CEC material depends on communicative approach. It appeared in the 70s as
remedial measure to the shortcomings of Structural approach. “The original
motivation for adopting a communicative approach in the early seventies was
remedial, an attempt to over come the inadequacies of existing structural
.syllabuses, materials, and methods

In addition, he said the communicative approach emphasized the social factor in
language teaching and learning. Before the early seventies, the aim of teaching
methods was the form of language rather the functions. With this approach, the
focus shifted to communicative proficiency or functions and social aims of language rather than the form. Thus, this approach became the popular in the 1960s.

J. C. Richards and T. Rodgers “Approaches and Methods in Language Teaching (2nd)” (2001) reported that the “Council of Europe” in 1971 started a project known as “the Threshold level” or “T-level”. This project finds out the communicative needs of the adult learner of foreign language in European countries. One of the members in this project called Richterich developed the needs of learners’ model as “A model for the definition of language needs of adult”. At the same time, he developed a document papers for language courses on unit as J. A. Van Ek and D. A. Wilkins. They explained also that the Communicative approach to language teaching was developed by British applied linguists after the audio-lingual Method and situational language Teaching was rejected. Richard and Rodgers explain the beginning of the Communicative approach to language teaching as follows:

The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlen, Christopher Brumfit, Keith Johnson, and other British applied linguists formed the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even government gave prominence nationally and internationally to what came to be referred to as the Communicative approach or simply Communicative Language Teaching.

-Communicative Competence 2.1.3.2

In general, communicative language teaching is based on the communicative competence, which is made up of four major standards: grammatical competence, socio-linguistic competence, discourse competence and strategic competence. ((Canale and Swain, 1980; Canale, 1983; Maley, 1988; and Saraswathi, 2003: 81
According to R.K. Johnson (1982)’s *Communicative Syllabus and Design Methodology*’ is communicative competence involves three kinds of knowledge to acquire language. These knowledge are systemic competence (to make correct sentences), signification (to use different form), and language use.

But D. Hymes (1979)’s *The Communicative Approach To Language Teaching*’ observes that communicative competence is a need of the speaker to know in order to be communicatively competent.

Canale and Swain (1980) argue with K. Johnson, that communicative competence involves four types not three as: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

J. Munby (1978:4)’s *Communicative Syllabus Design* claimed that in the learning process and syllabus design, communicative needs of the learners who contribute to communication greatly, then should be considered as the center of the learning process. A successful syllabus design depended upon communicative needs of the learners.

M. Rost, (1990:29)’s *listening in language learning* distinguishes between two (strong and weak) versions of communicative language teaching. The strong version refers to stress the view that language is acquired through communication. But the weak version refers to the provision of opportunities to learners to use their English for communication.

There is, in a sense, a strong version of communicative approach and a weak version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learning with opportunities for using their English for communicative purposes, and characteristically, attempts to integrate such activities into a wider programmed of language teaching. The strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of
the language system itself. If the former could be described as learning to use English the latter entails using English to learn it.

M. Breen and Candline (1980:99)” *The essentials of communicative curriculum in language teaching*” stated that Communicative Movement made a lot of changes in the components of the teaching process. One of these changes is in the role of learners. It is change from only receiving knowledge to be active participant. However, the other change is communicative language teaching. It is the learners and his needs which become the center of the learning process, also the role of the teacher changes too. He becomes as a guide and organizes the different learning activities.

W. Littlewood (1981) “*Communicative Language Teaching An-Introduction*” said that there are four main skills, which help any learner needs to get communicative competence. First skill is that learners must achieve a high level of linguistic competence. Therefore, learners must be able to use English Language easily to express themselves correctly. Second skill is that, learners have to differentiate between elements of language and their communicative functions. In other words, distinction between form and functions differentiate linguistic competence and communicative competence. The third skill is that, learners need to acquire skills to be effective users of language in real life situations. The fourth skill is that, learners need to be aware of the social functions of language and different forms to use them in social life.

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The Main Principles of Communicative Approach 2.1.3.3

D. Nunan (1991:279) “*Language Teaching Methodology*” said that Communicative Language Teaching or Communicative Approach differs from other traditional Methods in language teaching. He presented the most important features as the following:

1. Give the learners opportunities to focus on the language and also on the learning process.
2. Try to link between classroom language learning and language activities outside the classroom.
3. The authentic text related into learning situation.
4. Support of learner’s own experience, which is an important elements to classroom learning.
5. Focus on learning of the target language to communicate.

But, J. C. Richard and T. S. Rogers (1986) “Approaches and Methods in language Teaching: A Description and Analysis” presented the characteristics as follows:
1. Communication between an individual and a group of people is the main function of language.
2. To communicate meaning, functional and structural features are the language elements.
3. Language is used as a system to communicate with others.

To M. Finochiaro and C. Brumfit (1983) “The Functional National Approach: From theory to Practice” the major features of Communicative Approach are:
1. The communicative competence is the desired goal.
2. The meaning of language is the main point that is gained through communication.
3. Language learning is learning to communicate.
4. Teachers help learners and motivate them to work with language.
5. Use of native language is acceptable.
6. Sequencing is determined by any of content, function, or meaning, which maintains interest.

T. Bapat and M. Ludbe, (2006) “A Text Book of English; Third language” view :-the main characteristics of communicative approach in the following words
1. It focuses on the language in use, more than language as structure.
2. The skills of speaking and writing are included.
3. In target language, the aim is to make learners fluent as well as accurate in use.
4. It focuses on process more than product.
5. Emphasis is given to independent language learning.
6. It pays more attention to stress rather than grammar.
7. Communicative aims are to make learners use language appropriately and accurately.

-:Merits of Communicative Approach
And they presented advantages and disadvantages of Communicative Approach as follows
1. It focuses on the speech ability among students.
2. It makes learners able to communicate with each other inside or outside the classroom.
3. It teaches different ways of expression.
4. It is based on the practical utility.

-:Demerits of Communicative Approach
1. It neglected grammar and structures.
2. It neglected training of teachers.
3. Communicative approach needs systematic theory to be developed.
4. Communicative approach also needs teaching learning materials to be developed.
5. It neglected the reading skill.

