

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



كلية الدراسات العليا

Sudan University of Science and Technology
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**Investigating Current Undergraduate English Syllabuses' Shortcomings
that Impede Communicative Competence Promotion in Sudanese
Universities**

تقصي جوانب القصور في مناهج اللغة الانجليزية الحالية التي تحول دون تطور مهارة التواصل لدي طلاب
الجامعات السودانية

A Thesis Submitted in Fulfillment of the Requirements for the Degree of PhD in
English Language (Applied Linguistics)

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(2020)

QURANIC OPENING VERSES

Allah the Almighty said in the Noble Qur'an:

IN THE NAME OF ALLAH THE MOST GRACIOUS, THE MOST MERCIFUL

"Nûn and by the pen and by what they write (1). You (O Mohammed) by the Grace of your Lord are not mad (2). And Verily, for you (O Mohammed) will be an endless reward (3)".

Arabic Text

بسم الله الرحمن الرحيم

ن والقلم وما يسطرون (1) ما انت بنعمة ربك بمجنون (2) وان لك لاجرا غير ممنون (3) .

صدق الله العليم

DEDICATION

This typology is dedicated to my parents, extended family and colleagues.

ACKNOWLEDGEMENTS

Endless and deserved gratitude is devoted to Allah the Creator of the universe for all what I am going to mention below and more. No doubt Allah is always beside us to Protect, Help, and Bless our efforts to fulfill our missions. Part of my thanks is of the possibility creation of being gifted by helpful and useful people whose role made this work possible despite the difficulties and obstacles that stand on the way of its achievement.

My sincere gratefulness is due to the research supervisor Dr. Mahmoud Ali Ahmed for his great support and consistent consultancies from the beginning to end throughout the period of this thesis.

I am deeply indebted with thankfulness to Dr. Mohammed Agban for proofreading and validation of the two tools.

Gratitude is extended to include Prof. Ahmed Babikr Al Tahir, Dr. Tag Al Sir Haj Ibrahim, Dr. Al Norani, and Dr. Hillary Marino for reviewing the scientific papers, validating the two tools and proofreading the study and participating in the seminars.

ABSTRACT

This study aims to investigate the shortcomings of undergraduate English syllabuses that impede communicative competence promotion in College of Education first year in Sudan University of sciences and Technology. The researcher adopts a mixed methodology of research. The study manipulates the descriptive analytic approach of the research methodology. A questionnaire is distributed to fifty of the staff members from two Sudanese universities to gather quantitative data. The investigator also manipulates an observation checklist to scrutinize the college of Education first year English syllabuses to check their compromise with communicative approach principles (CAPS) and to collect qualitative data. Later, the collected data of the two tools have been analyzed statistically to check whether they assert the hypotheses of the study or not. The study adopts Statistic Package of Social Sciences (SPSS) technique. The findings of the study indicate that current English syllabuses in the College of Education in Sudan University of Sciences and Technology are not prepared enough to develop the students' communicative competence. That is attributed to the shortcomings of the syllabuses design like language-based syllabuses and lack of thorough application of communicative approach principles. Therefore, students are unable to communicate with English Language in real life situations. Students' inability is attributed to structural nature of the syllabuses and the traditional teaching methods, too. The researcher recommends the syllabus developers to avoid structural syllabus designing, focusing on grammar and teacher-centered instruction, and to apply CAPS. The researcher asks investigators to carry out further investigations in CAPS constraints of application and language knowledge versus language use.

مستخلص البحث

هذه الدراسة تهدف الي تقصي جوانب القصور في مناهج اللغة الانجليزية الحالية التي تحول دون تطور مهارة التواصل لطلاب الجامعات السودانية للسنة الاولى في كلية التربية جامعة السودان للعلوم والتكنولوجيا. استخدم الدارس طريقة البحث المختلطة وذلك باستخدام الطريقة الوصفية والتحليلية. وزع الباحث خمسين ورقة اسبانه لاساتذة جامعيين في كل من جامعتي السوان للعلوم والتكنولوجيا والسودان العالمية للحصول علي بيانات كمية. وللحصول علي بيانات نوعية استخدم الباحث قائمة الفحص والملاحظة. وفيما بعد تم تحليل البيانات الكمية والنوعية باستخدام تقنية الحزم الاحصائية للعلوم الاجتماعية للتأكد من ان كل من الاستبيان وقائمة الفحص والملاحظة قد توصلتا الي النتائج التي قد تؤيد أو تعارض فرضيات البحث الرئيسية . نتائج الدراسة أوضحت أن المناهج في السنة الاولى كلية التربية لغة انجليزية بجامعة السودان للعلوم والتكنولوجيا ليست معدة الاعداد الكافي من ناحية التصميم الذي يجعلها تقوم بدور تطوير كفاءة التواصل علي الوجه الاكمل. و استنادا علي نتائج التحليل الاحصائي للبيانات التي تم جمعها يعزي هذا الاشكال لجوانب القصور في تصميم المناهج المتمثل في الاعداد علي اساس لغوي بحت بجانب القصور في تطبيق مبادئ الطريقة التواصلية علي الوجه الاكمل. وينتج من ذلك عدم قدرة الطلاب علي التواصل باستخدام اللغة الانجليزية في المواقف الحياتية الحقيقية. وهذا يتصل بطبيعة المناهج القائمة علي دراسة العناصر اللغوية وطرق التدريس المتبعة كذلك. اوصي الباحث مطوري المناهج بتفادي التصميم اللغوي البحث للمناهج وتفادي التركيز علي القواعد وطرق التدريس المتمحورة حول الاستاذ بالاضافة الي تطبيق مبادئ الطريقة التواصلية تصميميا وتدريسا. واخترحت الدراسة ان يقوم الباحثين بدراسات اضافية حول موانع تطبيق الطريقة التواصلية وعقد مقارنة بحثية حول تدريس اللغة كمعرفة وبين تدريسها كوسيلة للتفاعل مع الاخرين.

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Definition of Terms

Terms	Definitions
CC	Communicative Competence.
CA	Communicative Approach.
SD	Syllabus Design
TBLT	Task-based Language Teaching.
ESP	English for Special Purposes.
ESL	English as a Second Language.
CLT	Communicative Language Teaching.
GC	Grammatical Competence.
EFL	English as a Foreign Language.
CELT	Communicative English Language Teaching.
CTBI	Communicative Task-based Instruction.
CAPS	Communicative Competence Principles.

Chapter one

Introduction

I.0 Overview

Syllabus is a prime component in teaching and learning operations. It has something to do with different areas and disciplines such as communication, education, language acquisition, linguistics, psychology, and methods of teaching. Designing a course book comes across various stages: planning, implementation and evaluation phase. These three headlines are further fleshed out into subareas. This takes the reader from syllabus design to curriculum development. While curriculum development extends to include planning, application, evaluation and administration of the educational process, syllabus design is restricted to selecting and grading the content according to age, usefulness, level, degree of difficulty/simplicity and time. Therefore, what the students learn is a partial scope of the study concern. The other related scope is the relationship between syllabus design and communicative competence as an expected outcome of the educational operations. There are various types of syllabus and each one of these types entails a different method of designing and teaching. Syllabuses also can be categorized under two broad types. They are product and process syllabuses. Of the most common types the researcher deals with: grammatical, content-based, functional-notional, analytic, synthetic, situational, learner-centered, communicative competence-based and task-based syllabuses. Syllabus design varies from types to type content-wise and according to the selected items to be taught by the teachers and learned by the students.

All different types of syllabuses claim that they aim to develop the communicative competence (CC) as an end of instruction. Syllabuses are varying in the means towards achieving this goal. Recently the communicative approach (CA) gains additional appreciation for its success in enabling the students to use the language in real life situations. It also pays much attention to the students' needs, preferences and priorities. The students' needs are

defined as what the students able to do as a result of instruction. Answering this question will help us which trend is more useful. The grammar-based syllabus enables the learners to know the body of the language but the communication-based syllabus emphasizes the language use via interaction. It enables learners to communicate with English language from the very beginning. Communication and communicative competence is a pressing need in the time of globalization and social media.

1.1 Statement of the Problem.

Current undergraduate English syllabuses in Sudanese universities encompass various shortcomings. Defects in syllabuses design negatively affect communicative competence promotion. It seems difficult for the designers to plan linguistically-based syllabuses and simultaneously waiting for the learners to be competent in language use. When syllabuses are mainly based on language knowledge and gaining information, the result is likely to be linguistic competence. But linguistic competence is not enough to enable learners to use the language. When language is treated as a subject, learning is teacher-centered; this will be on the account of practice and at the cost of losing language use. Syllabuses' contribution in CC development is very limited. This can be proved by the students' refuge to private institutes for extra post graduation courses in communication particularly. Adoption of traditional methods of teaching which obviously fail to improve the situation is also additional negative factor. Traditional approaches and structural syllabus design are based on what the students know. However, this knowledge does not qualify learners to use language communicatively. Communicative approach principles are not fully implemented during instruction processes. It will not be easy for the students to be competent in the language use whereas they are mainly taught linguistic elements. What the students learn, according to the employed syllabuses, is irrelevant to real situations outside the class. So this discrepancy will complicate their ability to use language and increases their problem. Universities do not teach language as a means of communication but they only focus on the body of language

(grammar, vocabulary and language system).Significance of language knowledge and use needs rethinking.

1.2 Objectives of the Study

This study aims to,

1. Assign English syllabuses shortcomings that impede communicative competence (CC) development.
2. Identify the extent to which College of Education first year English syllabuses apply communicative approach (CA) principles.
3. Trace the resulting problems.
4. Contribute a solution for the encountered problems.

1.3 Questions of the Study

1. What are the shortcomings in College of Education first year English syllabuses that negatively affect (CC) promotion?
2. To what extent (CA) principles are applied in the undergraduate currently-adopted first year English syllabuses?
3. What are the problems of the currently-used English syllabuses that result from the adoption of language-based syllabuses?

1.4 Hypotheses of the Study

1. There are various shortcomings that do not facilitate (CC) promotion in Education undergraduate English syllabuses.
2. In College of Education, undergraduate first year English syllabuses do not apply (CA) principles.
3. Multiple problems are attributed to the adoption of the currently-used English syllabuses.

1.5 Significance of the Study

This study is significant because syllabus developers, teachers, students, decision-makers and universities as well as other educational establishments can benefit from it. It is also significant because it is expected to fill the gap in the area of syllabus design to satisfy the students' needs, relate learning with real life activities and shift the learning focus from language to language use. In addition to that, the study is important for it tries to find out the problem and suggests suitable solutions for it. It is expected to participate in syllabuses evolution.

1.6 Methodology of the Study

This study adopts mixed method of research. The study adopts descriptive and analytic experiments. It uses two tools for the purpose of data collection. First, it uses a questionnaire for quantitative data collection. A checklist is also used by the study to describe College of Education first class English courses quality, in Sudan University of Sciences and Technology, to check whether communicative approach principles (CAPS) are followed or not. Both tools are compatible with the nature of collected data. The analysis will adopt mixed approach: a combination of both quantitative and qualitative methods.

1.7 Limits of the Study

This study is limited to,

1. College of Education First year English Syllabuses.
2. Communicative competence Promotion.
3. Sudan University of Sciences and Technology
4. Sudanese University Teaching staffs.
5. This study is conducted in (2019).

1.8 Summary of the Chapter

In this chapter as an introductory one, the researcher states out the research problem, the aims of the study, the research questions and hypotheses, significance of the study, the adopted methods of research, and the limits of the research.

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

Chapter two divides into two parts. Part one is devoted to the related literature review. Then, the researcher conceptualizes the terms syllabus, curriculum and communicative competence. Next, the study traces the stages of syllabus design. Moreover, the investigator comes across common types of syllabuses. Additionally, the study investigates the nature of syllabus ill-preparation. It, then, searches the features of communicative competence-based syllabuses. Finally, the study rests on the consequences of lacking well preparation. Part two is restricted to the previous studies that are conducted in the area of syllabus design and communicative competence evolution.

2.1 English Language Education

General linguistics is defined as the scientific study of language. Since language is the prime concern of linguistics, the researcher considers it feasible to specify what language is? Many definitions are provided by linguists. For instance, Sreekumar (2011:5) presents these definitions of language for different linguists:

1. Language is a means of communication and a means of conveying our thoughts, ideas, feelings and emotions to other people.
2. Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by the means of voluntarily produced symbols.

3. Finally, he quotes Hall's definition that language is, "The institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols".

These three definitions share one thing that language is a means of communication. It is apparent, that language as a means of communication is an agreed upon definition. So, syllabus developers have to plan their English courses putting in mind this base. Turning to another aspect, which is organically related to syllabus design, teaching and learning operations and that is method of teaching. Teaching methods are also playing a prime role in translating the designed syllabus into actions within the class. Methods of teaching should be in compatibility with the widespread notion among linguists that language is a means of communication. It is expected to be taught likewise since it is a tool for doing things in real life through interaction with other people. Interaction starts in the class hoping that it extends to the outside world. Unfortunately, transition of the language use is faced by true obstacle learner's activities within the class are quite variant from those ones in real life. So, students will not be able to socialize with the language unless what is going on in the class be as far as possible similar to the situations in real life. But the culture of Sudanese education system and the syllabus design are not apparently based on the notion that language is a means of communication. Moreover, students do not use language for communication in classroom as well as outside classrooms. It is taught by as a source of knowledge and by the instructed as a means for gaining careers. In the countries where English is taught as a foreign language rather than as a second language, the environment is not promising for the language use. So there is a need for creating a suitable environment within the class to bridge the gap.

English language history in Sudan is not very long compared with Arabic. Both languages are acquired via interaction across years or education. Arabic has become the native and formal language of the state. English is considered the second formal language according to 2005 constitution. Sudanese learners and educationalists in general are famous of their distinction in English language. But great deterioration has been taking place. These

developments were not in favor of communicative competence evolution. Many factors play basic roles in the declining of the students' standards. One of the factors is the disrating of English language significance in the educational system. The other factors are the structurally-designed syllabus, Arabicization adopted by the current educational policies and the devaluation of English language marks in tertiary level.

2.2 Syllabus Design and Applied Linguistics

Syllabus and curriculum design are intrinsically related to applied linguistics which is a branch of general linguistics. (Simpson 2011:1-2 and **Crystal (2008:31)**) said that, applied linguistics interferences between theoretical and practical aspects in the field of education to develop its own theoretical models of language and language use practically in syllabus design.

