



Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
MA TESOL  
CI584 Syllabus Design

# **EFL Curriculum and Needs Analysis: An Evaluative Study**

**Submitted by:**  
Suad Alhamlan

2013

**Supervised by:**  
Prof. Dr. Yousif A. Alshumaimeri  
Professor of TESOL

## **Abstract**

The current paper is an assessment of the ‘Traveller 5’, the English Language curriculum that is taught in third secondary Schools in Saudi Arabia. Through this paper, the author focused on whether this curriculum fulfills students’ needs. This syllabus has been introduced as part of the English Language Development Project (ELDP) implemented by the Saudi Ministry of Education. In order to achieve this goal, a questionnaire was prepared by the project committee aimed at exploring students’ perceptions about this particular syllabus. The participants of this project were 500 female students at the third secondary grade from Riyadh region in the kingdom of Saudi Arabia. The results of the research revealed that the syllabus meets the requirements of the students in general sense. However, students did not give high evaluation to issues such as; the difficulty of the material in the textbook, the allowing students to interact in the classroom, and the number of the new vocabulary items in the textbook. The paper suggests focusing on these items in order to make it according to students' needs.

## **Acknowledgement**

First and primarily, I humbly give my eternal credit to Allah for his blessing endowed upon me in accomplishing this work.

Then I would also like to express my deep gratitude to Professor Dr. Yousif Alshumaimeri for his continuous support & ongoing advice.

In addition, I would like to acknowledge the support provided by my family during the preparation of this assignment paper.

## Table of Content

Abstract.....	خطأ! الإشارة المرجعية غير معرفة.
1. Introduction.....	خطأ! الإشارة المرجعية غير معرفة.
1.2. Research Questions .....	خطأ! الإشارة المرجعية غير معرفة.
2. Literature Review.....	خطأ! الإشارة المرجعية غير معرفة.
2.1. Types of Syllabus Evaluation.....	خطأ! الإشارة المرجعية غير معرفة.
2.2. Syllabus Evaluation Rationale .....	خطأ! الإشارة المرجعية غير معرفة.
2.3. ELT Syllabus Evaluation in the Global Context.....	خطأ! الإشارة المرجعية غير معرفة.
2.4. ELT Syllabus Evaluation in the Saudi Context.....	خطأ! الإشارة المرجعية غير معرفة.
3. Methodology .....	خطأ! الإشارة المرجعية غير معرفة.
3.1. Participants .....	خطأ! الإشارة المرجعية غير معرفة.
3.2. Instruments and Procedure .....	خطأ! الإشارة المرجعية غير معرفة.
3.3. Data Analysis .....	خطأ! الإشارة المرجعية غير معرفة.
4. Results & Discussion.....	خطأ! الإشارة المرجعية غير معرفة.
4.1 Layout & Design .....	13
4.2 Subject and Content of the Textbook .....	13
4.3 Language Skills .....	13
4.4 Overall assessment of the book.....	13
5. Conclusion .....	21
References.....	23

## 1. Introduction

English language curriculum has witnessed substantial developments over the past decades. The process of curriculum development is a dynamic process involving interrelated elements of needs analysis, goals placement, implementation, and program evaluation (Richards, 2011). The evaluation of the existing curricula has been argued to have many benefits. According to Jackson (2005), curriculum evaluation is undertaken in order to ensure that the learners' needs are adequately addressed. The English for Academic Purposes (EAP) curriculum should undergo continuous evaluation and renewal in order to make it effective and responsive to the future needs of the learners.

The needs assessment in an EAP is mainly carried out in order to obtain a deep insight and a greater input about the current and future needs of language learners from multiple perspectives: subject teachers, present and former students to assist in making well-advised decisions on the objectives and the goals that the new curriculum should address and to ensure that the curriculum content matches the students' needs as closely as possible (Cowling, 2007).

Textbook is regarded as the visible heart of any English language teaching program. It is the foundation for how much linguistic input the students will get in the classroom (O'Neill, 2008). Richards (2011) argues that in some contexts, textbooks may provide the ground for the content of the lessons, and the type of linguistic practice the learners engage in. In other contexts, textbooks may be complementary to the teacher's instruction. For students, textbooks may be the main source of contact they have with the language apart from input given by the instructor (Cowling, 2007). Furthermore,

textbooks may serve as a kind of training to the teachers by giving them ideas on how to teach lessons.

Besides being a fundamental teaching tool in regular English teaching and learning contexts, textbook also has a significant role in the process of innovation. According to Hutchinson and Torres (1994), the significance of the textbook becomes more vivid in periods of change. Textbooks may act as go-betweens and possible agents for change during educational innovation because of many reasons; first textbooks act as a tool for teacher and learner training, textbooks provide a picture of how the renewal will look like and they provide the psychological support to instructors.

Evaluation of the English language curriculum has become very common in all EFL contexts. This has coincided with the efforts of the educational authorities to produce native-like speakers of English in places where English is not the native language. The Kingdom of Saudi Arabia has always been engaged in improving the English language teaching programs at all levels few years ago. Therefore, this paper is an attempt to enhance these efforts by evaluating the ‘Traveller 5’ textbooks for third secondary grade as part of the English Language Development Project (ELDP) that is carried out under the supervision of the Saudi Ministry of Education.

## **1.2. Research Questions**

Following research questions guided the research;

- a) To what extent does the Traveller 5 textbook meet the needs of the third secondary grade students?