:Relevance
Undoubted, all methods have their advantages and disadvantages. There is no such methods can be suit for all cases of teaching or for different kind of learners or for all conditions. It depends upon the teachers to select the best methods in order to achieve the objectives and fulfill the learners’ needs. The study of above mentioned of communicative approach is adopted in CECY. The researcher gives it more attention because of its importance.
2.1.4 Evaluation Models, Criterions, and Checklists in EFLTM:--:(Harmer’s criteria for evaluating materials (1983)

J. Harmer’s criteria or model of evaluative framework (1983)” The Practice of English Language Teaching (2\textsuperscript{nd}) “is the most useful and important to EFL/ESL materials. To evaluate the value of EFL Textbooks by using this form, researchers/evaluators have to follow three stages to get knowledge about learners (target learners). This knowledge about learners is very important to judge the materials. The three stages are

- To describe the learners, saying who are they and what they bring to class: age, sex, social/cultural background of the learners, their occupation, their motivation and attitude, educational background, knowledge of English and their interests and belief.
- To describe the learner’s needs, when they are likely to use English and what skills they should acquire in the language.
- To consider in general terms the type of materials appropriate for particular learners.

Then, Harmer suggests two main stages to evaluative EFLTM. These two stages are as follow

1. To study the EFL Textbook or materials through matches between learners and their needs.
2. To pilot the textbook on a small group of learners and measure the result before taking decisions to use these materials or not.

Harmer established his own “materials evaluation form” in seven perspectives as following

Practical consideration -
Layout and design -
Subject and content -
Language type -
Skills -
Activities -
Guidance -
The form of model is designed in an open/close-ended questionnaire. Harmer put seven perspectives or principles to evaluate any materials of EFL/ESL, which need more clarification and explanations

Practical consideration” is followed by some questions such as: The price of“ -EFL/ESL Textbook and its availability. Some other of the integral parts of the course book is factors such as work book, tape, cassette, teacher’s book …etc. In other words, if the price is high and the integral parts are not available, we may decide not to complete the materials evaluation form and shift to another

And regarding the” layout and design” principle, the criteria presents a question -to judge whether the materials look attractive to learners. That means they shouldn’t be in full color

Under the “language type” the question raised are whether the language in the -materials is realistic and is at the level of learners

According to “subject and content” the criteria presents questions to give -appropriate topics in the materials and find out content material related to learners’ background, personalities and needs

In the rest of perspectives, the form sets question in the questionnaire to measure -if the course meets learner’s needs and if the right skills are included in the -materials. And if the balance between the different skills is appropriate

Finally, the evaluative model/form asks questions only for teachers. However, learners are also given sufficient guidance in order to have clear objectives that both teachers and learners understand.

-(Penny Ur’ evaluation Textbook Scheme, (1996
P. Ur (1996)”A course in language Teaching; Practice and Theory”
determined this checklist or scheme aims to focusing on textbook evaluation and have the same target as EFL/ESL textbook evaluation. Therefore, Ur’s checklist -includes the following
- Educationally and socially acceptable to the target community.

The importance of fluency in learning language skills more than accuracy - because the fluency helps learners to develop their own learning strategies and (to be independent in their learning (Appendix 5

-:-(Grant Criteria (1987)

N. Grant (1987)” Making the most of your Textbook “he puts some principles for evaluative criteria in four main perspectives. They are used as either checklists or questionnaires: Linguistic, psycholinguistic, sociolinguistic, and pedagogic. Now we would try to see how these evaluative criteria deal with each principle and present the items of language in each principle.

Regarding the “linguistic” principle, the criteria contain certain questions to reveal the content, aim, selection, skill development, and communicative abilities. These questions emphasize on the appropriate skills in materials to learn them in real situations.

In “psycholinguistic “principle, the learning theories are considered an essential component of the materials assessed and their motivational value.

The “sociolinguistic principle”, focuses on questions that center around the materials’ socio-cultural appropriacy for learners. These questions clarify the fitness of materials to the learners and the notion’s long-term goals in learning them. In addition, it examines whether the materials meet the EFL learning needs of learners, as they perceive them.

With regard to “pedagogical level”, this model concentrates on to the role of teachers and learners in the classroom, the content of materials from the point of view of methodological perspective, the activities of the classroom to teaching/learning process. In addition, the major concerns are in the
appropriateness of materials in classroom, presentation of grammatical structures and vocabulary items

-Curriculum and Syllabus 2.1.5

The two terms curriculum and syllabus have several meanings and different definitions. In addition, there is confusion between these two terms. Curriculum and Syllabus have been defined according to educators’ philosophical tendencies, psychological and linguistic assumptions.

J. C. Aggarawall (1996:307-16)” Principles, Methods & Techniques of Teaching “declared that the meaning of curriculum is totality of all the learning to which students are exposed during their study in school. He has listed 79 definitions in his book (Curriculum Reforms in India 1990). Some of the most important definitions are as follows:

Albery, A. and Alberty, E. (1959) regard curriculum as “the sum total of students’ activities which the school sponsors for the purpose of achieving its objectives.”

American Association of School Administrators (1953) observes “In recent years the curriculum has been commonly defined as all of the directed learning experience of children and youth under the influence of the school. Blond’s Encyclopedia of Education (1969) defines Curriculum as follows: “all the experience which a pupil has under the guidance of school

Curriculum as defined in A Dictionary of Education by Rowntree Derek (1981)

Curriculum can refer to the total structure of ideas and activities developed by an educational institution to meet the learning needs of students and to achieve desired educational aims.
Dictionary of Education (1973) edited by Carter V. Good gives the meaning of curriculum as: “Curriculum is a body of prescribed experiences under school supervision, designed to provide an individual with the possible training and experience to fit him for all society of which he is a part or to qualify him for a trade or profession.”

A Dictionary of Education (1982) by P. J. Hills defines the curriculum and as follows:

A simple way of considering the curriculum is to see it in terms of four facets: content, methods, purposes, evaluation.


“Syllabus is a part of curriculum. It involves selecting and grading the content of curriculum as many educators claim.

Syllabus design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence. It is different from curriculum design. In the latter, the designer is concerned not just with lists of what will be taught and in what order, but also with planning, implementation, evaluation, management and administration of education programs.

M. P. Breen (2001:151) “The Cambridge Guide to teaching English to Speakers of Other Languages” discusses the term of syllabus through four elements as aims, content, methodology, and evaluation. Through these elements, the syllabus is designed to achieve the teaching/learning process. He says:

Any syllabus is a plan of what is to be achieved through teaching and learning. It is a part of an overall language curriculum or course, which is made up of four elements: aims, contents, methodology and evaluation. The syllabus identifies what will be worked upon by the teacher and students in terms of content selection to be appropriate to overall aims. Methodology refers to how teachers and learners work upon the content, whilst evaluation is the process of assessing outcomes from the learning and judging appropriates of other elements of the curriculum.”
The Ministry of Education in Yemen defines curriculum in the guide “Curriculum Development Project, (2001:10). In general education Curriculum is all knowledge, skills, values, behaviors, and scientific experience with all methods, techniques, activities and materials of teaching and evaluation, which are planned and directed to achieve specific educational aim of the learners whether learning occurs inside or outside the school individual or in groups.