2.3 Communication

There are many different definitions of communication as well as language. For example, (Sreekumar.2011:p.5 and Yousif .2017:11) introduce different definitions of language. The first says that, Language is a means of communication. It is a means of conveying our thoughts, ideas, feelings and emotions to other people. The second writer indicates that, "Communication is a matter of sending and receiving knowledge, information, ideas, opinions and feelings. What is communicated should be new and unknown to the addressee. Traditional methods are not suitable to satisfy this unpredictability". In his variable definitions, Eghtesadi (2017:35) cites Canale's who reminds the reader that in the communicative competence model, communication is meant to be "The exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension processes". However, one of the most prominent definitions among linguists is that communication is the process of exchanging messages and information between human

beings. All the activities that we carry out are kinds of communication. A teacher who is teaching is communicating a message; a person who reads a newspaper is also acting a kind of communication, watching TV is a kind of communication and so on. In order that communication goes on there are many principles to be applied such politeness, clearness and truthfulness principles. There are also elements of communication such as:

1. An addresser (The source or Speaker).
2. An addressee (The Receiver or the Listener).
3. A channel (The medium through which the message is sent).
4. A message (The intended meaning).
5. A topic (Category of the message as: invitation, congratulation or condolence).
6. A code (The language).
7. Setting (Context in which the message is said like: Time and place).

2.4 Communicative Approach Development

Communicative approach witnesses different phases in its course of development as it is an approach for developing communicative competence. For instance, Richards (2006:45) says that, from the seventies communicative language teaching has passed through different phases. First, a primary concern was to plan a syllabus and teaching approach that compromise with early concepts of CC. This led to creating syllabuses cater for functions and notions rather than grammatical structures. Later this changed to learners' communicative needs and consequently, needs analysis become an essential element of communicative methodology. At the same time, methodologists focused on classroom activities that could be exploited to implement a communicative approach, such as group work, task work, and information-gap activities. The researcher indicates that CLT can be seen as a punch of principles about learning and teaching, which adopts different suppositions and aspects of the teaching and learning processes. These principles are concerned of the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom". Nunan (1988:11) further indicates that:

"A combination of linguistic components along with functional skills is integrated for the purpose of successful communication". Moreover, Nunan quotes Richards & Rodgers (1986, p.66), who further, point that, "Most methods aim to attain communicative competence. But, it had been observed that students were only good at literacy but they fail to use language for interaction. Communication needs more than merely linguistic structures. It had been accepted that communicative competence as well as linguistic competence are equally significant. The transformation begins to take place and CLT is the consequence".

Recently, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as: learners' and users' meaningful and purposeful Interaction, collaborative creation of meaning, negotiating the meaning, feedback learning , to be a good hearer and try different ways of saying things. CLT is an approach to teach foreign or second language which emphasizes communicative competence. It also emphasizes interaction as a means to teach language. Communicative Language Teaching replaced the situational language teaching which had been used to teach English as a second or foreign language. It had been considered as the major British approach. The focus of SLT approach was on teaching the basic structures of language. But in the 1960s, the educators realized that language taught on the basis of situational learning would have been of no use. Because to teach the meaning, carried out from the utterances was more required as it expressed the intentions of the speaker or writer. In the mid of 1970s, the scope of communicative language Teaching has extended. Both American and British proponents now see it as an approach that aim to make communicative competence the goal of language teaching and develop procedure for the teaching of four language skills that acknowledge the interdependence of language and communication.

According to current developments in the educational operations quality-wise respectively, language teaching and learning face various challenges. Traditional teaching methods like Grammar Translation, Audiolingual, and Direct methods promoted grammar competence like language forms and rules could not succeed in developing the speaking skills. Thus, a new approach is a must. It could support the students comprehend how to use language for communication appropriately, fluently, and effectively by the means of

initiative and interaction instead of the teacher-centered instructions. The hopeful approach is attained in the late nineteen sixty. Communicative Approach (CA) was initiated in response to the changes in British language teaching tradition back dated to the late nineteen sixties and gained its basic features in mid-seventies. Communicative competence which is widely accepted as a suitable alternative encompasses grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Thus, this development fulfills the relevant change of teaching method under the name Communicative Language Teaching in which CC became one of the outstanding properties of seventies.

Communicative approach, from which communicative competence is born as derivative term, is an approach among various approaches of language teaching and learning. It was inspired and developed from Chomsky's differentiation of competence and performance. Many applied linguists take parts in its development. With reference to Nunan (2013:18) "It was recognized that simply being able to create grammatically correct structures in language did not necessarily enable the learners to use the language to carry out various real-world tasks". For Chomsky 'competence' refers to mastery of the principle governing language behavior while 'performance' refers to manipulation of these internalized rules in actual language use. He indicates that competence is about what a person knows whereas performance is about what he does. In a topic quoted from Wikipedia, the free encyclopedia, (n.d) entitled communicative language teaching, it is said that, "Language teaching is thought to be a cognitive process, that entails memorization. Lately, it is changed, to be socio-cognitive by the means of interaction. Today the dominant technique is CLT". Noam Chomsky's theories in the 1960s initialize CLT. It was grounded in the seventies by Michael Halliday and Dell Hymes, who introduced a wider idea instead of Chomsky's narrower one. That was attributed to the failure of traditional methods and partly to the increase in demand for language learning. In nineteen sixty-six, linguist and anthropologist Dell Hymes developed the concept through Hymes's statement which argues that, "There are rules of use without which the rules of grammar would be useless." He did not make a concrete

formulation of CC, but successive authors have tied the concept to language teaching, notably Michael Canale. Canale and Swain (1980) defined communicative competence in terms of three components: grammatical competence, sociolinguistic competence, and strategic competence. Canale (1983) refined the model by adding discourse competence, which brings the concepts of cohesion and coherence. This starts to be incorporated in syllabus design. Desai (2015:48) presents CA as an approach that:

"Communicative approach targets communicative competence in order to use language properly. It is centered on the learner rather than the instructor who is only a facilitator. Its functional use of the language uses authentic materials, tasks and meanings. It can be achieved through activities, information share, discussion and interaction".

2.5 The Scope of Syllabus and Curriculum

In the early beginning, the researcher wants to differentiate between the two terms syllabus and curriculum in order to clear off the ambiguity. Although, they are, seemingly, synonymous but, each one has its autonomic scope. These different scopes have dual nature. Every scope has its independent domain, yet, all domains, simultaneously; take part in the accomplishment of the total picture of the educational process. (Nunan 1988, p.7-8 and Mahdi (2012:64) point out the difference between the syllabus and curriculum as follows as they put successively:

"Curriculum is concerned with planning, implementation, evaluation, management and administration of educational programs. Syllabus on the other hand, focuses more narrowly on the selection and grading of the content. It is the specification of what is to be taught and the order in which it is to be taught".

It is noticed that as Nunan says, "Traditionally, syllabus design has been seen as a subsidiary component of curriculum design". The author adds that:

"Curriculum is more comprehensive than syllabus. It covers all the activities and arrangements made by the institution throughout the academic year to facilitate the

learners and the instructors whereas syllabus is limited to particular subject of a particular class".

2.6 General Principles of Syllabus and Curriculum Design

As first step, necessity entails the acknowledgement of the general principles for syllabus design and curriculum development. That is for the purpose that evaluation and criticism will be informed ones. According to The investigator traces the following levels: The needs analysis, goals and objectives, content specification, learning tasks and activities, resources and materials, curriculum implementation, curriculum management, learner assessment, program evaluation, and teacher development. Under this category, the researcher investigates each phase apart, looking more closely to scrutinizing its characteristics."

2.6.1 Analysis of Students' Needs

Students' needs are defined according to Nunan (1988:13and75) introduces these two definitions "Needs analysis is a family of procedures for gathering information about learners and about communication tasks for use in syllabus design". He adds that:

"Students' needs reflect the perceptions and priorities of the learners on what to be taught and how it should be taught and that means preferences of learning styles. Considering the students' needs that can facilitate the process of learning and teaching since the students' needs, their objectives and deciding of how their priorities are achieved, makes them more activated and interested in the learning process itself".

In another spot in his book syllabus design as a major reference of this study, Nunan (2013:98) suggests that:

"One answer to the question of why learners do not learn what teachers teach is that they come into the classroom with different mind sets, different points of focus, or , as the investigator puts it in a previous, different agendas. Turning from experiential content to the learning process domain, I should like to suggest that a partial answer to the question can be found in a mismatch at the level of learning process".

It is apparent that, new approaches linguists provide spacious room for learners' involvement in syllabus design in various phases and from this tendency it appears that the inclination towards learner-centeredness.

2.6.2 Goals and Objectives Specification

Goals and objectives act like directives for the instruction process for both teachers and students. From one hand, Nunan (1988:24-25) employs the term goal to refer to, "The general purposes for which a language program is being taught or learned". It is clear that goal statements are relatively imprecise. While they can act as general signposts, and they need to be fleshed out in order to provide information for course and program planners. This can be achieved through the specification of the objectives. Goals and objectives are seemingly the same however, linguists define them differently. as broad, general purposes behind a course of study. Goals can be couched in terms of what the teacher is to do or what the learner is to do. They can be derived from a number of sources, including task analysis, learner data, and ministry of education specifications. Next, the applied linguist states that: "An important step in the development of a language program is identifying learning goals. These will provide a rationale for the learning program. Adding to that, "Goals refers to cognitive and affective aspect of development that includes teachers' achievement, students' achievement that the communicative tasks should be able to perform as a result of instruction". It is necessary for both teachers and learners to exchange information to draw a closer alignment of the teachers' and the learners' agenda. It is assured by the writer that: "The objectives can guide the selection of content and learning activities and the learners may come to have greater appreciation and acceptance of the learning experience they are undertaking or about to undertake". That is because learners may have different goals from those of the teachers' for they have not been informed what the teachers' goals are. In other words, an objective is defined as "A statement describing what the learner is able to do as a result of instruction". But linguists assure objectives according to numerous considerations as they are really nothing more than a particular way of formulating or stating

content and activities. For example, Linguists claim that there are different types of objectives but they broadly differentiate between product and process objectives. This can be enhanced with the following citation by Nunan (1988:71) who argues that, "The specifications of process and product objectives are not necessarily mutual exclusive. One type specifies the means, the other the ends. It could be argued that any comprehensive syllabus needs to specify both process and product objectives". The author additionally states that, "Product-oriented objectives describe the things that a learner will be able to do as a result of instruction. Process or as they are sometimes called performance objectives may be couched in different terms. For example they may refer to grammatical, functional, thematic, or topical skills and knowledge".

Heading towards another aspect of objectives specification, applied linguists and syllabus planners divide in respect of specifying the objectives. While some favors specification process, others do not. Referring to this quote from, 'Syllabus design (1988:62-66)) it is mentioned that, "Applied linguists are not agreed upon this matter". Whereas some linguists support specification of the objectives, others do not. Some of the applied linguists claim the necessity of stating the objectives to act as a guide to the selection of the content, give a rationale to the curriculum process, provide a sharper focus for the teachers, to give learners a clear idea of what they can expect from a language program, and to help in developing the means of assessment and evaluation. And he adds that, "Some curriculum specialists maintain that no sound instructional system could possibly hope to emerge from a syllabus which content is not stated in terms of objectives whereas others argue that objectives specification of content leads to trivialization of that content". He argues that: "Students, who know where they are heading, learn much faster than students who had not been provided by the course objectives". Adding that: "specifying objectives assessing in the selection of materials". The researcher presents the learner-centered approach advocates' viewpoint which supports objectives specification who indicates that: "At least, learners should be fully informed about any course of study they are undertaking and tend to support training learners to set their own objectives". Since they set their own objectives, that means

they know them. It is, consequently, said that, 'learning process is heading towards the beginning of individualization of instruction or really some type of independence since learners can state their own objectives and how these standards and objectives have been attained''. A group of applied linguists do support specifying of the objectives claiming that, specifying objectives on the base of the teacher's activity, will lead to objectives achievement only and from the other hand, objectives specification on the classroom activities lack links between the learning goals and the objectives". The researcher notices advocates and opponents eventually, support objectives specification conserving a little bit variation.

2.6.3 Selecting and Grading the Content

A syllabus designer is expected to be selective for various considerations. Quality, level, degree of complexity and usefulness entails content selection. Referring to this quote from the book 'Syllabus Design' (1988:6) the author declares that, Language is complicated and cannot be taught as a whole, successfulness of teaching entails that there should be selection of material depending on the definition of objectives, proficiency level, and duration of course. The author said that even linguists are hesitant to say that somebody knows everything about language and they have time of difficulty in respect of knowing everything about language as well as the native speakers. And the writer concluded that, a syllabus which is not graded or sequenced could hardly be considered as a syllabus. In addition, the playwright indicated that grading of learning task is particular complicated, and that different syllabus designers and course book writers have looked to different criteria in carrying out such tasks. They can be graded analytically or synthetically following step by step grading or do not select or provide the learners with chunks of language elements without being graded.

2.6.4 Syllabus Design and Methodology

Methodology is the processes of turning the syllabus content into actions, activities and tasks. For example, Richards (2006:6) explains that, decisions about how best to teach the

contents of a syllabus belong to the field of methodology." Adding that, "We may conveniently categorize trends in language teaching in the last fifty years into three phases:

1: Traditional approaches.

2: Classic communicative language teaching (1970s to 1990s). Centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence.

3: Current communicative language teaching (late 1990s to the present)."

Traditionally linguists differentiate between syllabus design and methodology. Syllabus is concerned with the what? And methodology is concerned with the how? And this is exactly what is stated by Nunan (1988:5-6) assures that:

"It is possible to distinguish a broad and narrow approach to syllabus design: The narrow view draws a clear distinction between syllabus design and methodology but those who adopt a broader view question this strict separation, arguing that with the advent of communicative language teaching the distinction between the content and task is difficult to sustain".

Further, the theorist explains that, "Methodology as distinct from the syllabus, which is concerned with what units will be taught, is concerned with how these units will be taught". He adds that: "The traditional distinction between syllabus designs (specifying the 'what?') and methodology (specifying the 'how?') has become blurred with the development of process-oriented, task-based and content-based syllabuses". And he goes on indicating, "In TBLT, it is difficult to draw a strict separation between syllabus design and methodology". Nunan (1988:53-54) claims that structural and functional-notional syllabuses exhausted the possibilities for the syllabus designer, since both assumed certain methodological practices. Adding that, in structural and functional-notional syllabuses the danger was that, the learners might not be able to translate what they learned to new situations which they had rehearsed.