- b) What do the students think of the textbook regarding its components?
- c) What are the changes that should be made to Traveller 5 textbook in order to meet the needs of the third secondary grade students?

## 2. Literature Review

### 2.1. Types of Syllabus Evaluation

Evaluation of syllabuses is an essential aspect in teaching English as a foreign language. According to Ellis (1997), there are two main types of evaluation: predictive and retrospective evaluation. Predictive evaluation is the assessment of course before implementation while retrospective evaluation takes place after the course is implemented. He argues that instructors often encounter the mission of selecting the materials that they will use. In other words, the teachers need to conduct a predicative evaluation of the materials that they have in hand in order to determine which materials suit their purposes the best. In addition, once they use these materials, they need to carry out further evaluation to identify whether these materials were workable or not. This is what is called the retrospective evaluation (Ellis, 1997: 36).

This paper is a kind of the retrospective evaluation. Since the textbooks in Saudi public schools are not produced by the EFL instructors themselves, the instructors have to determine which textbooks suit the needs of their learners. Accordingly, there are many textbooks produced around the world every year and this wide collection of textbooks is designed for EFL situations. This variation results in a confusion among teachers, particularly those who have not strong experience. In addition, experienced instructors may find it difficult to determine a textbook for their target students. As has been pointed

out by Chambers (1997: 15), the materials selected in an English language teaching class should be chosen by the possible highest number of users. This is to enhance the feeling of decision ownership. Therefore, there is interrelatedness between the selection and evaluation of textbooks.

## **2.2. Syllabus Evaluation Rationale**

Many reasons have been provided for textbook evaluation. Sheldon (1988) proposed that selection of an English language-teaching textbook often marks a significant a managerial and educational decision. Deep evaluation enables administrative and teaching staff of an organization to make a distinction between all available textbooks in the markets.

## **2.3. ELT Syllabus Evaluation in the Global Context**

As for ELT textbook evaluation, many studies concentrated on textbook analysis and evaluation in different contexts throughout the world. Kirkgöz (2009) evaluated three English textbooks (Texture, Time for English, and Trip 1) taught to grade four classes in primary schools under Turkish Ministry of National Education. For this purpose, he designed the questionnaire based on the curriculum objectives and the guidelines given by other researchers. Results of the study revealed that students unanimously agreed that each of the textbook was colorful, well-illustrated with pictures with interesting characters, drawings, and were appropriate to their own level, all making the learning of English easier and entertaining. Teachers also stated that the books promote student-centered learning allowing them to take an active part in the learning process through a variety of activities.

Similarly, Mehrdad( 2012) evaluated the general English course at Islamic Azad University of Hamedan, Iran. The researcher used a questionnaire to investigate the students' conceptions of good learning of English expressed in terms of their own wants and lacks. The results of the study clearly pointed to a need to improve the course syllabus in different ways. The majority of the students expressed their desire to enlarge their vocabulary and strengthen their grammar.

In addition, Zarei&Khalessi (2011) investigated cultural density in the internationally distributed textbooks (IDTs) of English Language, i.e., Interchange Series. The findings of the study indicated that textbooks are artifacts which are strongly grounded in cultural assumptions and biases.

Furthermore, Thein (2006) conducted a study to evaluate the suitability and effectiveness of the textbooks used for teaching English to religious studies students at Myanmar Institute of Technology. Questionnaires, interviews, and classroom observations were used to collect data both from teachers and learners. The study was aimed at investigating the extent to which teachers and learners' expectations match the objectives of the program in developing students' communicative skills and critical thinking. The findings revealed that textbooks used in the program were not suitable for reasons including: the textbooks did not contribute to achieve the needs and wants of both teachers and learners, they were not effective to promote students' critical thinking, and they were not effective in improving the students' communicative skills for everyday life situations. Thein (2006) suggested that textbooks must be localized to meet teachers and learners' needs. He also emphasized upon the importance of adapting activities that

encourage collaborative learning, natural and experiential interactions to help young people think critically.

#### **2.4. ELT Syllabus Evaluation in the Saudi Context**

The studies that tackled the evaluation of textbooks in Saudi Arabia in ELT context dealt with General English courses in the broader sense. Alamri (2008) evaluated quality of a sixth grade English language textbook for Saudi boys' schools which was introduced at elementary stage by Ministry of Education in 2004. This research project evaluates a new textbook that is considered the foundation stone in the English language program in Saudi Arabia. A survey questionnaire was used in this study to elicit the perspectives of 93 English language teachers and 11 supervisors in Riyadh Educational Zone about the textbook in question. Findings were generally in favor of the textbook except for the teaching methods and some other sub-items. The results also revealed that although needs' assessment criterion such as; general appearance, design and illustration, topic appropriateness, skills development, and flexibility are satisfied in the book but still they need to be improved.

Khafaji (2004) evaluated the materials used to teach English to the secondary level in Saudi public high schools. He discussed general educational policy of the Kingdom as well as specific policy for teaching English. General outcome of this study suggested that the materials have failed to provide students with an adequate source of interesting and academically purposeful substance to achieve the aims and objectives set for the students' learning process. The study also revealed that the Audio-Lingual approach, which is the underlying approach in teaching the materials, has been a factor in limiting the capabilities of accomplishing aims and objectives of learning the language.