- **Bases of Curriculum 2.1.6**

According to S.S. Chandra and R.K. Sharma (2002:78-91) the aims of Education play the most important role to change the form of curriculum everywhere according to new change conditions in the society. For this reason, it is necessary to define the various bases of curriculum, of which the more important ones are the following:

1. **The Aims of Education**

   Aims of education are different which are determined by different philosophies of education, such as idealism, realism, pragmatism etc. These differences are reflected in the curriculum. For example, if the aim of education is to build an industrial generation, then curriculum will give more stress on an industrial activity. If the curriculum aims at preparing the educand for future life and enable him to earn his livelihood, it must include these subjects which give to educand some professional skills and so on.

2. **Philosophy of Education**

   This is another basis which makes changes in the form of curriculum. Philosophy is considered as fundamental in fixing the aims of the society, the relationship between man and society… etc. Finally, any difference in the philosophy means difference in the form of curriculum and this difference lends colour to the curriculum.

3. **Sociological Bases**
In this, the basis of curriculum is influenced by various social sciences which make it as basis of education.

**Psychological Bases**

Now a day, most of researches has been conducted in educational psychology that it has become an independent branch of psychology. These researches impact on the curriculum. So, it is an important basis in curriculum formation.

**Principles of Curriculum Construction 2.1.7**

S.S. Chandra and R.K. Sharma (ibid) many educationists have different philosophies of education that make different views and they express their own about the basic principles of education. The main principles of curriculum construction are:

1. **Principle of utility**
   It is the most important principle in the formation of the curriculum. Parents and learners themselves prefer that all subjects in the curriculum are useful in their life and make them ideal members in the society. Nunan (1991) said, "While the plain man generally likes his children to pick up some scrape of useless learning for purely decorative purposes, he requires, on the whole, that they shall be taught what will be useful to them in later life, and he is inclined to give “useful” a rather strict interpretation."

2. **Training in the proper pattern of conduct**
   The teacher or educand should adopt the patterns of behaviour proper in all aspects of life and in different circumstances. This is most important principle in curriculum construction. In other words, idealism is silent teaching only to have a pattern according to which the behaviour should be taught. All our activities in social, economic, family, cultural environment...
constitute behaviour or conduct, and it is the function of education to teach us how to behave in different situations.

Synthesis of play and work -3
Some modern education techniques depend on work, and others depend on play, but most of educationists believe in a balance between play and work.

T.P. Nunan has written about synthesis of play and work. His view is:

All subjects should be taught in the “play way”, care being taken that the “way” leads continuously from the irresponsible frolic of childhood to the disciplined labours of manhood.

Synthesis of all activities of life -4
The curriculum should include all the activities, which learners require in future life.

Principle of individual differences -5
There are very important and significant individual differences between learners (one individual and others). The differences among people are innate differences in interests, attitudes, aptitude, abilities and skills…etc. The modern educationists and psychologists insist that curriculum should be so designed as to provide guidance to widely differing individuals.

Constant development -6
This is a basic principle of curriculum constriction. Curriculum can not be fixed for all times and in all places. Curriculum should be flexible and changeable. That is because of new discoveries in the various branches of science.

Creative training -7
This is another basic principle of curriculum construction. Every one is different from the other in creative ability. So, in framing curriculum attention should be paid to encourage each learner to develop his creative ability as far as possible.

Variety -8
This is also another basic principle of curriculum design. As we mentioned above, people are innately different. Each has personality with many facets. In order to, nurture different facts of personality curriculum at every level must have variety. This variety provides curriculum the tool for developing the different faculties of the learners and makes them interested in the education.

Related to community life -9
The miniature form of community is school life. The relation between school and community should be strong. Hence, the school curriculum should include all activities of community outside of school. This relation between school and community helps in the development of the social aspect of personality and facilitates the learner’s adaptation to the social environment.

Evaluation of democratic values -10
This principle considers the need to develop democratic qualities in the individual. All democratic societies of the world have designed their curricula for primary, secondary and higher education from this perspective.

Education for leisure -11
Education is not only for work or employment. Education provides training in some skills. So, design of the curriculum should include training in all activities which make the learner’s time or leisure more pleasurable. Hence learners should be encouraged to pursue their hobby or sporting activities.

Relevance
The previous studies helped the researcher to recognize the terms of curriculum and syllabus and bases of curriculum as well as the principle of
curriculum construction. Curriculum and syllabus are interchangeably but these two terms are different. Curriculum can refer to the total structure of ideas and activities; meanwhile the syllabus is interpretation of curriculum. The curriculum determines the amount of school time allotted to each subject, the aim of teaching, skills which take time to acquire. In addition, includes the types of activities and experiences of a given subject. Bases and principles of curriculum have different philosophies of education that make different views to express the basic principles

:JOURNALS 2.2

:English Language Teaching 2.2.1

T.N. Talegeri, “Globalization and Proliferation of English” (2004:117) stated that English like any other language is to serve both native and non-native speakers in many areas with large range of implementation in different subjects. English is an international language and can be used in many aspects of our daily life for example, field of commerce, trade, politics, tourism and communication between different people and countries in the entire world. T.N. Huckin, “Achieving Professional Communicative Relevance in a Generalized” (1988:61) declared that there are more than 745 million people in all over the world who now use English as a first or second language. English is not only Lingua Franca of diplomacy, tourism, aviation, and famous or popular culture. It is also the language of science, technology and commerce. We know that technology depends on information, and this information is mostly covered and conveyed in English, both nationally and internationally.

T. Hutchinson, and, A. Waters “English for Specific Purposes: A learning – Centered Approach” (1987:6) the number of learners and speakers of English is increasing very fast day by day. All of them or most of them are not learning English for pleasure or prestige associated with knowing the language, because English is the key to international communication in science, technology and
commerce. The knowledge of a foreign language and the reasons for learning English had been regarded as assign of sound education. Now, English is accepted as an international language of science and technology and commerce. This explains why generations of learners learning this language.