That means what the students learn within the classroom lacks relevance to the situations in the real world and thus, they find great difficulties in using what they learn in

real life activities. Therefore, they remain unable to express unpredictable situations but they are competent only in the same situations they learn within the classroom.

The distinction between syllabus design and methodology which is adopted in structural and functional-notional syllabuses results in poor outcomes. That is because the students are unable to use the language in real communication situations though they adopt variable means (methodology). And this is the very causes that justify the abandonment of the traditional distinction between syllabus design and the means that makes it achievable as most linguists keep calling for.

In the same copy of 'Syllabus Design', the investigator borrows Widdoson's view who claims that: "Process or task-based syllabuses in which the 'how?' and the 'what?' are internalized, are not syllabuses at all and they belong to methodology, while Breem in his contrast with Widdoson's view claims that: "Process considerations (the means rather than the ends) can probably be considered the province of syllabus design".

It is apparent that, the linguists divide in distinguishing between methodology and syllabus design. Some of them claim that there should be no distinction between syllabus design and methodology and those are the process-oriented advocates, whereas others distinct between the two concepts and those are the structural and functional-notional supporters.

The researcher of this current study tends towards integration of syllabus design and methodology and the necessity of not being conflicting but complementing of each other. That is because the variation of the syllabus design and the means that translate this content into actions inside the classroom are highly expected to be in a close harmony from one hand, and from the other, separation of syllabus design and methodology in traditional product syllabus does not rest on a fruitful end since the students who are existent in institutions where such syllabuses dominate the educational systems, are not able to use language in communication effectively. It can be supported with this quotation by Richards

(2006:12) who insists that, "Learners learn a language through the process of communicating in it, and that communication which is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach."

2.6.5 Syllabus Implementation Phase

Finishing analysis of the students' needs, selecting the course content, grading the content, stating the objectives and goals, deciding the methodology by which you can achieve these objectives, the next necessary stage is as Nunan (1988:25) puts it:

“A necessary second step is to translate these into instructional goal and this entails judgment to ensure their appropriateness to the needs and constraints of the educational institution or system”.

Implementation phase is one of the three major perspectives through which we can look at the syllabus design (planning, implementation and evaluation) as the same writer put it when he said that: "we can study curriculum in action' as it were. This second perspective takes us into the classroom itself. Here we can observe the teaching/learning process and study the ways in which the intentions of the curriculum planners, which were developed during the planning phase, are translated into action". Additionally the writer comments that syllabus designers pay little attention to the application phase. Fortunately, this critical situation is only fairly recently that the balance has started to be redressed, and that curriculum designers have become interested in classroom-based research. This balance which is recently gained, coupled with adopting the new trends that call for the abandonment of structural designation of syllabuses which is accompanied by grammar translation method of teaching, will improve the performance of the students as most of the investigators keep assuring in the light of the fruitless long years which have been spending with traditional methods and design.

2.6.6 Assessment and Evaluation

At the assessment and evaluation level all these phases are subject to judgment to get sure what is achieved and what is not. To what extent the pre-stated goals and objectives are achieved. Linguist's assurance is that, if language teaching is to be genuinely a professional enterprise, it requires continual experimentation and evaluation on the part of practitioners. It seems that this call directs the focus from specific phases to the total picture of the curriculum development process. The researcher of this current study highlights this call of integrating the whole levels. That is to say, the emphasis is on critical inquiry as a basis for effective action. It is important to know what students had learned and what they had failed to learn in relation to what had been planned. It is necessary to discover whether they had learned anything which had not been planned, account for our findings, to make decision about the reasons of failure and success and to provide recommendations for the purpose of improvement in the future. Finally, it is essential to study the management of the teaching institution. To have a look at the available resources and their utilization, the institution participation in the community, constraints imposed by short resources and the decision of the administrators affects what happens in the classroom.

2.7 Common Types of Syllabus

There are several disciplines to syllabus design within literature. Each one offers varying responses to the question: What does a learner of a foreign language need to know, and what does he need to be able to do with target knowledge? Much confusion is prevailing so as to what types of syllabus are possible in language teaching and to how different they are in the level of implementation. Knowing the syllabus types will help us to decide and choose the one/s that is appropriate with our teaching goals, our situation and conditions. Worth mentioning that, some syllabuses proved that they are unable to develop the possibility of using the language effectively in the light of the students' performance. The study aims to probe inside these types of syllabuses enquiringly. Hoping to, assign and increase the advantages and minimize the disadvantages. This sense can be glimpsed in the following quotation by **Mahdi** (2012:80) who advises that, "It is wise to take an eclectic approach,

taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher”. As it is known that there is no agreement within the teaching profession on the nature of language and language learning. That is due to the controversy between linguists about the phenomenon language itself and its terms. Thus, it is advised to take from all these options and this exactly what is presented in the book *Syllabus Design* (1988:10) the author observes that, “There is not a great deal of agreement within the teaching profession on the nature of language and language learning”. This variation can be reflected on the process of syllabus design and due to this reason there are different views. According to *Nunan* (1988:24):

" A key question in relation to a linguistic perspective is: what linguistic elements should be taught? From a learner perspective, the key question is: what does the learner want to do with the language? Finally for a learning perspective the key question is: what activities will stimulate or promote language acquisition? These perspectives are not mutually exclusive. Rather, they represent areas of relative emphasis, and a syllabus designer will usually incorporate insights from all three perspectives".

2.7.1 Product-oriented Syllabuses

Product-oriented syllabuses, from the words implications, are those ones which focus on the final production of the educational process. But, linguists scientifically differentiate between product-oriented and process-oriented syllabuses. Product syllabuses main concern is on the knowledge and skills the learners will gain as a result of instruction. They are the syllabus proposals which are designed in terms of the end product of a course of instruction and this includes grammatical items, vocabulary items, language functions, or experiential content.

2.7.1.1 Grammatical Syllabus

In almost all educational institutes instructors' main concern is of the content (grammar, words, pronunciation). Adopting grammar translation and audio-lingual methods of teaching but the targeting purpose which is the use of language for communication is not fulfilled.

Nunan (1988:13) notes that:

“Until fairly recently, most syllabus designers started out by drawing lists of grammatical , phonological, and vocabulary items which were then graded according to difficulty and usefulness”. It is obvious that, the core of the syllabus designation is based on linguistic features of language and the main focus is on the knowledge about language and consequently heads inwards”.

Alternatively, a quality syllabus is likely to specify all or some of the following: grammatical, structures, functions, topics, themes, situations, activities and tasks. Hymes (1967:13) cites de Saussure's who contends that, "A linguistically competent person, who is master of fully grammatical sentences, is at best a bit odd because “some occasions call for being appropriately ungrammatical". The researcher observes that there are additional aspects which are added to those ones of the product-oriented syllabus such as: topics, themes, activities and tasks and this creates the difference and variation between the traditional and modern trends and modifies the mainstream of teaching, learning and syllabus design. However, this viewpoint does not devalue grammar but it does not make it the principal focus. Linguists are sometimes hesitant to suggest that ordinary people 'know' the rules of their language, because the linguists themselves have such a hard time trying to formulate these rules explicitly.

The grammatical syllabuses are the common type and probably still are the mainstream of designing and teaching tenet. They are specified and graded according to grammatical notions of simplicity and complexity. It focuses on the mastery of one item then turn to the next which is linked to the previous and appears to be grown out of it. It is based on finite set of rules that combine in various ways to form meaning. The principal focus is to help the learner to know the language and it adopts the accumulative view of language learning. First, the stage of internalization then the students will automatically be able to use it in genuine

communication outside the classroom. Syllabus experts doubt the ability of controlling the content and providing language samples resemble those ones in the real world and that the focus will be on the pedagogic structures, items or on what learners are expected to do with language rather than on the language itself. The tasks are graded rather than the language.

This view of formal syllabus is criticized. First, for it mismatches the nature of language. It is also criticized for it focuses on one aspect of language- which is the formal grammar- though language has more than one aspect in reality. Linguists criticize this type for it lacks the relation between form and function. Other claims that grammatical grading distorts the language available to learners. Rutherford's view on structurally-based teaching is introduced in 'Syllabus Design' that: "The abandonment of grammar as a pivotal element in the syllabus may be premature and learners need direct contact with the target language". Similarly, it was described as neither necessary nor possible to expose learners to the whole language. It said that developers have to identify aspects of grammar and learners can generate their own generalization and that what is called teaching grammar as a process rather than as a product. It is indicated that grammatical specification contradicts with language acquisition theory that does not take a linear but a cyclic progression.

2.7.1.2 Functional-notional Syllabus

It is a synthetic, broader view of language that begins to be reflected in the syllabuses and course books, which are a collection of functional and notional aspects of language, are performed when language is used. List of functions to be mastered by the students plus a list of semantic notions (meanings) based on the culture of the speakers of the language. Functions refer to communicative purposes for which we use the language, while the notions are the conceptual meanings expressed through language. This approach places the students and their communicative purposes at the centre of the curriculum. Nunan (1988:37-38) states that, "There are benefits from this approach however, it is criticized for the selection and

grading of items which become more complex and thus, it complicates the issue of simplicity and difficulty. They do not reflect the ways language is learned and misrepresents the nature of language as a communicative means”.

Its benefit is that the students learn how to use the target language to express their own ideas, notions and purposes. The disadvantage of this syllabus is that different forms of structures are often used to express the same functions so that it is difficult to arrange the structure of the target language from simpler to more complex form.

2.7.1.3 Analytic Syllabus

It is based on purposes and types of performance. Chunks of language forms are presented without grading. They are different in degree of simplicity and difficulty, that is according to this quote from the book 'Syllabus Design', the writer states that, "The analytic syllabus resembles the formal syllabus and treats language as a science while it is not. It finds its widest application in courses and materials for English language for special purposes (ESP) despite some difficulties of which that, it is very often the learner has extensive knowledge in the content domain and is frustrated by what is considered a trivialization of that content. This model is no more creative than language-based model”.

2.7.1.4 Synthetic Syllabuses

Synthetic syllabus is that one which graduates in items or elements of teaching. In other words, they are taught gradually. It is a product syllabus. Synthetic syllabuses are not able to bridge the gap in the language use and the linguists introduce different reasons. And the playwrights present the following criticism. Synthetic and analytic syllabuses are theoretically possible to conceive of language courses being solely synthetic or solely analytic. However, courses will be typified as more-or-less synthetic or more-or-less analytic in the selection and grading input level.

2.7.2 Content-oriented Syllabuses

They are based on the subject-matter of the content course or information using target language. It is selected by the means of topics, grammatical forms, and vocabulary to be sequenced. Finally classify these forms and structures and match them with the topics. Students are satisfied by the purpose of learning the target language, namely acquiring information. And they think this will promote their learning. The disadvantage of this approach is the content of instruction is not organized around the language teaching so that there is almost no teaching of the target language but on the subject-matter. Even though, the students will automatically learn the language. Linguists draw attention towards the tension between the subject-centered and learner-centered advocates. The first party views learning as the mastering of body of language, whereas the other side views language acquisition as a process of acquiring skills rather than a body of language. In addition, both views are still applied and reflected in the courses. Simply, they look at language as a body to be internalized, or as a communicative process to be developed. Content-oriented syllabus is yet another realization of analytic approach to syllabus design. Experiential content is the beginning for the syllabus and is usually derived from some fairly well-defined subject area but as matter of conjecture deciding whether the content syllabuses are process or product syllabus". The subject areas, give a logic and coherence which might be missing from analytic syllabus which little more than a random collection of tasks. This provides a non-linguistic rationale for selecting and grading content. Learners are confused by the content-oriented courses, thinking they have strayed in a settlement rather a language program. It is important, in such cases, for the teachers to negotiate and demonstrate the relationship between language and content".

2.7.2.1 Situational Syllabus

It is the type in which the content of the language teaching is a collection of imaginary situations where the language is used. Selection is performed by making a list of communicative situations that the students may face and to make a list of topics, grammatical

forms, vocabulary and sequence them later. The topics, forms, and structures are grouped and compared with the communicative situations. E.g. at the post office, at the restaurant, shopping and at party. Students learn how to use the target language in authentic communication. The disadvantage of this syllabus types is that when the student are faced by an unexpected situation in communication, language learners are not accustomed to communicate in the language simultaneously. It has the goal of teaching specific language content that occurs in situation.

2.7.3 Process-oriented Syllabuses

Functional-notional and grammatical syllabuses fell into disfavor since they failed to reflect the changing views of the nature of language and though they are radically different but they are the same. They both focus on the end products or result of teaching. In addition, there is a mismatch between what is taught and what is learned and some linguists claim that linguistically selecting and grading input leads to language distortion. The alternative as it is pointed out by linguists is to shift the focus from the outcomes of instruction (knowledge and skills) to be gained by the learner, to the process through which knowledge and skills might be gained. Nunan (1988:158) states that, "It is a syllabus, which focuses on the means by which communicative skills will be brought about". Additionally, the author as syllabus expert calls for integration of syllabus planning phases as arguing that:

"Planning, implementation and evaluation phases must be an integrated set of processes and the outcomes and processes will be specified when the emphasis is on the context, environment and purposes of teaching the program. The difference is the means because both product-oriented and process-oriented seek for communicative competence"

Both product and process-oriented syllabuses in their own way head towards the things the learners will do as a result of instruction. The discrepancy is that product-oriented syllabuses put this important question in the second order of significance and this is the essence of variation.

2.7.3.1 Procedural Syllabuses

As it is stated above procedural and task-based syllabuses are very similar or even they are synonymous despite some differences in practice and principles. It has been argued that task-based is a more effective way of learning a language since it provides a purpose for the use and learning of a language rather than simply learning language items for their own sake. They share a concern with classroom processes, which simulate learning, and it is different from those ones, which are based on linguistic items that the students will learn or the communicative skills they will be able to display as a consequence of instruction. The problem is that as the writer explains it, structurally designed syllabuses and increasing the practice of particular parts of language structure are useless to the promotion of communicative competence.