Al – Jaser (1989) compared boys' and girls' First Secondary-level English Textbooks. He reported that such textbooks should be modified in the light of students' gender, level, and needs. Ereksoussy (1993) conducted an evaluation of the girls' First Grade Intermediate English Textbook. She evaluated the objectives, the content selection, practice activities, and assessment models. Al-Yousef (2007) investigated the third grade intermediate English Course Book in Saudi Arabia implemented in 2005 by the Ministry of Education. He argues that the results of the study revealed that both the teachers-supervisors and the students perceived the course book as moderately adequate.

In addition, a recent study evaluated English for Specific Purposes (ESP) syllabuses. Habtoor (2012) carried out a study to evaluate First Class: English for Tourism, as an English for Specific Purposes (ESP) textbook taught to the sophomore students of Tourism and Archaeology at King Saud University, Riyadh, Saudi Arabia. The study tried to draw out the opinions of the teachers on the textbook regarding its components, its practicality, its activities, the language type, the subject, the content, and the four basic language skills incorporated in the book, the sub-skills of grammar and vocabulary, and how they are offered. It also investigated the appropriateness of the book regarding the learners' level and their needs. The results revealed that there was a consensus among the teachers on the suitability of the textbook. The results also revealed that the textbook corresponds to the teachers' expectations and meet the needs of the students in the Saudi Arabian context.

Based on the above literature review, it is clear that the ELT syllabuses used in Saudi context still face problems related to the students' needs and meeting their due

language level. Therefore, this paper adds to the previous efforts to evaluate the new project's textbook 'Traveller 5' in the light of students' needs.

### 3. Methodology

#### 3.1. Participants

The participants of this project consisted of 500 female students at the third secondary grade in Riyadh region in the kingdom of Saudi Arabia. The study was conducted as part of the English Language Development Project (ELDP) that has been implemented by the Saudi Ministry of Education. The textbook series that was evaluated is called 'Traveller 5' series for the third secondary grade in the Saudi public schools.

#### 3.2. Instruments and Procedure

A questionnaire employing a three-point scale with ranges; "high", "mid", and "weak" was used. The questionnaire items were prepared by the English Language Development Project (ELDP). The questionnaire consisted of fourteen items to evaluate how the students perceive the 'Traveller 5' textbook. The items of the questionnaire tackled a number of syllabus design issues such as layout and design of the textbook.

#### 3.3. Data Analysis

The students' responses to the questionnaire statements were collected and analyzed in terms of frequency and percentage of responses. Moreover, there is a rank of the statements according to the degree of frequency as perceived by the students.

## 4. Results & Discussion

In order to answer the research questions, the students' responses to the questionnaire statements have been analyzed. Below is a detailed discussion of the results obtained through this questionnaire.

### 4.1. Layout & Design

Results reveal that textbook satisfies overall needs and requirements of the students as 47.93% of the students evaluated the technical design of the textbook units as "high", while 23.11% of the students evaluated the technical design of the textbook units as "mid", and only 10.33% of the students evaluated the technical design of the textbook units as "weak". Also, the majority of students believed that the textbook has adequate explanatory pictures and a diversification of pictures. 83.79% of the students evaluated the book as having a high degree of internal organization and layout. This can be shown in the below figure 1:

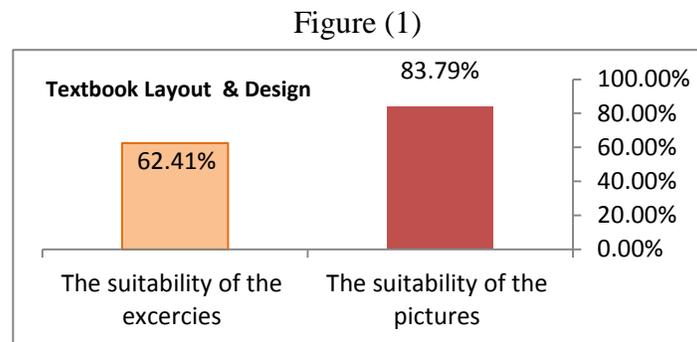


Figure 1-Students perception on the Layout and Design of the book

Looking at the internal organization and layout of each unit, it can be noticed that the objectives are set out vividly and each unit concentrates on the four main skills.

Structures and communicative tasks are shown in daily life situations such as hotels, markets, airport, railway stations, etc. The classes of activities in each unit are presented in a specific order over the main skills and sub-skills. The unit starts with a writing task, followed by grammar and vocabulary, reading task, speaking, and practices. Summary of the main language functions and a list of the new words are provided in the unit.

#### **4.2. Subject and Content of the Textbook**

Most of the students appreciated the subject and content of the book as 59.65% of the students perceive that the objectives of the unit are clear, 48.96% of the students believe that the unit is associated with the student environment, and 63.79% of the students believe that the material is difficult for the students.

About 73% of the students' report that they benefit from the technologies associated with the units, 59.65% of the students report that the unit content is appropriate to the culture of the community, and 49% of the students report that the students interact with the unit. About half of the student report that the unit is not very easy to deal with.

#### **4.3. Language Skills**

Looking at the textbook, the textbook presented a balance of the four main language skills. Speaking, reading, writing, and listening skills are represented equally in the textbook. Each unit in the textbook has exercises in speaking, reading, writing, and listening.