2.2.2 Importance of Evaluation in (ELTM):
First of all, evaluation plays a very important role not only in the field of ELTM, but also in the life of human beings. The general work or private work in ministries, companies, and organizations more or less need evaluation process. They have to assess, what they achieved in their daily life.

In the case of educational evaluation, every member of an educational institution, educational decision-maker, a teacher and inspector are in need of feedback. This study is an evaluative and critical study from the point of view of some modern theories in course designing.

T. Hitchinson “Textbook and Materials Evaluation” (1987:37)” claims that: Evaluation of English as foreign language materials is considered a matter of judging the fitness and appropriateness of these materials to any given context. Indeed, evaluation plays an important role in choosing the English teaching materials. It enables teachers and inspectors not only to select the materials but also to build consciousness.

“Material evaluation plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two way process which enables teachers not just to select a textbook, but also to develop their awareness of their own teaching/learning situation.”

He added that, English course (Textbook) evaluation is considered a matching process between the community’s aim, learner’s needs, teacher’s requirements, on the one hand, the available course (Textbook), its aims, content, subject-matter,
methods and its ancilliary aids such as workbook, teacher’s book, cassettes and tapes, on the other which are compared to determine how they conform to each other:

“The fact is that, materials evaluation is essentially a matching process in which the needs and assumptions of a particular learning /teaching context are matched to available solution”.

Relevance:-

Hence, the main task of the present study is a critical analysis of CEC in Yemen. Theoretically, there are many models for evaluation materials, or textbook. The Researcher tries to clarify the perspectives of the textbook and principles on which each evaluative form /criteria are based in evaluating/tackling English teaching materials: objectives, content, skills, methods and ancillary aids.

2.2.3 Evaluation Models, Criterions, and Checklists and in EFLTM:-

EFLM evaluation can be achieved by different ways and variety of bases. The evaluator have seen to the textbook evaluation from view his/her opinions. Evaluation of textbook based on particular framework. The researcher aims to find out the appropriateness of CECY to learners’ needs and society needs. The most important and popular models or criterions are explored in EFLTM/ESLTM evaluation as following:

--:(The Hutchinson Model (1987)

This type of evaluation model is that introduced by Hutchinson (1987)” What is under neath? An Interactive View of Materials Evaluation “presented the main point in his evaluation form is essentially a matching process between needs of teaching/learning context and available solution. He proposed that the matching process proceeds in four stages

Define the criteria on which evaluation will be based -1
Analyze the nature and underlying principles of the particular teaching/learning situation.

Analyze the nature and underlying principles of the available materials and test the analysis in classroom.

Compare the finding of the two analyses.

In 1987 Hutchinson wrote an article in which he attempted to determine the value of English as a foreign language teaching Materials. He agreed with Dougill in ‘surface’ of materials as mentioned in his model.

Hutchinson has suggested some factors that are related to EFLTM when the teacher, evaluator and inspector try to adopt or teach the materials to be taught to particular learners. These factors should be taken into accounts which are following: length of the course, layout and design, price, availability and cover of the book. Also, some general suitability as: age level, linguistic level (beginner-intermediate-advanced) and learning purpose (social-study skills…etc).

The model of Hutchinson for evaluative materials is based on two main principles as language and learning. Each one is related to some factors or features. The first one is ‘language’. There are some questions that help us to discover whether the target materials have structural, functional or discourse features, also the relationship between those functions. In addition, some evaluation forms of the model introduce the difference between certain structures; some questions depend upon the explanation of methods and suitability of learning/teaching situation.

The second principle of Hutchinson framework is “learning”, the model presents some questions related to the objective of the course, the methods and fitness to the content and subject-matter, and the role of learners. There are also evaluative techniques that help learners to discover the rule as well as testing methods. Then, the knowledge that learners are expected to obtain and to produce or react previously. Here, to get benefit of learners’ communicative knowledge and evaluative technical, and attempts if the materials can enable learners to produce
new language outside classroom. The role of teachers and learners is clear in the process related to content, subject-matter and methods of the materials. We can find out the role of the teacher whether a giver of information, an evaluator of correctness, a manager of learning, a further resource or a combination of these. Furthermore, the role of learners is a decision-maker or just a receiver of information.

-

Dougill’s evaluative model (1987)” Problems in Evaluation and Development” presented his own point close to EFLTM evaluation. He depends on a close-ended questionnaire with only Yes or No answers to questions in the framework.

We can discover principles related to evaluation of EFLTM and their methods. Dougill’s essay (1987:29) says:

There is a tendency throughout the EFL world to state the glaringly obvious in a revolutionary manner couched in jargon ....... [In] writing about evaluation it is difficult to avoid stating the obvious because the main criteria are, to a large extent, common sense. To ignore them, however, would be to omit the key elements, the main course as it were of the menu.

Thus, this model or framework to determine the value of EFL materials in surface factors as the textbook cover, the design and layout, lessons and units regulation......etc.

We should bear in mind, when we go to examine some more general points and look at a book of EFLT materials that there are some considerations in the general points classified in heading. These headings include sub-headings as: target group, framework, the units, subjects matter, and form and course components.
First of all, “the target group “determines the society, type, level, and age of learners and the time which the course is aimed, then goals of the textbook. Regarding the “framework” the EFLT materials it should contain questions about the syllabus type whether it is functional, structural, multi-syllabus....etc. Some other questions lead us to explore about the course whether it is linear or cycling, revision, skills...etc

The “subject matter” model presented questions that test the subject’s matter’s potential for sustaining the interest of the learners’ or whether they are sufficiently motivating

Concerning the “units”, the framework introduces some questions that focus on sub-headings as: length of unit, presentation, practice variety, and clear purpose of the Textbook. In the first subheading, that is length of units, we can talk about management of time or lesson/units in the EFLT course. The second subheading is that of presentation, which materials require what kind of method that each unit is dependent on. In the third subheading is that of practice, the model gives questions as attempts to examine in each unit in terms of whether it provides free and meaningful practice and production of the target language. Finally, the clear purpose of the textbook is to determine the appropriate style in each unit. We have to explain the clarity of the material and what they are supposed to do

As far as the “form” of the EFLT course is concerned, this model presents some questions which help us to know the suitable number of pages and typeface. Then the illustrations come in the form of the course book. The evaluators have to bear in their mind the role of illustrations (functional or decorative) and the visibility and quantity (many or few). Then they have to know whether the number of tables and lists are appropriate and useful to learners
Regarding the “Course Components” there are some questions that help us to examine and test the cassettes which are given in the textbook, are they clear, available, and the length of passage in these cassettes. Also, these questions help us in the teacher’s book; determine the aims, methodical sufficiency, and the provision of imaginative alternatives for teachers.