2.7.3.2 Task-based Syllabus

Task-based is one of the communicative approach packages that act as a suitable alternative to the traditional that dominating the educational institutes nowadays. To start with, in his 'Learner-centered English Language Education Nunan (2013:34) states that, "Task-based language teaching has been an **important addition** to the conceptual and empirical repertoire of the second and foreign language teacher in the eighties, having influenced syllabus design, material development and language teaching methodology". A task is defined by linguists as nothing more or less than the things people do in everyday life or any activity or action for example, drawing a map as listening to a tape, applying for a job, ordering food via telephone and getting information over the telephone. Tasks provide a purpose for the activity which goes beyond the practice of language for its own sake. Long's and Crookes' (1986) definitions are cited that, 'Tasks are **a more salient unit** of planning for teachers than objectives'. It is similar to situational syllabuses but the difference is that it focuses on more general linguistic competence that is less culturally loaded". The selection of the tasks is based on the pedagogic and psycholinguistic reasons. Task-based despite its recence, it covers divergent approaches. They differentiate between pedagogic and real world tasks and they are graded according to students' needs analysis. It is suggested that the

curriculum could be viewed as a collection of academic tasks. It is said that the purpose of needs identification is to obtain information which determine the content of a language teaching program. Thus, they are resulted from the analysis. Similarly, linguists state that the development of process and task-based syllabuses **represents a change of focus rather than a revolution** in syllabus design. The preoccupation has been with the pedagogic processes which most likely to lead to outcomes of instruction rather than the outcomes themselves. Tasks in the process-oriented syllabuses must be specified as well as the outcomes in the product-oriented ones and to be linked with real world communicative goals and create principles for selecting tasks and activities. Task-based syllabus provides links between classroom processes and real world communicative goals, principles for selecting classroom learning tasks and activities.

2.7.3.3 Natural Approach

Natural approach is based on empirical research and can be summarized as based on goals and communicative skills.

Its advocates claim that comprehension precedes production which must not be forced but emerges naturally. It adopts activities that promote subconscious acquisition rather than conscious learning which are central concepts of natural approach. Affective filter is lowered. Some linguists try to develop this approach when conduct a typology claiming that most learning goals can be divided into one of two categories, basic personal written/oral communication skills and academic written/oral learning skills. The opponents of this approach wonder how the development of communication skills will facilitate the development of academic learning skills. It means this approach assumes that language consists of a single psycholinguistic skill. Another weakness is that learning takes place in a social vacuum and that social aspects of learning environment (in particular classroom) are irrelevant to what and how learners learn.

2.7.3.4 Learner-centered Approach

Learner-centeredness is an approach in English language teaching. It tries to change the focus of teaching and learning from the teacher to the student. It does not focus the teaching program on the body of language, but on communicating ideas through people interaction. Nunan (1988:16) points out its tenet in this quote:

"The learner should be seen as being at the centre of the educational process. For the teaching institution and the teacher, this means that, instructional programs should be centered around the learner's needs and that the learners themselves should exercise their own responsibility in the choice of the learning objectives, content and methods as well as in determining the means used to assess their performance".

Education progresses greatly across the years. It includes points of view like situational English which highlights proficiency in differentiating between learners, school-based curriculum which focuses on the teaching situation itself, but because they are unable to response to the students' needs and interests, educationalists and applied linguists head towards centralized curricula though it is partly an offspring of school-based curriculum movement. Learners are not interested in learning language for the sake of language itself. They seek close or not too far or remote goals. Thus, the learner-centered and not subject-centered approach is more likely to be consonant with the principles of learning rather than gaining subject or skills to be useful at some far distant date.

Linguists indicate that learner-centered strength comes from the advent of communicative language teaching which is considered a cluster of approaches rather than a single methodology which stems out of the dissatisfaction of structuralism and the situational methods of the sixties. A basic principle underlying all communicative approaches is that learners must not only learn grammar and propositional states about experiential world, but also develop the ability of using language and getting things done. Learners must do much more than correct grammatical structures.

Drills and guided practice are also not appreciated by applied linguists and this case in the book, 'Syllabus Design' as the writer criticizes the use of drills and controlled practice and

appreciate the activities that require learners to do in class what they will have to do outside. In addition, it is stated that the traditional methods practices were grounded on false assumptions and they are not informative. From the afore-mentioned debate, it is quite clear that the concept of communicative language teaching is necessary or essential. Linguists indicate that, exercises should respond to the students' needs, interests and aspirations and thus any barrier between the learner and the community is bridged and any sense of undesirable alienation is reduced, rather than being arbitrary academic exercises. Further, the syllabus specialist draws the attention to the controversy between linguists about language and this can be glimpsed in the 'Syllabus Design'. It is indicated that there is:

“Disagreement about language and learning, language proficiency and terminology can be exemplified in terms such as langue/parole, competence/performance, use/usage, form/function, context/co-text and coherence and cohesion and that Chomsky is the first linguist who differentiates between competence and performance. According to Chomsky, competence refers to mastery of the principles governing language behavior while, performance refers to manifestation of these internalized rules in actual language use. It can finally be simplified in what a person knows is competence and what he does is performance”.

More recently communicative competence gains currency. It refers to the knowledge of the rules of use and appropriateness and it includes linguistic competence. The problem is that nobody, even the native speakers and linguists, knows all the rules of a language taking in consideration children model who use the language without knowing the rules for they use it as a tool rather than as knowledge and this leads to a movement in linguistics which is called competence-based English as a second language (ESL). This movement is based on what the students do with language rather than what they know for it is also based on the students' needs. Richards cites proficiency definition from the book, 'Learner-centered Education', by Nunan (2013:26) as: "The ability to perform real world tasks with pre-specified degree of skill" but Long's definition of the term is that, " It is not more or less than the things people do in everyday life like: buying shoes, finding destination and so on".

2.8 Syllabus and Curriculum Indicators of Quality

All typologies are targeting the attainment of a syllabus of a good quality. Here the researcher refers to the following investigator who spaces a considerable room for a quality syllabus. Quality is of great significance when syllabus and curriculum are concerned. **Stabback** (2016:7-8) states that, "Central to curriculum change is the notion of quality". And the writer introduces these indicators of a quality curriculum such as relevance, consistency, practicality, effectiveness and sustainability". Properties that characterize the quality syllabus are summarized by the investigator as the following, what recognizes a quality syllabus is that it aims to gain and develop knowledge, skills, values, competencies and living meaningfully and productively as responsible citizens and prepare them for work and lifelong learning. It is a key indicator of success in achievement and prosperity in all learners' aspects. A quality syllabus is created by specialists, accounts for scientific research and local or universal trends responding to rapid change in a dynamic cycle development, implementation and evaluation. It is not restricted to gaining information only but proficiencies and capabilities to face these challenges. It can be extended to include competency in communication; in addition to collaboration; critical thinking; problem-solving; creativity; the management and appreciation of diversity; and learning to learn. It professionally designed to help teachers and learners, support learning, reflects students' priorities, and relevant to current issues. The natural consequences of a quality syllabus is the good learning outcomes associated by effective application, methodology, evaluation, time flexibility, well-funded, provided by qualified instructors, suitable resources like teachers' guides and course books and materials.

The other researcher looks at the syllabus from a different angle. **Desai** (2015:49) numerates the features and principles that govern the communicative approach in the forthcoming points. First, it creates opportunity to communicate in the second language. The functional use makes them more likely to communicate in the second language in their daily life. Learning techniques make learning enjoyable. In CLT approach, meaning is significant to understand the speaker's and the writer's intention and expression. The communicative functions and the structural aspects are equally appreciated for the reason that the limited

number of the language sentence patterns will not enable the learners to interact and communicate in the target language. What the learners need to learn is the communication functions of these patterns and not merely the patterns themselves. The second language and not the native language is the medium for classroom interaction since they will not be competent in the language use while they are permanently use their first language judiciously. Accuracy is in the second order as to the language use. It will automatically come later on. Memorization is not appreciated as well as learning language in isolation. There should be an interaction regardless of the struggle in the beginning. Errors are tolerated just noted and can be corrected later. It helps and eggs interaction between the learners and the teacher and between the learners themselves. This creates an atmosphere of cooperation, sharing information and developing communication.

It is not only about what to do and say but the way to say and do it. Functional use encourages techniques such as games that should be designed and used. Language is expected to be used authentically in communication and they can learn communication strategies. The teacher's role is restricted to facilitating, monitoring the learning operations. He does not interrupt or correct the faults. He is also expected to suggest useful activities as well as acting like an active participants. Moreover, they can act like needs analysts, counselors and group managers. CA is a learner-centered approach. That is to say students are given greater significance. Cooperation is encouraged rather than individualism in order that faults and achievements would be the responsibility of the team or the group rather the individuals.

2.9 Traditional Approaches of Instruction

For long years of traditional approaches application in teaching and learning processes, result in weak feedback in terms of language use. In 'Syllabus Design', (1988:11) it is claimed that, "traditionally, linguistically-oriented syllabuses, along with many so-called communicative syllabuses, shared one thing in common: they tended to focus on the things that learners should know or be able to do as a result of instruction". Educationalist

institutions, according to the researcher's own experience in the field of education locally and regionally, are prevalent by both structurally-based courses and the traditional methods of teaching such as grammar translation and audio-lingual methods. In traditional language teaching, Nunan (2013:67) argues that:

"Syllabus design issues and methodology were decided with reference to the classroom rather than with reference to learners' real communicative needs in actual situations in the world outside. As a result, learners often had difficulty using what they had learned beyond the classroom. With grammar-translation and audio-lingual drills, it was often difficult for learners to make the conceptual leap from the classroom to the genuine communication outside the classroom. This is not to say that drills of various kinds, and even translation tasks, have no place in the language classroom, rather that, in and of themselves, they are insufficient".

The researcher criticizes the old methods that rather than learning how to use language creatively, they spend most learning time in copying and reproducing language written down by others. The book author claims that, structural syllabus does not deny communicative purpose of learning but it implies a different means to its achievement. They argue that learners eventually will be able to use language for communication but this claim was falsified by the students' inability of using the language as a tool for communication.

What facilitated change in language education is the dissatisfaction with the results obtained by 'traditional' methods, at great cost to schools and language systems as well as students and teachers. In grammar-translation classrooms, learners typically spend years learning English, and yet many of them were still unable to use the language effectively. They often knew a good deal about language but they are unable to use this knowledge to communicate appropriately. In systems where grammar-translation method gave way to audio-lingualism, students were able to parrot responses to predictable situations of use but they had difficulty communicating effectively in the relatively unpredictable world behind the classroom. It was gradually recognized and accepted that a new approach to language learning and teaching was needed. Learners need to know that language is not just a list of grammatical patterns and a collection of words. Language as communication involves the

active use of grammar and vocabulary to listen and read effectively and to speak with and write to other people. Language needs to be learned functionally so that learners are able to see that different forms communicate different meanings. And the writer concludes that: "The ability to communicate effectively is crucial". Communicative competence can be achieved by a combination of both linguistic elements and the language use through contextualized interaction as it is indicated by Hymes (1974:8) who says that:

"The linguistics that can contribute to the ethnography of communication is now generally known as sociolinguistics. Such a sociolinguistics, however, is not identical with everything that currently comes under that name. The sociolinguistics with which we are concerned here contributes to the general study of communication through the study of the organization of verbal means and the ends they serve, while bearing in mind the ultimate integration of these means and ends with communicative means and ends generally".

Linguists point out that drills, and exercises are significant components in the learning process for most learners and provide the enabling skill for the later communicative performance. However, they are not enough to enable students to use the language to communicate. Learning is in a terrible need for more creative language use than merely reproduction of the instructors' models. Until most recently, most syllabus designers started out by drawing a list of grammatical, phonological and vocabulary items which were then graded according to difficulty and usefulness. It is obvious that the core of the syllabus design is based on linguistic features of language. Conversely, the writer claims that, "A given syllabus will specify grammatical, structures, functions, topics, themes, situations, activities and tasks".

The variation can easily be observed that the focus shifts from mainly linguistic features and from inwardness towards broad and comprehensive process of syllabus design which does not devalue the grammar but it does not make it the principal focus. The book Syllabus Design (1988:29) suggests that:

"The solution is that to abandon structural grading and you can use a list of graded structures or items to be the pedagogic focus in class or to focus on what learners are expected with language

learning tasks rather than on language itself. Within this alternative, it is the tasks rather than language which are graded. And he claims that learning does not occur in this additive fashion".

Grammar and vocabulary are taught communicatively. Grammatical patterns are matched to particular communicative meanings so that the learners can see the connection between form and function. Learners choose the right pattern to express the right ideas and feelings that they want to express.

This view of structural syllabuses comes under exceeding press of criticism by applied linguists. The only one early criticism is that it does not represent the nature of those complex phenomena, language. It focuses on one aspect of language- formal grammar although there is more than one aspect to language in reality beside the lack of relationship between the form and the function. And he concludes that grammatical grading distorts language available to learners since there is no harmony and thus, he suggests the abandonment of grammar as pivotal element in the syllabus may be premature and claims that the learners need direct contact with the target language. There is no need for memorization but to raise the students awareness of language of the grammatical and discourse processes operate and interact in the target language. Drill-based pedagogical culture is most commonly associated with audiolingualism, and though audiolingualism is supposedly dead and buried, the drill-based culture is very much alive and well as is evident in most so-called communicative curricula. It is hoped that after the stage of internalization, later the students will automatically be able to use it in genuine communication outside the classroom. The dilemma is that student will not be able to use what they learn inside the classroom when they encounter situations outside the classroom because what they learn in class lacks similarity of what is outside it.

2.10 False Assumptions Related to Syllabus Design

Surveying the literature, it obvious that syllabuses are designed on the assumption that it is the internalization of grammar coupled with exercise of linguistic skills in motor-perceptual manipulation which affords the most effective preparation for the reality of

communicative encounters. Structural and functional-notional syllabuses are claimed to exhaust the possibilities for the syllabus designer, since both assume certain methodological practices. Structural syllabuses pay much attention to language itself while the process-oriented syllabuses are concerned with the tasks or activities that are irrelevant to the real life and make them tools for communicative competence promotion. Both grammar based syllabus and competence-based syllabus aim to attain communicative competence promotion. The problem is in the means and the outcomes. While structural syllabuses adopt traditional methods of teaching, the communicative approach goes another direction by adopting purposeful tasks to achieve the same goals. Secondly, those who enroll in traditional methods of teaching programs are not able to use the language. That is because using the language is delayed to a later on phase supposing that the students will be able to use the language in the future as a result of such instruction. But that did not fulfill. So, their assumption was not verified. This can be viewed in the following citation by Richards (2006:6):

*"It was supposed that language learning meant building up a large a bank of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the **sequence of speaking, listening, reading and writing**".*

The researcher does agree that after making a store of sentence models and grammatical patterns, and then the four skills can be introduced. This no doubt will negatively affect the students' ability of practicing these skills sufficiently. Balance of the four skills and introducing them from the very early beginning is a necessity. Adding to that teachers think that CLT focuses on speaking skill but this is also falsified. The researcher introduces the fooling quotation by Eghtesadi (2017,p.31) who indicates, "There exists a misconception among some teachers that CLT deals only with speaking and the focus is no meaning no form, and therefore, grammar is not important in CL".