#### 4.4. Overall Assessment of the Textbook

The figure below shows that the highest rank is given to the suitability of the pictures in the textbook, followed by the suitability of the exercises, the clarity of the objectives, the suitability of the textbook to the culture, and the provision of the feedback.

Figure (2)

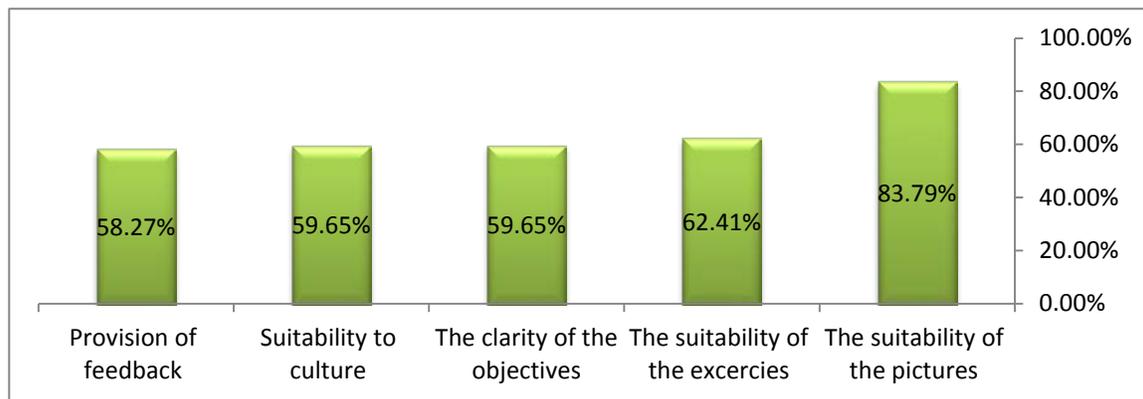


Figure 2-Overall Assessment of the Book

It is clear that there is an agreement among the students on the suitability of the textbook. Universally, the results show that the textbook comes to the students' expectations and meets the needs of the students in teaching and learning English in this particular stage. Eventually, this book becomes suitable for the purpose for which it has been selected and there is a match between the textbook and ELT syllabus at the above-mentioned site. This sheds light of what Cunningsworth (1984) said that “there is no perfect textbook which meets all the requirements of teachers and students. Instead, it is the responsibility of the teacher to explore his own way of using or adapting the course book” (P.4).

However, there are some changes that should be made to ‘Traveller 5’ as per the perceptions of the students:

- a) Most of the students reported that the material of the textbook is difficult for the students. According to Cowling (2007), the degree of difficulty of a textbook should be based on the students' level and their cognitive level.

For example, the reading material in unit 4 deals with the King Solomon's Mines. Such topics are considered difficult for the students at this age and their background about the relevant material is not too much. Easier materials should have been used in the syllabus. (p. 44).

**Unit 4 reading**

**1. PRE-READING**  
Discuss.  
- What's your favourite adventure story?  
- What qualities do you think an adventurer should possess? In your opinion, is courage more important than physical strength?

**2. READING FOR GIST**  
Read the text quickly without paying any attention to the missing sentences and answer the question below.  
Allan Quatermain decided to undertake that dangerous journey because he wanted to  
a. explore the African wilderness.  
b. find hidden treasure.  
c. have an unusual adventure.  
d. find the Guardian of the Treasure.

**3. RECONSTRUCTING A GAPPED TEXT**  
Seven sentences have been removed from the text. Choose from the sentences A-H the one which best fits each gap (1-7). There is one extra sentence which you do not need to use.

**TIP**  
When you are presented with a text from which sentences have been removed:  
➤ first read the whole text in order to get an overall idea.  
➤ read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.  
➤ pay attention to sentence linkers (moreover, on the other hand, as a result, after, etc.) as well as reference items (he, it, this, there, etc.) and identify what they refer to. This will help you understand the text.

A. Just then, a part of the wall began to rise.  
B. They appeared to be guarding the entrance to a black cave.  
C. In the distance, I could see Sir Henry waving at me frantically.  
D. All I could think about was the fame and glory that the treasure would bring.  
E. We walked quickly to the chests and Sir Henry held the lamp over one of them.  
F. Would we suffer the same fate?  
G. What you will see in there may frighten you.  
H. It was about fifteen feet tall and was holding a spear in one hand.

**King Solomon's mines**

King Solomon's Mines is set in Africa during the 1800s. It tells the story of an English adventurer, Allan Quatermain, who is approached by Sir Henry Curtis to help him find his missing brother, George. George Curtis disappeared when he went in search of the legendary King Solomon's diamond mines, and is believed to be dead. Quatermain agrees to help Sir Henry in his quest, and they set out on a dangerous journey through Africa with surprising results...

When we finally set out in search of King Solomon's diamond mines, our party consisted of Sir Henry, Gagool and me. Gagool had volunteered to be our guide. We knew the journey was going to be long and dangerous, but we were willing to take just about any risk to find the lost treasure of King Solomon.