-(The Williams Model, 1983)
D. Williams (1983:252)” Developing Criteria for Textbook Evaluation” presents in his own model or scheme a grid for evaluating EFL/ESL Textbooks with appropriate criteria. These criteria are suggested in the proposed framework which takes into consideration some points as following

A number of assumptions about English teaching -1
Linguistic, general, pedagogical and technical criteria related to these -2 assumptions

Williams’s scheme (1983:252) is founded on these four assumptions or criteria (linguistic, general, pedagogical and technical). The following figure shows William’s Scheme and its stages

<table>
<thead>
<tr>
<th>Basic Assumptions</th>
<th>General</th>
<th>Speech</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Reading</th>
<th>Writing</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up-to-date Methodology of L2 learning</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Guidance for non-native Speakers of English</td>
<td></td>
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<tr>
<td>Needs of Learner</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Relevance to socio-cultural environment</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Figure (5) William’s Scheme for Evaluating ESL/EFL textbooks
The four assumptions (linguistic, pedagogical, general, and technical) are related to evaluating EFL/ESL textbook. To the first assumption is that evaluating of EFL/ESL textbook should be consistent with psychological and linguistic principles of evaluating EFLTM. About, the second assumption, it stresses that any materials of EFL should provide appropriate guidance for teacher since is not native speaker of English.

According to the third assumption the scheme of EFL/ESL Textbooks should satisfy the needs, motivation, and interest of learners.

As regards the fourth assumption, evaluation should focus on the content and subject matter of any given textbook in accordance with the socio-cultural belief and conventions of target community.

The criteria “linguistic/pedagogic” involves textbook presentation, selection and organization of skills. The criterion shows us the content and subject matter, the aims of textbook and the objectives. As is clear from figure (7) under the Scheme five aspects of language are included: speech-grammar-vocabulary-reading-and writing whereas, the general criteria include the methodology of EFL/ESL materials, the needs of learners, needs of teaching and the community.

The technical criteria focus on publishing and editing of the textbook, and availability materials such as workbook, teacher’s book, illustration, tapes and cassette recorder.

Williams in his Scheme for evaluating EFL/ESL teaching materials wants to prove that situations of teaching English differ from community to community and from one environment to another according to the purposes of English use. In the case of non-native teacher” the needs of learners and socio-cultural environment can’t be the same in the two countries that use English as second language.
L. E. Sheldon (1988)"Evaluating ELT Textbook and Materials" In this checklist Sheldon attempts to assess/measure all aspects of the content in textbook. The aspects of the content are such as flexibility, authenticity and graphics and other (Appendix 4) has more details. He suggested and presented the course book criteria into two main points: the factors details which reviewers, teachers, learners and educational and administrative advisers most frequently use deciding to choose or not. Second point is assessment of textbook evaluation that checklist declared the importance of assessment so, Sheldon suggested that” it is clear that course book assessment is fundamentally a subject, role of thumb activity yardstick” (p245). Sheldon's article and checklist, would seem to encapsulate the similarities of current approaches to materials analysis: an attempt to arrive at comprehensive and stable criteria which sits, perhaps uneasily, alongside a recognition that "we can be committed only to checklists or scoring systems that we have had a hand in developing, and which have evolved from specific selection priorities" (p 242). So, the checklist of Sheldon includes as follows

1. Units criteria: this is how unit organized; horizontal or vertical as well as advantage and disadvantages of this organization
2. Material criteria
3. Learner criteria
4. Teacher criteria
5. And Context criteria (classroom, society) (see Appendix 4

D. Garinger (2000)"Textbook Evaluation” In this checklists teacher consider the cornerstone for choosing textbook. He bases particular items to create individual evaluation. And he makes sure all these items in individual learning situation are addressed. It used to evaluate textbooks which used in community-based programmers. Garinger’s checklist depended on the previous published checklists,
after that he selected his common features that he felt among all and added some features which he felt their need as necessary to his local setting. The new checklist includes two parts

- Practical Consideration: refer to pedagogic and it includes three sub-criterions such as value/availability, layout/physical characteristics and cultural component
- Language Related Considerations: refer to theoretical and it also includes four sub-criterions such as skills (language and cognitive), language, exercises and use definition

The checklist of Garinger emphasizes on textbook evaluation in personal for local settings in ESL programmers. But this is not efficiency and satisfies the EFL setting in Yemen.

- *(Ansary and Babaii’s textbook Evaluation Checklist (2000))*

This checklist is prepared by Babaii and Ansary (2000) to evaluate textbook. They claimed that the checklist is universal checklist for EFL and ESL to evaluate textbook. Babaii and Ansary’s checklist includes four groups as follows

- Approach -
- Content Presentation -
- Physical make-up -
- Administration -

.Each group included some criterions. Under each criterion sub-criteria are listed

- Approach criterion: the textbook required to used on the nature of language, the nature of learning through (Krashen’s theory), then how this theory can be put to applied use. Therefore, content presentation criterion includes to stating purposes and objectives for total course and individual units. It also refers to selection and rationale criterion for coverage, grading, organization and sequencing. Then, satisfaction of the syllabus is measured by teacher and students
However, the content satisfactory is reflected by physical-make up. Therefore, the checklist took into consideration the importance of the physical-make up criterion. It included some items such as

- Appropriate size & weight
- High quality of editing and publishing
  - Attractive layout
- Appropriate title
- Durability

The last criterion of checklist is administrative concerns. It consists of three sub-criteria such as

- Macro-state policies which refer to either the textbook meets the policy of the authority
- Appropriate for local situation refer to whether the content of textbook appropriateness with culture, religion, and gender
- And Appropriate price

-Relevance-
From all the previous models, checklists, criterions and framework no one is really certain whether these characteristics are actually operative in all EFL/ESL textbooks. Also that not all the characteristics described here would be present and simultaneously adhered to in each and every textbook. The elements presented, we hope, may come together to make textbooks prime examples of what Brown (1993) calls "canonizing discourse." They might lead to development of textbook-evaluation schemes which may be used in EFL/ESL. Thus, the researcher has benefited from all the previous models and reviews studies to adapt and build his new model to evaluate English textbook in use in Yemen. In this new checklist, researcher depended on most popular items. The new models used to help teachers and designers to evaluate local situation as Yemen. Yemen is development country and has special case as well as Yemeni learners. English language is a foreign language
THESIS 2.3