2.11 Communicative Approach Principles

There is a set of general principles and features that characterize Communicative Approach. Desai (2015:48) summarizes CA tents as follows:

1. It makes learners attain communicative competence promotion.
2. It emphasizes functions, meaning, purpose and context.
3. It is learner-centered.
4. It is characterized by balance of basic skills in the instruction phase.
5. It prioritizes fluency to accuracy.
6. Memorization, drills, vocabulary, structures and learning language in isolation are substituted by language use, meaning and contextualized social interaction.
7. It focuses on both how and what to learn.
8. It adopts techniques like: Drama, role-play or games, critical thinking, problem-solving and creativity.
9. Errors are tolerated: since it adopts trial and error principle.
10. It uses authentic language and materials.
11. Integration of the basic skills during instruction.
12. It increases students' motivation.
13. It highlights collaboration.
14. It is relevant to real life situations.
15. It adopts time flexibility.
16. It adopts sufficiency of activities and tasks.
17. Purposeful drills and exercises are accepted as needed.
18. It uses the target language rather the native language for communication.
19. Students must be provided by authentic listening exercises
20. Instruction should take place in a resourced class with standard size. (Maximum 40.students) as stated by previous studies.

2.12 Communicative Competence and Syllabus Design

Reviewing the literature, the researcher finds that linguists like Chomsky differentiate between competence and performance. Who indicates that competence refers to the mastery

of the principles governing language behavior and Performance refers to the manifestation of these internalized rules in actual language use. It simply means what a person knows and what he does? Considering this quote by (Chomsky.1965:4, Eghtesadi 2017:39and Hymes (1967:13)) indicate that, it is necessary to distinguish between competence (knowledge) and performance (the actual use)". They add that, the term (CC) is first issued in 1967 by Dell Hymes as a varying version to Chomsky's notion of linguistic competence. Hymes defines communicative competence as what "enables a member of the community to know when to speak and when to remain silent, which code to use, when, where and to whom, etc". Stabback (2016:4) claims, "It is the curriculum that articulates both the competencies necessary for lifelong learning and the competencies needed for holistic development". It is, thus argued, that curriculum lies at the crossroads of these four key aspects of that education should be:

1. Inclusive and equitable.
2. Characterized by quality learning.
3. Promoting lifelong learning.
4. Relevant to holistic development.

Curriculum, in other words, provides the bridge between education and development – and it is the competencies associated with lifelong learning and aligned with development needs, in the broadest, holistic sense of the term, that span that bridge.

Eghtesadi (2017:39-37) states that "Language teaching lays emphasis on communicative ability and problem solving so that after instruction, the individual is capable of conveying and interpreting meaning using all language skills including listening, speaking, reading and writing". Reviewing theories of basic communication skills, sociolinguistic perspectives on communicative competence, and integrative theories of communicative competence, it is observed that: Canale and Swain suggest five guiding principles for a communicative approach:

1. It consists of grammatical competence, sociolinguistic competence, and communication strategies or strategic competence.
2. It is based on and responds to the learner's communication needs.
3. The learner takes part in meaningful communicative interaction with highly competent speakers to respond to genuine communicative needs in realistic second language situations.
4. Optimal use encompasses aspects of communicative competence that are common to those communication skills required in the second language.
5. It aims to provide the learners with the information, practice, and much of the experience needed to meet their communicative needs in the second language.

Considering this quote, Nunan (2013:18-19) comments that, " A basic principle underlying all communicative approaches is that learners must not only learn to make grammatically correct, propositional statements about the experiential world, but must also develop the ability to use language to get things done". And he concludes that, "It is easily recognizable that simply being able to create grammatically correct structures in language did not necessarily enable the learners to use the language in various real world tasks". In addition, the author indicates, "Class time should be not spent on language drill or controlled practice leading towards communicative language use, but in activities that require learners to do in class what they will have to do outside". Tuan (2017:106) defines 'Communicative competence not only as inherent grammatical competence but also as the ability to use this grammatical competence in a variety of communicative situations".

Richards (2006:3) points out that, "While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication." He introduces the following as aspects to be known about language use: to know the different purposes & functions of its use. To know the language use settings and the varying participants: (formal/informal and spoken/written) communication appropriateness. To produce and understand different types of texts (narratives, reports, interviews, conversations) to know to

maintaining communication despite of despite of language knowledge shortage (different kinds of communicative strategies).

Over the last twenty-five years, the communicative task has evolved as a significant component within curriculum planning, implementation and evaluation. In task-based language teaching, syllabus content and instructional processes are selected with reference to the communicative tasks which learners will engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic processes which facilitate language acquisition. **Communicative** competence as defined by linguists refers to Knowledge of the rules of use and appropriateness and includes linguistic competence." It is not what the students know about language but what they do with the language. In courses based on principles of communicative language teaching, it is important that these principles are reflected, not only in curriculum documents and syllabus plans, but also in classroom activities, patterns of classroom interaction, and in tests of communicative performance.

Ahmed (2018:2) clarifies that 'Communicative competence means having 'a competence to communicate'. This competence can be oral, written or even nonverbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real life situations for fulfilling communicative needs. Language, according to many researchers, is a means of communication, and it comprises four main skills: listening, speaking, reading and writing. To acquire these language skills, one needs not only to learn grammatical rules but to practice such skills till he gets used to all of them. Whenever s/he acquires the skills of the language and manages to use them effectively and appropriately according to the context in which s/he is involved, we can say that s/he achieves the required level of the communicative competence".

2.12.1 Co-competencies

In the course of communicative approach development, applied linguists differentiate between more than one competence. For instance, Hymes (1967:13) points out that, the concept has developed over years and different models of communicative competence have been offered by different scholars. Major models of communicative competence can be listed as follows: first, Chomsky's competence is concerned with "An ideal speaker– listener, in a completely homogeneous speech community who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention interest, and errors". Adding that, "There are rules of use without which the rules of grammar would be useless". Hymes believes there is only one sector of communicative competence; the other ones mentioned by Hymes are the psycholinguistic, sociocultural and de facto sectors.

Eghtesadi (2017:37) mentions another model of communicative competence is presented by the two Canadian applied linguists, Michael Canale and Merrill Swain in 1980 in the first issue of Applied Linguistics. Furthermore, referring to two views regarding the relationship between grammatical competence and communicative competence, they advocate Munby's (1978) stance which sees grammatical competence a subpart of communicative competence and not something separate from it. They believe their notion of communicative competence is different from that of Hymes because they do not incorporate the notion of ability for use into their definition of communicative competence. Canale and Swain propose a model of communicative competence which includes three main competencies of grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence includes "knowledge of lexical items and of rules of morphology, syntax, sentence grammar, semantics, and phonology". Sociolinguistic competence is made up of sociocultural rules of use as well as rules of discourse. Sociocultural rules of use help language users to produce and understand appropriately language data based on the speaking components of communicative events outlined by Hymes (1967). Rules of emerging discourse include cohesion and coherence principles which focus on communicative functions of the combination of utterances. Strategic competence also is made up of verbal

and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

Eghtesadi (2017:34) adds Bachman's (1990) model which includes three components: language competence, strategic competence, and psycho physiologic mechanisms. Celece-Murcia, Dornyei and Thurrell (1995) propose another model of communicative competence, which as they maintain, is the continuation of addition to morphology and syntax. The second difference is their use of the term "sociocultural competence" instead of "sociolinguistic competence" so that they can better distinguish it from actional competence. The reason they give is that Hymes used the term "communicative competence" to challenge Chomsky's (1965) notion of "linguistic competence" from a sociolinguistic perspective, and therefore "originally the sociolinguistic dimension of language proficiency was associated with everything that was missing from linguistic competence". So, all other competences are derived from sociolinguistic dimension. Linguistic competence comprises the basic elements of communication, the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use. Strategic competence in this model is the knowledge of communication strategies and how to use them. This conceptualization follows that of Canale and Swain (1980); but the focus of this model is on communication strategies because these have been described most explicitly and also because they are most relevant to communicative language use and CLT.

The final and the most recent framework or model of communicative competence reviewed here is the one presented by Littlewood (2011) who also takes Canale's and Swain's (1980) and (1983) model as the initial model and develops it by adding a fifth component as well as adapting the terminology. The components of communicative competence in Littlewood's model are as follows: Linguistic competence includes the knowledge of vocabulary, grammar, semantics and phonology that have been the traditional focus of second language learning. Discourse competence enables speakers to engage in continuous discourse. Pragmatic competence enables second language speakers to use their linguistic resources to convey and interpret meanings in real situations, including those where they

encounter problems due to gaps in their knowledge. Ahmed (2018) points out that "We will delve into the components of communicative competence in the framework to cite Canale and Swain (1980: 31) and Canale (1983) as follows:

2.12.1.1 Grammatical Competence

This competence includes knowledge of lexical items, rules of morphology, syntax, grammar and phonology. This knowledge is similar to Hymes' linguistic competence and considered as a part of the communicative competence as it represents the underlying system of the language and how to determine and express accurately the literal meaning of the utterance.

2.12.1.2 Sociolinguistic Competence

It is made up of sociocultural rules of language use. This knowledge is very important in interpreting and producing utterances in social context. The knowledge of social rules is essential for producing and understanding utterances that are appropriate to the context in which language is used. It is similar to sociolinguistic competence in Hymes' model of communicative competence.

2.12.1.3 Strategic competence

This component is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication. These communication breakdowns may be due to insufficient linguistic or sociolinguistic competence.

2.12.1.4 Discourse Competence

A component added by Canale (1983) that represents the ability to combine language structures and language functions into a coherent and cohesive text.

2.13 Syllabus Analysis

In the light of the literature review and the previous studies, the researcher comes across the principles of the syllabus design, types of syllabuses, accompanied by communicative approach features. It seems feasible to trace the steps of analyzing the syllabus. According to Nunan (1988:4) Syllabus can be studied inquiringly from different perspectives. All these perspectives taken together represent the field of curriculum study which is larger and more complex. The study can take into account the following preparations.

2.13.1 A Look at the Planning Phase

To check decision making, learners' needs and purposes, goals and objectives, selecting and grading the content, organizing the appropriate learning arrangements and learning grouping, selecting, adopting or developing appropriate materials, learning tasks, and assessment and evaluation tools.

2.13.2 Looking at Syllabus in Action

This takes us inside the classroom to observe teaching/learning process, study the ways in which the intention of the curriculum planners, which were developed during the planning phase, is translated into actions.

2.13.3 Assessment and Evaluation

Enquiring typology tries to find out what students had learned and what they had failed to learn in relation to what had been planned. To find out whether they had learned anything that had not been planned. To account for our findings, to make judgments about why some

things had succeeded and others had failed and perhaps to make recommendations about what changes might be made to improve things in the future.

2.13.4 Management of the teaching institution

Looking at the resources available and how these are utilized, constraints imposed by limited resources and the decisions of the administrators affect what happens in the classroom.

2.14 Necessity of Evolutionary Change

In the light of all these relevant literature and previous studies, obstacles should be cleared off and change is targeted. But change and reformation is not a simple one as stated by Eghtesadi (2017:28) quotes Shim and Baik, 2004, p. 246, cited in Littlewood, (2011) said that, teaching CLT requires certain capabilities and skills. Teachers, who have taught through traditional teacher fronted methods, most often a form of modified grammar translation method, need to develop many competences to teach CLT effectively. Therefore, teacher education programs should also undergo a change to prepare prospective teachers for the hard task they have ahead of them and in-service programs also should be designed more judiciously taking into account the needs of CLT teachers and support these teachers in teaching through the newly adopted paradigm in the country. If this is not taken into account, the experience of other eastern countries might be repeated where teachers report they “comply with government recommendations while continuing to practice examination-oriented classroom instruction. Stabback (2016:6) goes, yet, further to the notion of poverty, economy and comprehensive development as he points that:

"Knowledge and education are of the major factors that reduce poverty, sustainable development and economic growth. Curriculum is fundamental to educational reforms targeting the attainment of quality outcomes. The curriculum represents a conscious and systematic selection of knowledge, skills and values: a selection that shapes the way teaching, learning and assessment processes are organized by addressing questions such as what, why, when and how students should learn".

Change should extend to include the syllabus, training programs, educational system which belongs to English language teaching and learning respectively beside the methodology of teaching. Nunan (1988) points that change should be evolutionary rather than revolutionary since he does not deny the significance of grammar, drills and exercises but should not be in the first order.

2.2 Previous Studies:

2.2.1 Jiayan and Jianbin (2010) conduct a research paper about, '*Communicative Competence in Curriculum Design: A Comparison of the College English Curriculum Requirements and the English Curriculum Standards in China*'. The authors use questionnaires to teachers who are teaching English at five universities of different levels in Hangzhou. They interview six randomly selected teachers from different universities to get a more detailed understanding of the opinions from the teachers.

They assure that, the current college curriculum needs to be improved towards communicative competence of the students. The objectives lack cultural awareness. Besides, the objectives set in the five parts are brief and simple, and no emphasis on the appropriate use of language is available. The researchers recommend that the objective must be directed to the proper use of language. Universities should develop their own teaching syllabus for more detailed teaching objectives, teaching methods, evaluations, credit setting and course design. Challenges cannot be overlooked, and the top one will be a needs analysis of the students. The data showed that it is workable for the Requirements to pattern after the standards, but only in terms of the content and the structure. One thing that is clear is that college students are not able to reach the goal set in the requirements, and they are definitely in need of enhancing their communicative competence.

Similarity between the first study and the current one is that both of the studies use a questionnaire which is directed to the university teachers. Additionally, they both call for the improvement of the syllabuses towards the language use and syllabus quality.

2.2.2 Tokatli and Keslia (2009) carry out a research entitled: *Syllabus: how much does it contribute to the effective communication with the students?* In Yeditepe University Istanbul Turkey. The authors aim to investigate how effective the syllabi prepared by the instructors are in terms of communicating assessment with the students. In this study the two authors collect their data by the means of the syllabi courses of the undergraduate students. Then they held an interview with the students from the four grades. They analyzed twenty syllabi manipulating the descriptive method of research.

The findings show that, "The syllabi are not insufficient in communicating with the students but they need to be enhanced by the students' expectations and perceptions".