Three days into the trip, we reached Solomon's Road, which, according to legend, is the road that leads to the mines. It was almost dark when we found the road. We were exhausted because we'd been hiking through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest. Sir Henry and Gagool had already fallen asleep by the time the moon had risen in the sky, but I spent most of the night tossing and turning. **1**

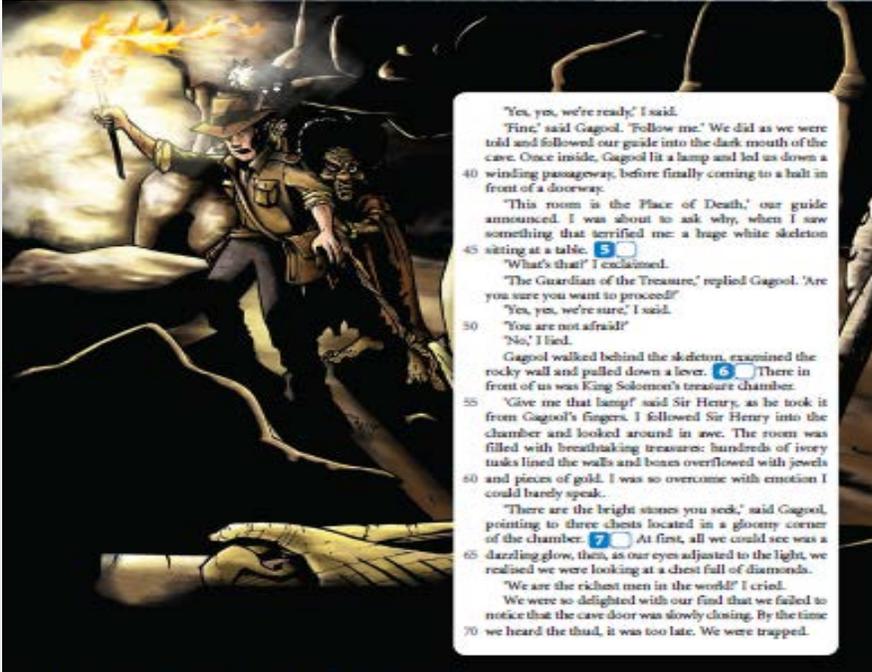
I cannot even begin to describe my feelings of excitement as we marched down Solomon's Road the next day. The treasure that had eluded so many before us would finally be ours! Then, I remembered Sir Henry's brother, George, who had also been searching for the treasure when he was lost. **2**

'Allan! Over there!' said Sir Henry suddenly. I looked up and saw three enormous stone statues in the distance. **3**

'The mines!' I exclaimed. 'We've found King Solomon's mines!' I began running towards the cave when Gagool grabbed my arm.

'Do not be in such a hurry,' Gagool said. 'I told you before, my lord, that mine is dangerous. It is better that I go in first. You wait here.' Reluctantly, I decided to listen to Gagool's warning and wait with Sir Henry.

The sun had already started to set when Gagool finally exited the cave. 'I have inspected the mine,' our guide said. **4** 'Are you sure you are ready to enter?'



"Yes, yes, we're ready," I said.

"Fine," said Gagool. "Follow me." We did as we were told and followed our guide into the dark mouth of the cave. Once inside, Gagool lit a lamp and led us down a winding passageway, before finally coming to a halt in front of a doorway.

"This room is the Place of Death," our guide announced. I was about to ask why, when I saw something that terrified me: a huge white skeleton sitting at a table. **5**

"What's that?" I exclaimed.

"The Guardian of the Treasure," replied Gagool. "Are you sure you want to proceed?"

"Yes, yes, we're sure," I said.

"You are not afraid?"

"No," I lied.

Gagool walked behind the skeleton, examined the rocky wall and pulled down a lever. **6** There in front of us was King Solomon's treasure chamber.

"Give me that lamp!" said Sir Henry, as he took it from Gagool's fingers. I followed Sir Henry into the chamber and looked around in awe. The room was filled with breathtaking treasures: hundreds of ivory tusks lined the walls and boxes overflowed with jewels and pieces of gold. I was so overcome with emotion I could barely speak.

"There are the bright stones you seek," said Gagool, pointing to three chests located in a gloomy corner of the chamber. **7** At first, all we could see was a dazzling glow, then, as our eyes adjusted to the light, we realised we were looking at a chest full of diamonds.

"We are the richest men in the world!" I cried.

We were so delighted with our find that we failed to notice that the cave door was slowly closing. By the time we heard the thud, it was too late. We were trapped.

**4. GUESSING THE MEANING OF UNKNOWN WORDS**

Look at the following words from the text and choose the correct meaning a, b or c.

1. terrain (line 11)	a. bushes	b. ground	c. tunnel	5. in awe (line 57)	a. carelessly	b. sadly	c. in amazement
2. shaded (line 18)	a. escaped	b. found	c. killed	6. seek (line 62)	a. look for	b. lose	c. see
3. coming to a halt (line 40)	a. getting out	b. climbing	c. stopping	7. dazzling (line 65)	a. very clear	b. very expensive	c. very bright
4. proceed (line 48)	a. continue	b. leave	c. speak	8. thud (line 70)	a. click	b. dull sound	c. whisper

**5. POST-READING**

**Discuss.**

- What do you think will happen next in the story?
- If you were to undertake a journey through the African wilderness, what sort of difficulties do you think you would encounter?
- Why do you think the search for hidden treasure is a popular theme in many books?

b) Also, the number of the new vocabulary items in the unit is not evaluated as high.

Although there is a standard for the number of new lexical items in a unit, Habtoor (2012) reports that the textbook should provide the learners with new words in order to enrich their knowledge about the world.