RESEARCHES AT Ph. D LEVEL 2.3.1

The aim of this study is to investigation of the Crescent English Course in secondary stage. This attempts to cover the work which is closely related to the English Course in secondary stage in Yemen. The researcher intended to review various studies undertaken in the field of English Language Teaching and Curriculum Development. Unfortunately, Crescent English Course is avoided among the school subjects which are developed and changed after unification of 1990 till now (refer to 1.4.2). The learners in secondary school are not interested in these materials. A few studies have been done in this field concerning Yemeni English materials. However, the researcher didn’t find similar or pertinent studies in Crescent English Course in Yemen. The lack of pertinent studies may refer to different reasons such as

i) There are no documents pertaining to the curriculum of EFL in Yemen

ii) Yemen is still development country

iii) The series of current English course (CEC) taught in Yemen had no evaluating whether the Ministry of Education or research center or the authors till now

In spite of, there are some studies but few which have done in Yemen with pertinent to the CECY such as


Objectives

1. To assess the learners’ needs for the use of the language at academic professional and social levels.

2. To determine the educational objectives as stated in the official documentation and the education Act No. 45 (1992).
3. To examine the real school situation in terms of the facilities available for teaching English whether in the classroom or outside the classroom and the number of students accommodated in each classroom.

4. To find out teachers’ qualification and the availability of the in-service teacher training programs.

5. To assess the existing English Language course materials and their appropriateness to the learners’ needs and separations.

6. To appraise the teaching-learning situation in terms of the teaching methodology and the evaluation procedures used at school in Yemen.

7. To study the social setting in terms of its culture and beliefs as well as the individual and group attitude towards the language and the foreign culture accompanied the target language.

8. To find out the duration of the course as well as the time given to English subject within the school plan.

Finding

The finding of this study, which is the very significant are as follow

1. English language course at the school level in Yemen is unable to fulfill the Yemeni learners’ English language needs.

2. The aims and objectives of English course (Crescent) are not clear and there is no balance between the four language skills for the English language course at the school level in Yemen.

3. Before adopting the existing English Language textbooks there was not adequate investigation to find out the Yemeni learners’ authentic language needs.


Objectives

1. To find out whether the curriculum was rational and/or traditional in scope.

2. To find out whether curriculum was of practical utility for the students in particular and society in general.
3. To find out whether the curriculum was flexible.
4. To find out whether the curriculum had enough variety to allow for individual differences in terms of abilities, interests and needs.
5. To find out whether the curriculum was integrated at all levels (primary, secondary and university).
6. To find out whether the curriculum was rich enough to meet the new demands.
7. To find out whether the curriculum was dominated by a system of examination.
8. To find out whether the curriculum was able to fulfill the aims of secondary education.
9. To find out whether the language of curriculum built the personality of the students.
10. To find out whether the curriculum of social study developed democratic citizenship among the school students.
11. To find out whether the curriculum of science built up personality.
12. To find out whether the curriculum of mathematics improved vocational efficiency.

**Finding**

1. The consensus of the experts, heads of schools, teachers, guardians and students was that the curriculum was rational in scope.
2. More than two-thirds of the members of all the groups thought that the curriculum was traditional.
3. Only half of the persons from all the groups’ thought that the curriculum was of utility to the students in particular and to society in general.
4. Opinion seemed equally divided on the point that the curriculum had to be flexible.
5. Nearly half of the response from different categories agreed that the curriculum had enough variety to allow for individual differences in terms of abilities interests and needs.
6. Half of total persons mostly teachers agreed that the curriculum was integrated at all levels.
7. Experts disagreed with the statement that the present curriculum prepared the pupils for the next stage of education.

"S. C. Roy, (1975)"Evaluation of Bengali Textbooks

Objectives
1. To trace the evaluation of Bengali grammar and textbook.
2. To make a comparative analysis of five common Bengali primers of the last 150 years, beginning with Iswar Chandra Vidyasagar’s Baranaparichay and end with Rabindranath Tagore’s Sahajpath.

Finding
1. Bengali grammar as written by Halhed, Rammohan, Bajokishore Gupta and Shyama Charan Sharma could not be the dominant trend in the history of evaluation of Bengali grammar. The strong tide of Sanskrit grammar rode over the little influence of English grammar and submerged the nascent stage of Bengal grammar.
2. Analysis of five common primers viz Barnaparichay, Balyasiksha, Hasikhushi, Sachitra Barnaparichay and Sahaijpath, reveals two distinct phases of development of textbooks.

RESEACHES AT M. A LEVEL 2.3.2


Objectives
1. To devise appropriate criteria for evaluating the CECM through theoretical principles.
2. The study tries to establish reliable, consistent and standardized evaluative framework, not only to evaluate the CECM but also to assess or to evaluate any suggested material’s context in future.

This study used just one data collect questionnaire, which consisted of ninety two items classified into eight perspectives and the answer was computed according to
Finding

The findings of this study are as follows:

1. The CECM meet to the objectives set out by the educational authorities, English Syllabus designers and experts; the objectives of CECM aren’t consistent to the English development and use in real situations and inappropriate the learners’ communicative needs.

2. The CEC syllabus, subject matter and content is comprehensive: structural/functional/communicative; the CEC are based on adequate diagnostic investigations of learners’ actual needs; aren’t closely relevant to learners’ interests and special goals.

3. The methods of CECM show a clear purpose of what learners are expected to do; these methods conform to the objectives of these materials and conform to the methodological requirements determined to be suitable by the administrators or teachers themselves.

4. The four main skills characteristics related to the reading skills, grammar and vocabulary are suitable for Yemeni context.

5. All features related to the drill types and practice exercises offered by CECM are satisfied.

6. The CEC don’t adopted interactive strategies/techniques to facilitate learners’ interaction; don’t provide learners with useful/adequate spelling exercises and dictation activities.

7. The teacher’s book can’t present teachers with adequate and imaginative alternatives to deal properly with these materials and enable them to implement the communicative activities.

RESEARCHES AT M. Ed. LEVEL 2.3.3


Objectives
1. To investigate whether of English textbook (CECM) is appropriate as per the criteria of content.

2. To answer this question, the researcher used only one instruments of data collection that is questionnaire which include (62) items. The samples consisted of 120 teachers (informants) and 20 Inspectors (informants).