The researcher analyzes twenty syllabi courses to describe them as well as this current study does. But while it conducts an interview with the students this current study exploits a questionnaire. Finding-wise the two sides conclude to the following results. The investigation points out that the syllabi are not insufficient but they need to be enhanced by the students' expectations and perceptions. This current study findings show that there are real problems and short coming aspects that hinder the students' likelihood of gaining communicative competence in the university level, grade one who are majoring in English language. But the waited-for change syllabus-wise is not a revolutionary but an evolutionary one, on the contrary. In other words, syllabi have some advantages and many disadvantages. So, the researcher aims to maximize the advantages and minimize the disadvantages in order to achieve the prescribed goals and objectives.

2.2.3 Kaharuddin et al (2014). In an article in Universitas Islam Negeri Alauddin and Universitas Hasanuddin. International Journal of Enhanced Research in Educational Development (IJERED), ISSN: 2320-8708. Vol. 2, Issue 3 and entitled: Communicative Competence-Based Syllabus Design for Initial English Speaking Skills. Firstly, it aims at improving the quality of teaching, English at the university level by aligning the student' needs and the expectations of the lecturers, and graduates in designing a standard syllabus and developing teaching materials. Secondly, this research is intended to give contributions to the development of theory in syllabus design since this study provides different views and

syllabus design framework from pre-existing syllabus design frameworks for a language program. The researcher uses mixed method as well as a questionnaire, checklist and a test for data collection. The collected data analyzed using the statistics program SPSS.

The findings of this research have found out, two important novelties. The first is a standard syllabus design for initial speaking skills with lesson plans and a set of instructional materials for eleven units and topics. The second, the study has found a syllabus design model which here is called communicative competence-based syllabus design and a framework of communicative competence-based syllabus.

The researcher used mixed method of the research, questionnaire, checklist and a test and this current study adopts does the same thing. The only difference is that the researcher of the study uses a test but the current study does not. "He suggests a standard syllabus design and tends towards the manipulation of communicative competence-based syllabus." And that what is exactly targeted by the present study.

2.2.4 Omer (2014), whose research is conducted in Sudan University of Science and Technology, the College of Graduate Studies, A thesis for the degree of M.E.D in E.L.T. It is entitled: Development of English Language Learners' Communicative Competence through Communicative Activities. The study aims to develop learners' Communicative Competence. The study applies the experiment by selecting two groups of forty-one students randomly chosen, experimental group of twenty-one students and control group of twenty students from Khartoum secondary schools for boys. The study used the quantitative method. After the statistical analysis of the pre-test and post-tests for both groups.

The findings of the study reveal that, "First, the third secondary school students are weak in listening and speaking. Second, the communicative activities had impacted positively on teaching the listening and speaking skills". Then the study recommends that: "Traditional activities should be replaced by the communicative activities; English language teachers should receive large doses of training on applying the principles of the communicative activities".

This previous study is conducted in the tertiary level while this current study is in the university level. It aims to develop communicative competence as well as the aims of the present study. It uses quantitative method and pretest as a tool for data collection, while the current study manipulates the mixed methods of research, a questionnaire and checklist as tools for data collection. The findings of the study reveal the students' weakness in the tertiary level, third year in particular of listening and speaking skills. They also show the effectiveness of communicative activities in promoting both speaking and listening skills. This current study investigates undergraduate English syllabus to check whether it contributes in the CC development or not. The findings show that the status-quo of the current syllabus is not likely to promote communicative students' competence since they do not adopt the principles and features of the communicative approach. Conversely, it is dominated by structural features which are not alone able to perform the job of CC promotion. Additionally, there are more factors that act against the development of CC such as the time allocated for practice and crowdedness of the classrooms. The second study supports the findings of the present study in the fact that traditional methods of teaching are useless in performing the errand of CC development. Both studies suggest communicative teaching as a recognizable alternative to enable the students to use language for communication and to strengthening weak areas in their language study such as speaking and listening in the second study. The two studies attain the same results via different trends. This study calls for promotion of CC through activities while this current study targeting the same goal from the perspective of syllabus promotion which is expected to include activities or tasks which is likely to perform the job effectively.

2.2.5 Chang (2011) Minghsin University of Science and Technology, Taiwan. Conducts a research entitled: Factors Affecting the Implementation of Communicative Language Teaching in Taiwanese College English Classes. This study aims to explore factors that promote or hinder EFL teachers' implementation of Communicative Language Teaching (CLT) in Taiwanese college English classes. The participants in this study were eight teachers from two universities in southern Taiwan that integrate CLT into the English

curriculum. The researchers conduct face-to-face, semi-structured interviews. The interviews were tape-recorded after obtaining the participants' permission. Each interview lasts forty to sixty minutes. The researchers employ thematic analyses.

In summary, factors promoting teachers' implementation of CLT in Taiwanese college English classes are identified, in frequency order, as: "Teachers' professional training; sufficient resources; teacher's persistence; school support; appropriate curriculum; students' willingness to participate in the class; students' need to use English for communication; and modified exams. Additionally, the factors that hinder the implementation of CLT were students' resistance to class participation; text-oriented exams; large classes; lack of environment; inadequate teacher training; students' low English proficiency; limited teaching hours; lack of efficient assessment instruments; and teachers' lack of knowledge and skills".

While this study interviews teaching staff members from two universities, the current study conducts a questionnaire which is directed to the teaching staff at two Sudanese universities. The study adopts thematic analysis but this current study adopts mixed methods. The fourth study agrees with this current study and supports its findings. The variation is that this current research is of binary nature. It focuses directly on both syllabus design and communicative competence whereas; this study mentions syllabus design indirectly in the findings and recommendation stage but its main concern is on the factors affecting implementation of communicative language teaching in Taiwan. But the study highlights the significance of time, exam system, size of classrooms, assessment effective instrument, teachers' training, educational resources, students' need using language for communication and the suitable environment. Most of these factors are also addressed in this current study.

2.2.6 In a report carries out by Adam (2004) University of Westminster, the researcher investigates a consideration of the nature, role, application and implications for European education of employing 'learning outcomes' at the local, national and international levels.

The results show that, "The traditional input-related curriculum has proved to be too focused on the teacher instead of the learner. Consequently there is what has been described as a paradigm shift underway, moving the emphasis from teaching to learning and to

embrace student-centered learning. This change has been associated with a need for more precision in curriculum design, and an acknowledgement that more effective and varied learning styles can benefit the learner. This has strengthened the need to express, through the medium of learning outcomes, the knowledge, understanding, competences and other attributes within courses and their components. The study emphasizes the need for dramatic reform to modernize European education in terms of its structures and processes. It is arguable that it might not be possible to have a meaningful European Higher Education Area without the widespread adoption of learning outcome approaches. This study also emphasizes the learning outcomes to be a postmark or a measure stick for educational reformation locally, internationally and universally".

Comparing the two typologies, it is the learners' poor outcomes that similarly made this study beforehand. The same problems face the students in the local environment in Sudan are very close to those ones in Europe. For example the syllabus is teacher-centered in European it is the case in Sudan according to the informants of the questionnaire and the checklist. The European study calls for precise curriculum design, effective and varied style of learning in order to develop education in Continent. Thus the results support the current study to the extent that the two researches share the same point of view. The education in general and English language education specifically will not be reformed unless learning outcomes are seriously considered and syllabuses should be modified. In the case of this current study, the hopeful outcome is the ability to use language for communication and that is the very aim of this study.

2.2.7 Ibrahim (2017), from Al-Ain University of Science and Technology, United Arab Emirates, and Helwan University, Egypt. Yehia A. Ibrahim. Assiut University, Egypt. Carries out an investigation under the title: Communicative English language teaching in Egypt: Classroom practice and challenges. They adopt mixed method approach and questionnaire and face-to-face interviews as tools for data collection. The results suggest that, "Classrooms in public schools remain mostly unchanged and traditional approaches and

methods of teaching English remain in use. The findings agree with the World Bank which found that evidence of improvement is still limited. Students in secondary schools are still struggling to achieve the desired level of proficiency in English".

Ibrahim (2017) states that, "There are still many obstacles that prevent even experienced teachers from adopting CELT. They are traditional methods of teaching, grammar-based examinations, lack of spare time, anxiety among students, teachers lack of competence and beliefs in CELT, learners are recipients of knowledge rather than active participants and student-centered learning environment." His recommendations are directed to the ministry of education, schools administrations and the teachers and they were on how to reduce the gap between theory and practice of CELT in Egypt". The two studies use mixed methods and a questionnaire but this has additional tool which is interview. The setting also varies in terms of the stages they are conducted in – general education in Egypt and higher education in Sudan. The results are quite related since both studies call for the reduction of the gap between theory and practice. It is not a single problem but a punch of problems.

2.2.8 Farooq (2015) English Language Centre, Taif University, At-Taif, Kingdom of Saudi Arabia. The researcher conducts a research using a questionnaire to collect the quantitative data from teachers.

The results suggest that, "Despite the desire change and eagerness to implement CLT, optimism is dominant among teachers about the entire adoption of CLT due to overcrowded classes, non-availability of AV aids, students' weak proficiency, time constraints. They believe that difficulties can be overcome by improving implementation conditions of CLT. They appreciate the benefit of CLT in classrooms. Syllabus designers are expected to re-design language curriculum to develop student's communicative competence. Assessment instruments must be further effective. Class size should compromise with CLT. Communicative environment will upraise motivation. Professional courses, access to resources and AV aids for effective implementation of CLT are in an increasing demand. In a CLT environment, inductive approach, link of the different skills, since they usually occur so in the real world, are manipulated. Since real communication is the focus, Teachers act on

developing both accuracy and fluency in a CLT environment making use of activities, plan lessons, and create CLT environment to develop communicative competence".

This previous study uses a questionnaire to collect a qualitative data similarly like this current study. The two researches have something in common which is an overcrowded classroom, constraints of time, CLT appreciation, pray the teachers to marrying between fluency and accuracy, and calls for re-designing language curriculum to develop students' communicative competence.

2.2.9 Yousif (2017) in his dissertation for a PhD degree entitled: *The Effect of Communicative Task-Based Instruction on Developing Students' Oral Communication Skills at Sudanese Universities*. It was done in Sudan University of Sciences and Technology. He uses the mixed methods and the description procedures and statistical measures that will be used to analyze the data of the study. He manipulates the following tools: a questionnaire pre-tests and post-tests beside an observation checklist.

The researcher finds that, teachers would be able to use the most effective tasks and techniques that enable them to perform well, as well as enable their students to achieve and to use language functions on demands, that is to say in a meaningful way which is the main aim we are looking forwards to. Therefore, the reasons above will be of great benefits for the teachers. This will automatically reflect on the students' achievement. The results also indicate that, the communicative task-based instruction is the most suitable, effective, relevant and appropriate one for teaching English as a foreign language in Sudanese universities, because, it encourages and motivates the students to learn, understand and like the language. Moreover, it improves and develops students' oral communication skills and abilities through which they can express themselves freely and easily in different situations and attitudes. CTBI highly improves students' oral communication skills and develops students' attitudes towards English. CTBI came out with good quality learning outcomes. Sudanese EFL students who live in Sudan usually encounter problems in learning English and only a low percentage of them pass the English matriculation examination. This might be partially attributed to the lack of exposure to authentic English. CTBI can be the solution for

this lack of exposure to authentic English. CTBI gives the students a chance to practice their English by using different tasks and activities in real world and in a stress-free atmosphere in the classroom setting. Through CTBI procedures, students have more time to discuss the task topic using their personal experiences either with other mates or with the teacher. The results of this study also show that CTBI improves students' oral social interaction. This result confirms that CTBI could be one of the most appropriate teaching procedures that may help students to communicate accurately and fluently with other speakers of English.

The researcher suggests the following; curriculum designers should include CTBI in the English textbooks. Well designed activities and tasks should be included in the teachers' and students' books. Teachers should design some of the content of the textbooks they use according to the procedures and principles of CTBI. Learning process should be linked with real context of use so as to get interesting communicative interaction. Teachers have to be creative, not to rely on the teacher's book only, but they can supplement their books if they feel there is some shortage and boredom. Literature should be involved into syllabus in order to improve student's vocabulary, grammar, and comprehensive skills so as to prepare them for better oral communication. Visual aids and i-tools should be used besides the different techniques of the methods and approaches, because both they facilitate the educational process and make it easier and faster.

The two investigations are done in the University of Sudan of Sciences and Technologies and both are conducted on undergraduate students first year of English language. He uses a questionnaire, test, and an observation checklist. He assures the benefit of communicative task-based instruction and appreciates its effectiveness in developing students' oral and listening skills as well as motivation. CTBI is the legal offspring of the communicative approach. Thus the two studies share the same call for the adoption of communicative approach principles in teaching English in order to enable the students to use the language rather than restricting their study to knowing the language only.

2.2.10 Sreehari (2012) Department of English, Al-Jouf University, Saudi Arabia, English Language Teaching. The paper attempts to identify the possibilities and problems in the implementation of CLT principles and techniques in these colleges.

Her thesis results indicate that, "Teachers should follow more learner- centered ways in their teaching of English. The results of this study yield some pedagogical implications in terms of how the strategies of the faculty have to be while following CLT features in their classrooms and what administrators need to do to facilitate better learning".

The pedagogical implications are as follows: skill development, learner centered ways of instruction, and variety in classroom activities and teach language skills in integration, the use of authentic materials and language learning simulations provide language expressions use more 'communicative' activities, make resources available, and periodical retraining Program all these matters are increasingly emphasized in this study. The researcher also indicates that, "Students improved their writing 'by thinking and sharing their ideas in pairs/groups on a topic before they write, students improved their speaking 'by taking part in role plays, games, debates, group discussions', students improved their speaking 'by raising their doubts and by way of responding to teacher's questions', effective communication is possible only if one is a good listener: students improved their listening 'by listening to the teacher as he/she reads out and explained the text', students improved their listening 'by making notes as they listened to the teacher's explanation of the lesson', students had an opportunity to improve their listening 'by listening to their classmates when they talk in English in the classes, the limited/no exposure they have had outside of classroom for practicing listening, and students practiced reading 'by reading the text aloud in turns and then doing the exercises."

The researcher encourages the adoption of CLT principles, learner-centered education, skills development, authentic materials, retraining, group work and increasing of students' exposure outside the classroom. This current study is highly concerned with all these points arouse in this previous study.

2.2.11 VidyaPai and Shaji (2017). Bharathiar University India. It aims at examining the learning environment and perceptions of students towards English language learning while highlighting the shift needed from studying English Language as a subject, to learning English as a medium of communication & expression, to shift the emphasis of English studies from the subject to the learner. To recommend an approach which would help learners attain not only context restricted and syllabus bound competence of English but also acquire a certain level of communicative competence which will enable & empower them to the roles that they have to play in a variety of situations. The goal of second language learning, then, should be to develop communicatively competent students who can communicate effectively in real life situations.