For example, in unit 8, the "Advent of the dictionary" passage does not contain many new words as highlighted by the yellow color in the text. The textbook is good at enhancing the lexical knowledge of the students by introducing the words

in the context, but new and valuable words should be introduced in order to maximize the lexical knowledge of the students. (P.96).

**Unit 8 reading**

**1. PRE-READING**  
 Discuss.  
 • How often do you use a dictionary?  
 • Do you think that compiling a dictionary is a demanding task? Why/Why not?

**2. READING FOR GIST**  
 Read the text without paying attention to the missing sentences and answer the question below.  
 What is the purpose of the text?  
 a. to emphasise the importance of dictionaries  
 (b) to briefly tell the history of dictionaries  
 c. to recommend some of the best dictionaries

**3. RECONSTRUCTING A GAPPED TEXT**  
 Read the text again. Complete the gaps 1-7 in the text with the sentences A-H. There is one extra sentence which you do not need to use.

**4. GUESSING THE MEANING OF UNKNOWN WORDS**  
 Match the highlighted words in the text and sentences with the meanings a-h. There are two extra meanings which you do not need to use.

1. acquiring (c)  
 2. compilation (g)  
 3. convenience (d)  
 4. concise (a)  
 5. comprehensive (h)  
 6. advancement (f)

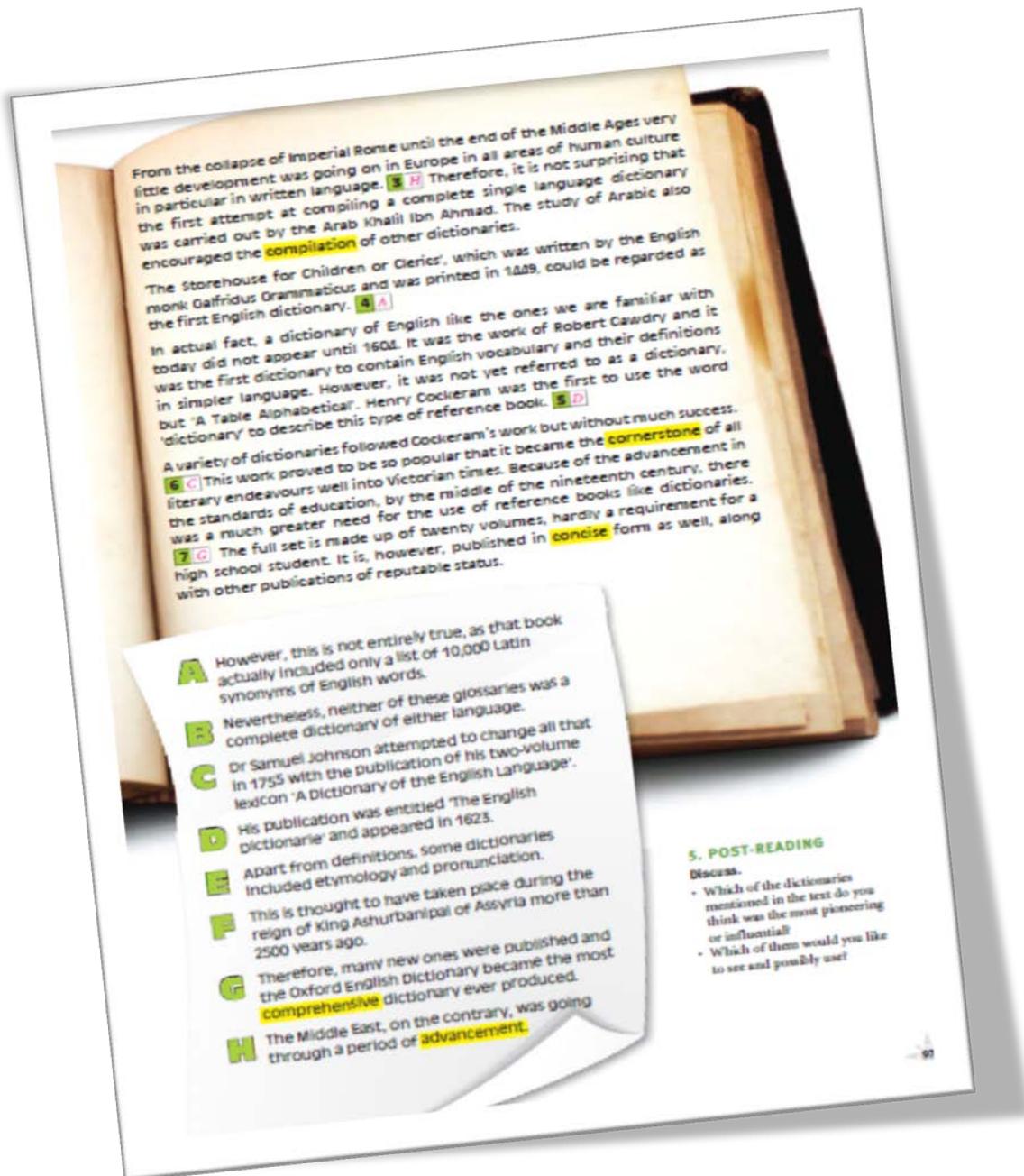
a. brief  
 b. using  
 c. getting  
 d. most important part  
 e. support  
 f. improvement  
 g. collecting and putting together  
 h. complete

**THE ADVENT OF THE DICTIONARY**

A very basic requirement for anybody who wants to study the English language is without doubt a copy of a good dictionary. Nowadays, acquiring a dictionary is not a very difficult task. All it involves is a trip to one's nearest bookshop where a healthy selection is bound to be available. However, people don't appreciate that a few hundred years ago this would have been out of the question.