Finding

The findings of this study are as follow

1. The content criteria required for the good textbook are observed in secondary school 3rd year English textbook in the Republic of Yemen in the view of the teachers and inspectors with this order of availability as
   - The content validity criteria first grade.
   - Learning practicability second grade.
   - The advantage criteria acquired third grade.
   - The signification criteria acquired fourth grade.
   - And the satisfying the community requirement acquired fifth grade.

2. There are differences in realizing each of the study- defined five criteria individually as understood from the viewpoint of the study sample.

3. There are differences from the standpoint of the study-related teachers and instructors samples, in consideration of variables by the researcher.

D. A. R. AlAmri (2007)”Content Evaluation of EFL Textbook for 11th Grade Students in Republic of Yemen”

Objectives

The aims of this study at evaluating the content of EFL textbook for the Eleventh Grade Secondary in Yemeni school from the point of view of its academic and cultural content is taking into account some internal and external aspects of the textbook such as: its compatibility with the educational goals; its vocabulary and grammar; its exercises and activities; its illustrations; attractiveness of the text and physical make-up; and its accompanying aids

Finding

The findings of this study stating that
There were few general goals of teaching of English as a foreign language in the secondary stage in Yemen. The textbook neither took into consideration the students’ culture; nor did it help to cultivate the learners’ critical thinking; nor did it provide students with sufficient knowledge of English to pursue university education, defend their religion and culture or use in their vocations. It was not compatible with the number of periods provided for the course and the subject matter was not presented in a logical manner, too. The academic content also did not help in developing a better understanding of the learners’ environment. The culture content was far from the learners’ culture. There were no dictionary sample pages for new words and expressions at the end of the book. The textbook’s vocabulary and grammar had problems with their pace, distribution, repetition, gradation, and the hard structural words were not adequately emphasized. There was no balance between controlled and free exercises of the textbook and their presentation lacked gradation. The appearance of the textbook had many problems as it didn’t satisfy learners’ modern preferences in terms of layout, design and organization. The textbook’s accompanying aids were not adequate or useful. There were no adequate and appropriate cassettes, suitable posters, compatible pictures, drawings or charts. The teacher’s guide was not easily accessible.


Objectives
To investigating the suitability of English language materials CECY, secondary series to Yemeni context.
The population of this study consisted of 50 teachers, 50 students, and 20 inspectors. The participation of the 50 teachers and 50 students embodied in answering questionnaires, while 20 of the inspectors provided enough feedback about teaching CECY 4, 5 and 6 in Yemeni classrooms. The researcher has conducted classroom observations.

Finding

The findings of this study are as follows:

1. The secondary series of CECY are not adequate enough for Yemeni context due to the mismatch between what CECY aims at and the suitable context/situation of implementation.
2. CECY course of secondary level is unsuitable for Yemeni learners because the content of the course is culturally biased.
3. The drawbacks and shortcomings the research has arrived at make it necessary to make a thorough review for CECY 4, 5 and 6.
4. There is a demanding need to adapt the course and make it more efficient for Yemeni learners.

But, these studies are not enough so, researcher will looking for similar studies have been worldwide conducted as Arabian countries which have similar to Yemen in culture, religion, nature, geography, social life…etc. there are many : studies have been done in Saudi Arabia and others such as


Objectives

To evaluating the textbooks of the second grade of Saudi Arabian Schools .English series

In this study, researcher used only questionnaire. The sample included 46 teachers of English and 3 inspectors in Makkah, Saudi Arabia

Finding

: The findings of this study as follow
1. The author should clearly state the goals of teaching this book in the introduction.
2. There should be a relation between the content and the Saudi culture.
3. The textbook’s lessons should be interrelated.
4. The quality of English language should be emphasized on more than the quantity of lessons.
5. Emphasize should be laid on four language skills but reading and writing skills should receive special attention.
6. The number of weekly periods should be increased.

T. A. Al-hajailan, (1999)"Evaluation of English as a Foreign Language Textbook for Third Grade Secondary Boy’s Schools in Saudi Arabia

**Objectives**

To evaluating textbooks for third grade secondary. The researcher is using multiple resources of data to answers the questions of the research

**Finding**

:The finding of this study as follows
1. To revised some educational policies in Sudia to be more consistent to suitable ever changing.
2. Textbook should have attractive appearance and useful accompanying aids.
3. The objective of EFL in secondary stage need to be revised, made clear, and provided with examples.
4. The document of curriculum needs to be update, at least, every ten years.
5. There should be a plan for continuous evaluation of textbooks.
6. There should be a training plan to prepare teachers and inspectors for a best performance.

**Relevance**

From the view of above studies, it is observed that most of these studies investigate the evaluation of English language teaching materials under some criterions. In addition, some of these studies like those of Farah(2001),
Murshed (2002), Al-amir (2007), Mahfoodh (2007), Al-Hajailan (1999) and Ali (1983) viewed the evaluation of CECM in secondary stage in Yemen. These evaluations were manifested in the objectives of English course that are not clear to the Yemeni learners as well as Arabian students. And content, the methodology used in the course, the activities and exercises in the textbooks, linking textbook to the learners’ culture and textbook’s content to be appropriate with the number of periods. Al-Shamiry (2005) and Mahfoodh (2007) studies were which consider the evaluation of textbook in secondary stage. In fact, these two studies considered the process of evaluation widely and more benefited and clear. However, they did not critic the material as this study carry out. The current study reveals the all aspects of teaching / learning in English textbook in secondary stage which adopted in this research.

It has been observed in the most previous procedures used for collecting the data were based on questionnaires. This indicates that questionnaire is the most widely adopted technique that researchers used to obtain the respondents regarding their opinions.

In addition, the most of the researchers noticed the causes of evaluating for the English materials and make students enable to learn. These, however, causes refer to learner’s culture and teaching and learning situation.

The critical findings of the above studies, researcher wanted to know that Yemeni learners levels and interested with English language materials. The problems they faced during their studying English materials. This study is different from the others which a critical the materials of English in secondary stage and analytical the content adopted the some perspective and intellectual principles.