The results showed the following, "A communicatively competent second language learner is not one who is able to understand and appreciate prose & poetry pieces explained to him in L1, which he reproduces through the explanatory notes of the teacher; but one who can extend the learning of L2 to the reading and subsequent understanding of literature in the target language; one who can develop pragmatic competence by using the language learnt for practical needs. This needs both a communicative & committed approach by teachers. The application of this approach which will lead the second language learner to communicative competence is not the prerogative of urban learners alone, nor is it restricted to those fortunate colleges with comparatively small classes. The successful implementation of a communicative approach has less to do with the size of classes and more to do with facilitation of the right learner environment, attitude and most importantly the willingness of those involved- the teacher and the taught; the facilitator and the facilitated. Any change in the prevalent situation is possible only if the new approach to language teaching, as Nunan (1991) points out, lays emphasis on interaction in the target language, use of authentic texts, focuses on both product (language learnt) as well as process (methodology adopted), while attempting to associate language taught in classrooms with language practice outside the classroom".

The investigator of this current study agrees with most of the results of this last study. The only exception is that the study claims there is no relation between the size of classes and implementation of communicative language teaching approach. In large size class it is impossible to fully practice the needed area whether it is reading, writing, speaking, listening or practicing another activity or carrying out a task. This is also affected the time factor since instructors cannot have enough time for practice when there are a lot of students within the class. Both of the studies call for the adoption of communicative approach to develop communicative competence. They emphasize interaction in the target language, authenticity, focusing on both product and process aspects of language learning and relate teaching inside the class to the world outside.

All these previous studies emphasize and appreciate the application of communicative language teaching principles and all of them, too, encourage the inclusion of those principles in the syllabus design. Investigators vary in their calls; while some of them call for modifications of the English courses to compromise with CA principles. The other some direct towards redesigning and replacement of the manipulated syllabuses with integrated ones. These are the syllabuses that associate the knowledge and the use of language, accuracy and fluency, quality and quantity, product and process aspects. In addition, almost all of the typologies which are carried out in different environment times, show dissatisfaction of the traditional methodology of teaching that assume language acquisition through learning the structures of the language itself rather than using. Investigations and the reviewed literature falsified this tendency since the outcomes of their instruction processes are not fully satisfactory.

2.3 Summary of the Chapter

The researcher relates his study with the field of general linguistics, applied linguistics, communication theory and communicative approach. Then, he reviews the literature under the following categories: the scope of syllabus design and curriculum development, principles of syllabus and curriculum design, common types of syllabuses, features of a quality syllabus, ill- preparation nature and its impacts on the learning outcomes, syllabus

and traditional approaches, syllabus and authenticity, balanced practice of language basic skills, false assumptions, communicative approach, syllabus analysis, necessity of an evolutionary change and he concludes his research with the previous studies.

CHAPTER THREE

Research Methodology

3.0 Introduction

In this chapter, the investigator indicates the methodology adopted in this study. He describes the research tools, the methods used for the data collection, general population, sampling technique and the procedure of the analysis that follows this phase. The lion's share goes to the teaching staffs' responses to the questionnaire and the syllabus checklist results to arrive at the overall results that the study hypotheses are/are not achieved in the light of the collected (checklist and questionnaire) and analyzed data. The collected data are analyzed with the employment of the statistic technique SPSS and descriptive method of the research for qualitative data collection.

3.1 Methodology Adopted

This study manipulates mixed methods of research. It uses analytic and descriptive approach of research. Analytic approach is applied on the questionnaire responses which are later on turned into quantitative values such as figures, frequencies and percentages. The descriptive approach is related to an observation checklist. It judges current English language syllabuses quality via description of the employed English courses.

3.2 Population of the Study

The population of this study encompasses all Sudanese university teaching staffs located in the capital state or in other states in Sudan. The subjects of the research are of Arabic speaking backgrounds but in some other districts there are exceptional cases of them speak their own local tongues as well as the official and religious language in the whole country. The participants are specialized in English as a foreign language. They start studying English from the early stages in elementary, secondary schools, higher educational institutes or universities and higher studies. They are MA and PhD degrees holders. The participants' ages are ranging between 32 and 50 years old of both male and female subjects. This study is restricted to English courses of Faculty of Education first year undergraduate students in Sudan University.

3.3 Sample Population

This study is administered to a sample population of fifty staff members. Twenty-five informants are from Sudan University of Sciences and Technology and the rest are from Sudan World University. They are randomly chosen. The informants come from different areas in Khartoum and other states. They are all English language specialists.

3.4 Procedure of Data Collection

In order to gain the staffs' feedback and the checklist result, the researcher collects all English courses taught in the first year of education with assistance of the principal of the English department. The investigator coordinates with the teaching staff members to respond to the statements of questionnaire about the syllabus design. The researcher checks the English courses to see to what extent they are compatible with the (CA) principles and features. The staffs' feedback is analyzed quantitatively. The checklist adopts the descriptive method to gain qualitative data about the English syllabuses. This will help the researcher to highlight availability of (CA) features and principles within the English syllabuses as well as

satisfaction/dissatisfaction of the staff members of the currently-used English syllabuses in the universities.

Adoption of an observation checklist and a questionnaire is entailed by the nature of the collected data (staff's responses and English courses) to practically measure the agreement of the staff's responses with the currently-applied English courses.

3.5 Tools of the Study

In this study the researcher manipulates two tools. First, a questionnaire is conducted and distributed to fifty teaching staff members of two Sudanese universities for data collection to test the study hypotheses. Second, in order to collect qualitative data an observation checklist is designed by the researcher to check that current English syllabuses apply communicative approach principles in order to judge them quality-wise on the base of CAPS.

3.6 Validity

The questionnaire is valid from one hand, because it covers the areas of (SD) and (CC) and from the other hand the sample population (fifty staff members) represents the general population (Sudanese university staffs) to the maximum degree of representation. The validity is also checked and evaluated by many experts in the academic field who validate both of the questionnaire and the observation checklist. Their suggestions are put into consideration. Modifications are carried out according to their recommendations.

3.7 Reliability

Reliability refers to the reliability of the questionnaire, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the

most used methods for calculating the reliability: On the other hand, reliability also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which has been designed for. The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following, for calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (40) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table.

Table (3.1)

Cronbach's Alpha	N of Items
0.93	21

Reliability Statistics:

3.8 Summary of the Chapter

In this chapter, the researcher states the methodology of the study. It includes general and sample population, procedure of data collection, study tools, validity and reliability. The chapter is concluded with a summary of the whole methodology procedures.

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 50 respondents who represent the teachers' community in some Sudanese universities and the checklist results.

4.1 Analysis of the Questionnaire:

The researcher distributed the questionnaire on the determined study sample (50. Staffs' members), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, agree, and strongly agree) to quantitative variables (1, 2, 3, 4) respectively, also the graphical representations were used for this purpose.

4.2 Research Hypotheses

In this current study three hypotheses are tested. They are derived from the research questions of the study. The researcher will discuss these hypotheses and see to what extent they have been confirmed or rejected in the light of the concluded results. The hypotheses necessarily must be checked, validated, verified and proved. Frequencies tables are used to improve the opinions of the respondents, chi-square test is employed to find out that there are statistical significant differences between respondents' opinion or not? Finally, the researcher traces the differences tendency to point out the direction of their responses.

4.3 First Hypothesis Analysis: There are various shortcomings that do not facilitate (CC) promotion in Education undergraduate English syllabuses.

Statement No (1): The Education first year English syllabuses is information-based with much emphasis on subject-matter. **Table (4.1) The Frequency Distribution for the Respondents' Answers of statement No (1)**

Table (4.1) Information-based and subject-matter emphasis

Valid	Frequency	Percent
Strongly agree	27	54.00%
agree	11	22.00%
Neutral	10	20.00%
disagree	02	04.00%
strongly disagree	00	00%000
Total	50	100%

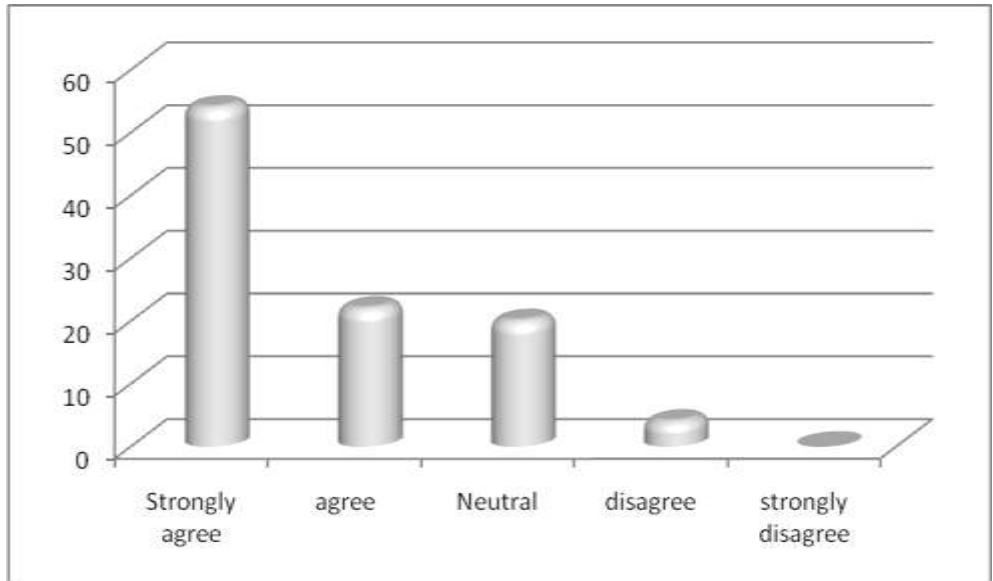


Figure No (4.1) Information-based and subject-matter emphasis

From the above table (4.1) and figure (4.1) It is clear that there are (27) participants of the study sample with percentage (54%) strongly agreed with "The Education First year English syllabuses are information-based with much emphasis on subject-matter". There are (11) subjects with percentage (22%) agreed with that and (10) informants with percentage (20%) were not sure that and (2) persons with percentage (4%) disagreed. And (0) participants with (0%) are strongly disagreed. From the previous percentages and frequencies, the total agreement responses are 38 out of 50 with a wholesome totality of 76%. That means vast majority of the participants agree that the first year English syllabus is information-based and of much concerned of the subject-matter rather than the use of language undoubtedly.

**Education first year English syllabuses in Sudan University of Sciences and Technology are based on gaining information and emphasizing subject-matter.*

Statement No (2): The currently-used first year English syllabuses in Faculty of Education lack relevance to the outside world. **Table (4.2) The Frequency Distribution for the Respondents' Answers of statement No (2).**

Figure (4.2) Irrelevance to the outside world.

Valid	Frequency	Percent
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Strongly agree	13	26.00%
agree	02	04.00%
Neutral	22	44.00%
disagree	04	08.00%
strongly disagree	09	18.00%
Total	50	100%

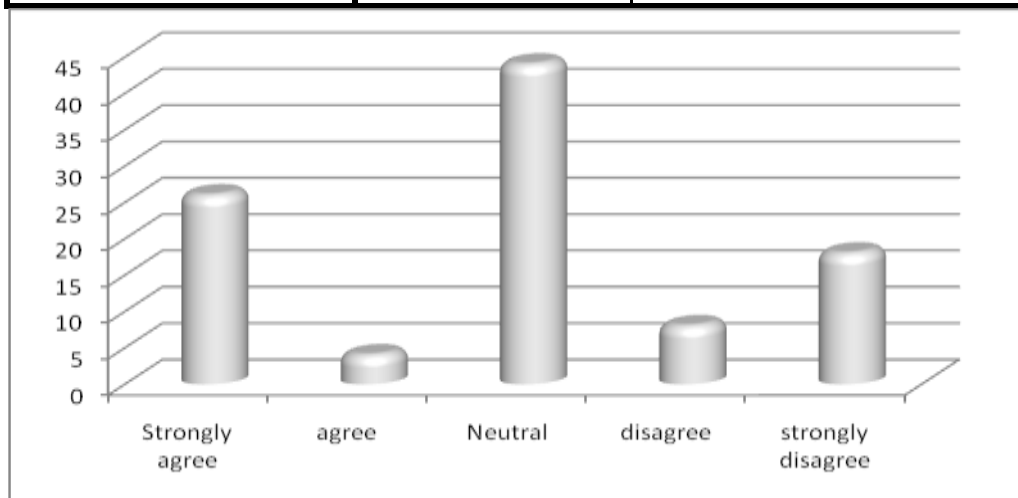


Figure (4.2) Irrelevance to the outside world

From the above table (4.2) and figure (4.2) It is clear that there are (13) subjects in the study sample with percentage (26%) strongly agreed with "The currently used first year English syllabuses in Faculty of Education lack relevance to the outside world". There are (2) informants with percentage (4%) agreed with that and (22) ones with percentage (44%) were not sure that and (4) participants with percentage (8%) disagreed. And (9) persons with (18%) are strongly disagreed. Statement number two scores 30% of agreement, 26 of disagree but those who are not sure encompasses the biggest percentage which is 44%. What is obtained from this table is that a little less than half of the respondents are not sure of the syllabus relevance to the outside world.

*Informants decide that they are not sure whether the undergraduate first year English syllabuses in the faculty of education Sudan University of Science and Technology lacks relevance to the world outside or not.