It is less than six hundred years since the first attempt at compiling a dictionary of the English language was made. However, the advent of the first dictionary goes even further back in time than that. (1) (f) The actual dictionary consisted of clay tablets engraved with cuneiform writing, a primitive form of written language.

The Greeks and the Romans also produced lexical lists such as Appolonius' glossary of words and phrases used by Homer. The first alphabetically ordered glossary was put together by Verrius Flaccus in Rome around 2000 years ago. (2) (h)



c) Eventually, the provision of the opportunity for the students to interact and to practice language with peers is not evaluated as high in the study. The main aim of learning a language is for communication. Jackson (2005), reports that the proper textbook is the one that provided the students with a sufficient amount of interaction of all types.

For example, in unit 7, the further discussion section tackles some open questions that can be made between one of two groups of students. Instead, the activity is not designed for this purpose. The pair and group activities are not much used in the curriculum. Most of the tasks are required to be performed by the student himself. The pair and group activities need to be maximized in order to enhance interaction between the students and the teachers and between the students and their peers. (P. 92).

## Unit 7 speaking

**1. WARM-UP**

- Do you consider yourself creative? Why/Why not?
- Do you know of any famous artists in your country? What have they done?

**2. FOCUS ON PICTURES**

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the box.

**A**

Student A: Photographs A1 and A2 show two different ways that people can express themselves through images. Compare the photographs and say what the similarities and differences between photography and painting are.

Student B: What kind of visual art do you prefer and why?

**B**

Student B: Photographs B1 and B2 show two different types of museums. Compare the photographs and say what each museum offers its visitors.

Student A: Which type of museum do you believe is more interesting?

What are the similarities and differences between photography and painting?

**A1**



**A2**



What does each museum offer its visitors?

**B1**



**B2**



Both pictures are...  
...is more/less... than...  
On the other hand...  
Neither of these...

modern depict reality  
light abstract artistic  
colours imagination  
display

artefacts from the past  
installation art technology  
multimedia materials  
traditions customs beliefs  
lifestyle

**3. FURTHER DISCUSSION**

Discuss the following questions. You can use some of the words and expressions in the box.

- Why do you believe visiting art galleries and museums is important?
- What is the most impressive work of art you have ever seen?
- If you were an artist, what would you like to create? Why?

broaden one's mind stimulation  
understand one's culture  
appreciation of the arts  
acquire knowledge creative pastime

92

## examination practice

A. Read the text below and decide which answer a, b, c or d best fits each gap.

### Frida Kahlo

The artist Frida Kahlo was born in Mexico in 1907. She was internationally known during her lifetime and more than fifty years after her death her paintings are still popular around the (1) \_\_\_\_\_. Frida had a dynamic style of painting which was influenced by the native people of Mexico. As a young girl, Frida had an accident which left her with serious injuries. Although she eventually recovered, she was badly affected both physically and emotionally. After her accident, Frida was unable to move, but she didn't give up; she would



(2) \_\_\_\_\_ herself up in bed and paint self-portraits; this offered her some relief from her misery. In 1929, Frida Kahlo married the (3) \_\_\_\_\_ Mexican artist Diego Rivera; the couple were often referred to as the elephant and the dove because Rivera was enormous compared to the petite Frida. Frida died on July 13, 1954 and after her death Diego was very upset because she had had a huge (4) \_\_\_\_\_ on his life. Frida's former home, The Blue House, is a museum today where you can see people from all around the world (5) \_\_\_\_\_ at her paintings. In the 1980s, Frida's work became more well-known as writers started bringing her remarkable story to a wider (6) \_\_\_\_\_. An increased interest in Mexican art (7) \_\_\_\_\_ to her fame and she attracted a lot of (8) \_\_\_\_\_. As a result, she (9) \_\_\_\_\_ many adoring fans. In 2007, on the 100th anniversary of her birth, Frida was honoured in Mexico with a huge (10) \_\_\_\_\_ of her work. It seems that Frida's legendary paintings will continue to capture our imagination for a long time.

- |                   |                  |                 |               |
|-------------------|------------------|-----------------|---------------|
| 1. a. earth       | b. globe         | c. continent    | d. gallery    |
| 2. a. raise       | b. rise          | c. arise        | d. get        |
| 3. a. favourite   | b. extravagant   | c. famous       | d. elaborate  |
| 4. a. access      | b. sight         | c. influence    | d. donation   |
| 5. a. seeing      | b. going         | c. watching     | d. glancing   |
| 6. a. view        | b. scene         | c. audience     | d. display    |
| 7. a. donated     | b. contributed   | c. produced     | d. provided   |
| 8. a. commercial  | b. advertisement | c. announcement | d. publicity  |
| 9. a. entertained | b. gained        | c. boasted      | d. captured   |
| 10. a. gallery    | b. artefact      | c. exhibition   | d. collection |