**Conclusion 2.3.4**

**-(Evaluation of Textbook a new Model for Researcher)**
All the previous studies and evaluation models, criteria and checklists researcher
designed this checklist to evaluate the textbooks. The advantage in each models,
criteria and checklists gathered in this checklist. Evaluation of textbooks is an
essential ingredient of the textbook development program, especially in the case
of nationalized textbooks. Its importance is only too obvious in our country where
a nationalized textbook is prescribed throughout the Yemeni united. The
textbooks are evaluated on the basis of some criteria identified for the purpose

A brief account of significant general criteria for the evaluation of textbooks
developed so far is given below. The designers of textbooks can equally profit
from these criteria if they keep them in view while writing textbooks. Researcher’s new checklist model includes four main criteria. Under each criterion sub-criteria are arranged. These criteria as follow

- Academic Aspects Criteria
- Language Criteria
- Suitable Aspects Criteria
- Physical Aspects Criteria

In the Academic Aspects Criteria: some sub-criteria under this criterion such as
selection and organization of content, presentation of the content, illustration and
exercises and assignments

In the Language Criteria: includes skills and language
In the Suitable Aspects Criteria: includes culture, macro-state policies, religion
and gender
In the Physical Aspects Criteria: includes printing layout and get-up, durability
and size of the book. The items of the researcher’s checklist are listed below

: Academic Aspects Criteria -1
   i) Selection and organization of Content)
1. The textbook covers all the topics and sub-topics given in the syllabus. It consists of instructional material which is based on the pre-determined course of study, i.e. the prescribed syllabus.

2. The selected topics are properly integrated with the text of the preceding class and the succeeding class.

3. The selected content is adequate in respect of the duration of the course and the number of periods allotted to the subject. It should be ensured that adequate material is provided for explaining various terms, concepts, principles, generalizations, etc.

4. The scope of the topics and selected content is in accordance with the mental maturity of the intended age-group of students.

5. The content included provides for the needs of average students as also the gifted students (individual differences).

6. The content is accurate in respect of concepts, terms, facts, statistics, etc. The information is culled from authentic sources and correct use of terms and concepts made. The sources of statistical and other information are stated appropriately. And the information included in the book is up-to-date.

7. The content is organized into suitable units and chapters. The chapters are properly paragraphed. This helps in the clear exposition of the subject matter.

8. The sequence of chapters is logical. This ensures continuity of ideas.

9. The length of different chapters is appropriate. There is not too much variation in the length of the chapters.

10. The chapter headings are appropriate and convey the central idea of the whole chapter.

ii) Presentation of Content

1. It is easy to understand. For this purpose the following pedagogic considerations may be kept in view.
**Simple to Complex**: The subject matter is presented in the increasing order of complexity.

**Familiar to unfamiliar**: The concept and subject matter of the topic developed and explained on the basis of previous knowledge and experience with the help of common and familiar examples.

**Specific to general**: The definitions on generalization are logically deduced with the help of specific facts and concepts.

2. The interest of the student is sustained throughout the book.
3. Due weight is given to the treatment of different topics.
4. Adequate reinforcement of new items of learning is provided through replication and application.
5. Adequate coverage of terminology relevant to the syllabus is provided. The terms are effectively explained.
6. Opportunities are given to the readers to inquire into problems, interpret data, draw inferences, verify them and thus arrive at rational decisions.
7. It promotes the habit of independent study. It also gives references of relevant reading material from other sources,
8. It helps to inculcate desirable values and attitudes and acquire desirable skills.

**Illustrations**

1. The illustrations are adequate enough to cover all significant aspects of the text material which need to be illustrated. The illustrations supplement the text.
2. A variety of illustrations, which may be necessary to illustrate various topics in the textbook, are used.
3. The illustrations are useful in explaining the text and in making it more meaningful. They are accurate in every respect and are clean and bright.
4. The illustrations are properly captioned and placed in the text.
5. The illustrations are of suitable size.
(iv) Exercises and Activities:
1. The exercises and activities help in testing the pupil’s knowledge (including critical thinking) and skills.
2. The exercises and activities are suited to the mental maturity of the students.
3. The exercises and activities help the pupils in reviewing and recapitulating the main text.
4. The language of the exercises is precise and unambiguous.
5. The exercises and activities promote the spirit of inquiry.
6. The exercises and activities provide motivation for further study.
7. There are a variety of exercises (essay type, objective type, short answer type, fill in the blanks, etc).
8. The exercises are given at the end of each chapter. Besides, there are some exercises given at the end of the book focusing on concepts, understandings and skills to which more than one until on chapter contributes.
9. There are exercises that suggest activities and assignments which are likely to foster desirable habits and behaviour patterns.
10. There are exercises to suit the needs of gifted as well as slow learners.

:Language Aspects criteria-2
:i) Language
1. The language used in the textbook is simple, correct, precise and comprehensible.
2. The vocabulary used is appropriate keeping in view the age-group of the students.
3. The structure of sentences is appropriate. It is simple, short and clear.
4. The spellings punctuations are correct. There is also consistency in the spelling of a particular word throughout the book.

:ii) Skills)
1. The skills should be integrated well.
2. The skills shouldn’t focus on the one(s) upon others.
3. The skill used is fluency practice in all four skills.

:i:iii) Grammar
1. The grammar used is appropriate and adequacy in explanation with examples and practice.
2. The grammar should is adequacy of drill model and pattern sentences.
3. The grammar used in the textbook is appropriateness of context, situation and sequencing.

:Suitable Aspects Criteria -3
:i) Culture
1. Students’ culture used in textbook is compatible in the content.
2. Textbook’s content is used knowledge about learner’s culture more than the target language culture.
3. The local culture in content of textbook makes learning fast and easy.
4. The local culture’s topic in the content of textbook makes learning interesting.

:i:ii) Religion
1. The content of textbook should be follow the learners’ believe in.
2. Any other theme out of learners’ believes are rejected.

:i:iii) Gender
1. The gender of textbook should be familiar to learners.
2. The textbook should appropriate to genders names.

:i:iv) Area and situation (Environment)
1. The textbook should be appropriate for local situations.
2. The textbook related to Yemeni learners environment.

**Physical Aspects -4**

:i) Printing layout and get-up)
1. The design of the cover page is attractive and appealing.
2. Cutting and brushing of the paper is smooth.
3. The margins are adequate and in accordance with the latest norms.
4. The length of each line is such that the book can be read without straining the eyes.
5. Spacing between lines and words are proper.
6. Printing is clear and even throughout the book.

ii) Durability)
1. The paper used in the textbook is durable in accordance with the age-group of the students and the expected functional life of the book.
2. The binding of the book is durable and attractive.
3. The cover page is durable.
4. The binding is such that the book opens flat.

These criteria for evaluating textbook cover the academic aspects, language aspects, suitable aspects and physical aspects of English textbook in Yemen which can guide designers in writing better textbooks and the evaluators in improving them further.