B. Read the text and complete the blanks with the correct form of the words in capitals.

### the Alhambra



The Alhambra is a (1) \_\_\_\_\_ palace and fortress complex constructed during the mid 14th century by the Moorish rulers of the Emirate of Granada in present day Andalusia. This (2) \_\_\_\_\_ building is one of Spain's major tourist attractions, exhibiting the country's most (3) \_\_\_\_\_ and well-known Islamic architecture. It was a perfect place for Moorish rulers to enjoy their (4) \_\_\_\_\_ lifestyles. The literal translation of Alhambra is 'red fortress' and refers to the (5) \_\_\_\_\_ colour of the red clay of the surroundings of which the fort is made. The Alhambra is made up of gardens, fountains, streams, a palace and a mosque, all within an imposing fortress wall with 13 (6) \_\_\_\_\_ towers. The (7) \_\_\_\_\_ designs are a reflection of the culture of the last centuries of the Moorish rule. Moorish poets used jewels as a (8) \_\_\_\_\_ to describe the Alhambra, saying it was 'a gem set in emeralds' due to its colour and the woods that surround it. There is also a park with a multitude of nightingales which create a (9) \_\_\_\_\_ atmosphere as you walk along. The elaborate designs of the Alhambra have influenced artists such as M. C. Escher, and the building has also featured in many (10) \_\_\_\_\_ novels such as Paulo Coelho's *The Alchemist*.

HISTORY  
IMPRESS  
SIGNIFY  
LUXURY  
NATURE  
MONUMENT  
ATTRACT  
REFER  
DELIGHT  
FAME

## 5. Conclusion

Present research paper was an evaluation of the 'Traveller 5' curriculum taught to the third secondary Schools in Saudi Arabic. This syllabus has been introduced as part of the English Language Development Project. The above mentioned evaluation reflects the notion that the ELT syllabuses must undergo continuous evaluation in order to see whether these syllabuses meet the students need or not. The assessment of 'Traveller 5'

series as per students perceptions reveal that though students are satisfied with the syllabus yet there are minor issues like; the difficulty of the material in the textbook, the allowing students to interact in the classroom, and the number of the new vocabulary items in the textbook. Adding communicative exercises and activities such as group and pair work, games, puzzles and role-play as these can help students carry out their communicative tasks in real life. Communicative approaches that can allow various activities are highly recommended. Only then, student can be encouraged to talk and actually use the language. The attention should be on the performance and meaning rather than competence and accuracy.

## References

- Alamri, A. (2008). **An Evaluation of the Sixth Grade English Language Textbook for Saudi Boys' Schools**. Thesis Submitted to the Department of English Language in Partial Fulfillment of the Requirements for the Master Degree of Arts in Applied Linguistics at the College of Arts at King Saud University.
- Al-Jaser, A. M. (1989). **An analysis of the English language textbooks taught at the first year boy and girls' secondary schools: a comparative study**. Unpublished MA dissertation, King Saud University, Riyadh.
- Al-Yousef, H. S. (2007) **An evaluation of the third grade intermediate English textbook in Saudi Arabia**.  
Retrieved: December 1, 2012. From the World Wide Web:  
<http://repository.ksu.edu.sa/jspui/bitstream/123456789/8767/1/An%20evaluation%20of%20the%20third%20grade%20intermediate.pdf>
- Chambers, F. (1997). Seeking consensus in textbook evaluation. **ELT Journal**, 51(1).
- Cowling, J. (2007). Needs analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. **English for Specific Purposes** 26, 426–442.
- Cunningsworth, A. (1984). **Evaluating and selecting EFL teaching materials**. Oxford: Heinemann Educational.1984. 44.
- Ellis, R. (1997). The empirical evaluation of teaching materials. **ELT Journal**, 51 (1), 36-42.
- Ereksoussy, M. (1993). **Evaluating the English language textbook studied in the first year at girls' intermediate schools in Saudi Arabia**. Unpublished MA dissertation, King Saud University, Riyadh.
- Habtoor, H.A. (2012). English for Specific Purpose Textbook in EFL Milieu: An Instructor's Perspective Evaluation. **International Journal of Linguistics**. Vol. 4, No. 3.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. **ELT Journal**, 48, 4, 315-328.

- Jackson, J. (2005). An Inter-university, Cross-disciplinary Analysis of Business Education: Perceptions of Business Faculty in Hong Kong. **English for Specific Purposes**, 24, 3, 293-306.
- Khafaji, A. (2004). **An evaluation of the materials used for teaching English to the second secondary level in male public high school in Saudi Arabia**. Unpublished MA thesis, University of Exeter. Exeter, UK.
- Kirkgöz, Y. (2009). Evaluating the English Text Books for Young Learners of English at Turkish Primary Education. **Procedia Social and Behavioral Sciences** 1, 79-83.
- Mehrdad, A. (2012). A subjective needs assessment of EGP students. **Social and Behavioral Sciences**. 31,546 – 554.
- O'Neill, R. (2008). Why use textbooks? **ELT Journal**, 36, 2, 104-111.
- Richards, Jack C. (2011). **Curriculum development in language teaching**. Cambridge: Cambridge University Press.
- Sheldon, L.E. (1988). Evaluating ELT textbooks and materials. **ELT Journal**, 42(4), 237-246.
- Thein, N. (2006) **Evaluating the suitability and effectiveness of three English course books at Myanmar Institute of Technology**. Unpublished MA thesis, University of Thailand. Thailand.
- Zarei, G. & Khalessi, M. (2011). Cultural load in English language textbooks: an analysis of interchange series. **Procedia Social and Behavioral Sciences** 15, 294–301.