Statement No (3) The adopted undergraduate first year English syllabuses are more teacher-centered than learner-centered. **Table (4.3) The Frequency Distribution for the Respondents' Answers of statement No (3) Table (4.3) Syllabuses are teacher-centered**

Valid	Frequency	Percent
Strongly agree	23	46.00%
agree	23	46.00%
Neutral	01	02.00%
disagree	02	04.00%
strongly disagree	01	02.00%
Total	50	100%

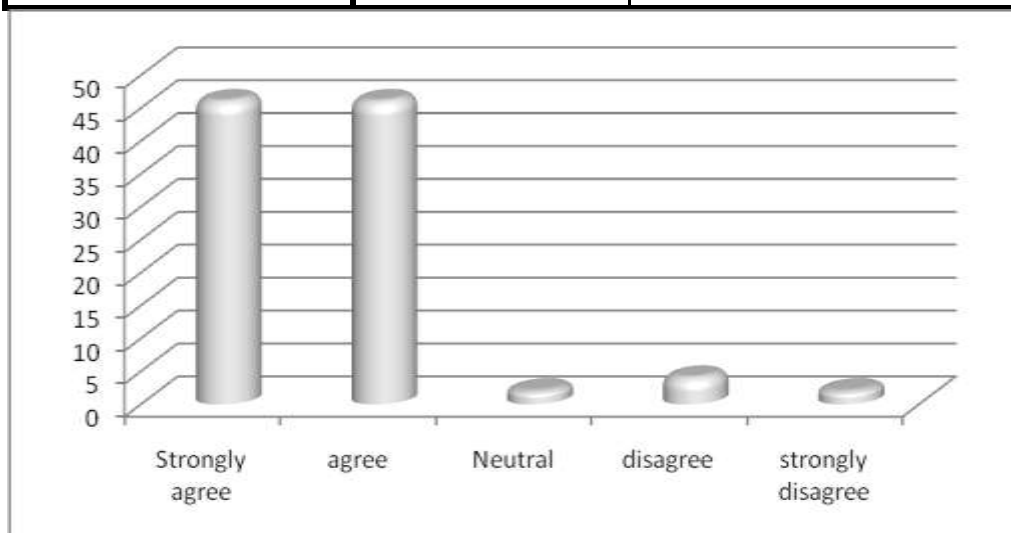


Figure (4.3) Syllabuses are teacher-centered

From the above table (4.3) and figure (4.3) It is clear that there are (23) members in the study sample with percentage (46%) strongly agreed with "The adopted Education undergraduate first year English syllabuses are more teacher-centered than learner centered." There are (23) repliers with percentage (46%) agreed with that, and (1) respondent with percentage (2%) were not sure that, and (2) participants with percentage (4%) disagreed. And (1) answerers with (2%) are strongly disagreed. With reference to the third table and figure, the researcher finds that vast majority of the subjects agree with the statement that says the syllabus is teacher-centered. These results reflect the confirmation of the statement No. (3).

*Education first year English syllabuses are more focused on the teachers than the learners.

Statement No. (4): The education first year English structural syllabuses are suitable for (CC) promotion. **Table (4.4) The Frequency Distribution for the Respondents' Answers of statement No (4)**

Table (4.4) the syllabuses are not suitable for (CC) promotion.

Valid	Frequency	Percent
Strongly agree	05	10.00%
agree	01	02.00%
Neutral	05	10.00%
disagree	18	36.00%
strongly disagree	21	42.00%

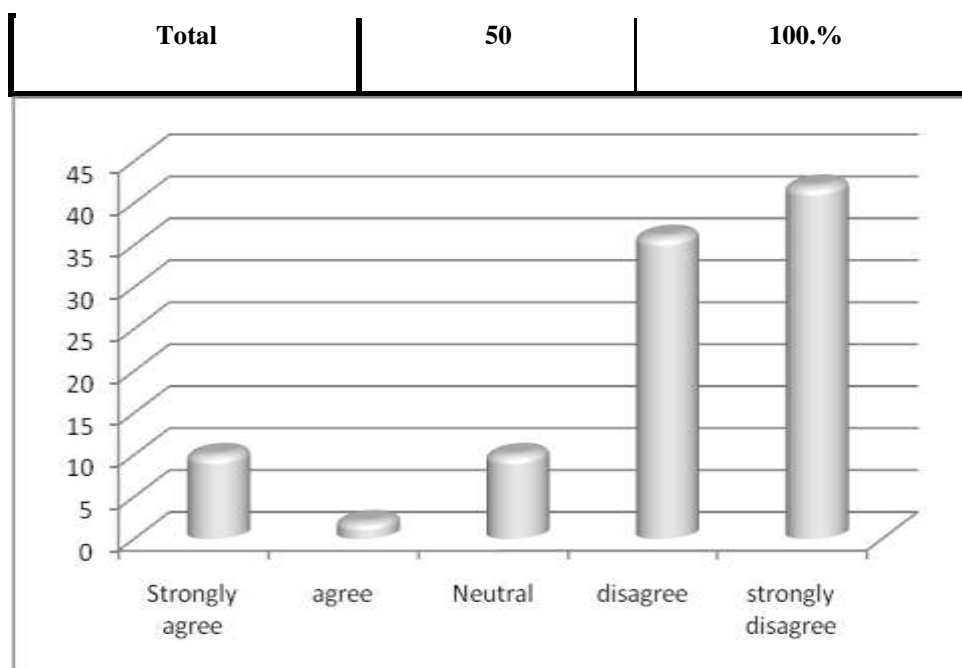


Figure (4.4) the syllabuses are not suitable for (CC) promotion.

From the above table (4.4) and figure (4.4) It is clear that there are (5) of the informants in the study sample with percentage (10%) strongly agreed with "The education first year English structural syllabuses are suitable for (CC) promotion. ". There are (1) participant with percentage (2%) agreed with that and (5) participants with percentage (10%) were not sure that and (18) participants with percentage (36%) disagreed. And (21) participants with (42%) are strongly disagreed. 12% percent of the university teaching staff do agree that the current syllabus is suitable for CC promotion. Whereas, 78% are not in agreement of the same statement which means vast majority refuse the idea of the fourth statement. It can be concluded that the education first year English syllabus is not sure to promote (CC) according to the respondents' responses.

*Informants' responses assert that Education first year English syllabuses in Sudan University of Sciences and Technology are not suitable for (CC) development.

Statement No (5): Education under graduate first year English syllabuses contain a few oral and listening skills. **Table (4.5) The Frequency Distribution for the Respondents' Answers of statement no. (5)**

Table (4.5) English syllabuses contain a few oral and listening skills.

Valid	Frequency	Percent
Strongly agree	29	58.00%
agree	16	32.00%
Neutral	04	08.00%
disagree	01	02.00%
strongly disagree	00	00.00%
Total	50	100.00%

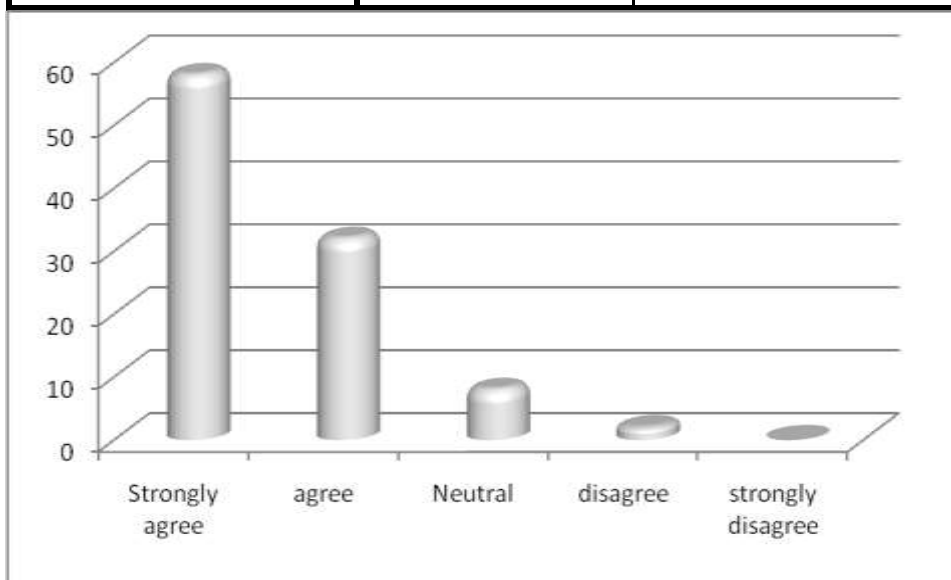


Figure (4.5) English syllabuses contain a few oral and listening skills.

From the above table (4.5) and figure (4.5) It is clear that there are (29) subjects of the study sample with percentage (58%) strongly agreed with "Undergraduate first English year of education syllabuses contains a few oral and written skills". There are (16) subjects with percentage (32%) agreed with that and (4) subjects with percentage (8%) were not sure that and (1) subjects with percentage (2%) disagreed. And (0) subjects with (0%) are strongly disagreed. What the researcher can obtain from table (4.5) is that, 90% of the participants agree of the notion that, there are few oral and listening skills in the currently used syllabus. Once again the vast majority is identical to the

fifth statement implication. *The sample population assures that there are a few oral and listening skills.

Statement No (6): The employed English syllabuses mainly focus on grammatical rules, vocabulary and language systems. **Table (4.6) The Frequency Distribution for the Respondents' Answers of statement No (6).** Table (4.6) Syllabuses mainly focus on grammatical rules, vocabulary and language systems.

Valid	Frequency	Percent
Strongly agree	21	42.00%
agree	19	38.00%
Neutral	02	04.00%
disagree	04	08.00%
strongly disagree	04	08.00%
Total	50	100%

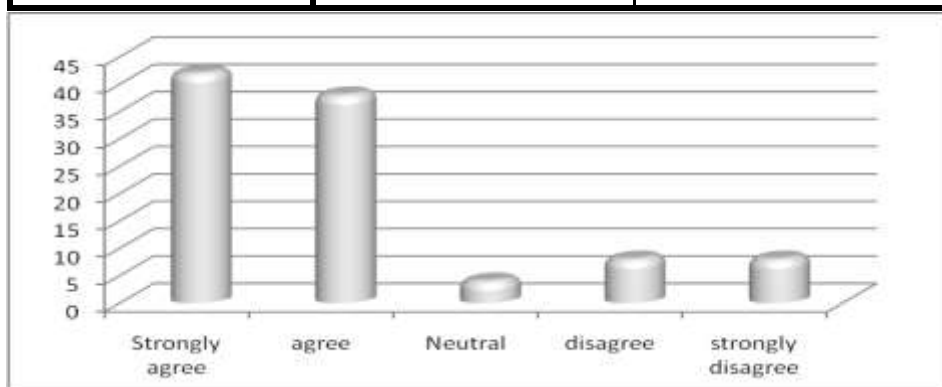


Figure (4.6) the syllabuses mainly focus on grammatical rules, vocabulary and language systems.

From the above table (4.6) and figure (4.6) It is clear that there are (21) members from the study sample with percentage (42%) strongly agreed with "The employed English syllabuses mainly focus on grammatical rules, vocabulary and languages systems". There are (19) members with percentage (38%) agreed with that and (2) members with percentage (4%) were not sure that and (4) members with percentage (8%) disagreed. And (4) members with (8%) are strongly disagreed. Based the statistics of the sixth table and figure, it is apparent that, a vast majority of the subjects favoring the notion of the structurally-oriented syllabus. The total percentage reads 80% of the fifty participants.

*Education first year English syllabuses in Sudan University of Sciences and Technology focuses on grammar, vocabulary and language systems.

Statement No (7): The present used English syllabuses in Faculty of Education do not equally focus on the four language skills. Table (4.7) The Frequency Distribution for the Respondents' Answers of the statement. Table (4.7) Syllabuses do not equally focus on the four language skills.

Valid	Frequency	Percent
Strongly agree	23	46.00%
agree	24	48.00%
Neutral	01	02.00%
disagree	02	04.00%
strongly disagree	00	00.00%
Total	50	100%

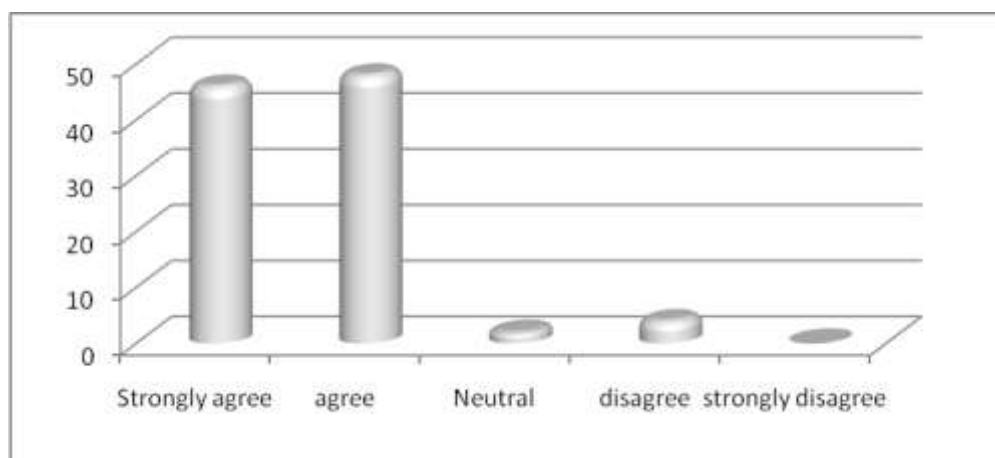


Figure (4.7) the syllabuses do not equally focus on the four language skills.

From the above table (4.7) and figure (4.7) It is clear that there are (23) informants of the study sample with percentage (46%) strongly agreed with "The present English syllabuses do not equally focus on the four language skills ". There are (24) informants with percentage (48%) agreed with that, and (1) informant with percentage (2%) were not sure that, and (2) informants with percentage (4%) disagreed. And (0) informants with (0%) are strongly disagreed. Considering figure and table seven, it is found that, 94% agree that the syllabus lacks balance of the four skills during the

instruction process. This result is identical to the notion in the fifth statement. *Education first year English syllabuses do not focus equally on the skills of language.

Table No. (4.8) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis One: Undergraduate Education first year English syllabuses include shortcomings that hinder the CC promotion.

Nom.	Statement	mean	SD	Chi square	p-value
1	Education first year English syllabuses are information based with much emphasis on subject- matter.	3.4	1.9	13	00.00
2	The currently-used English syllabuses in the faculty of education lack relevance to the outside world	3.5	2.6	18	00.00
3	The adopted Education undergraduate first year English syllabuses are more teacher centered than learner centered.	3.4	2.4	13	
4	The Education first year English structural syllabuses are suitable for communicative competence promotion.	3	.80	25	00.03
5	Education Undergraduate first year English syllabuses contain a few oral and written skills.	3.9	1.6	20	00.00
6	The employed Educational English syllabuses content is mainly focused on grammatical rules, vocabulary and languages systems.	3.4	1.9	13	00.00
7	The manipulated Educational English syllabuses do not equally focus on the four skills of language.	3.5	2.6	18	0.00

Table 4.8 Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis One

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents. **Education first year English syllabuses are information-based with much emphasis on subject-matter.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **"The currently used English syllabuses in Faculty of Education lack relevant to the outside world**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **"The adopted undergraduate Education first year English syllabuses are more teacher-centered than learner centered.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **"The Education first year English structural syllabuses are suitable for communicative competence promotion.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement. **Education undergraduate first year English syllabuses contain a few oral and listening skills.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (6) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement. **The employed first year English syllabuses in the faculty of Education mainly focus on grammatical rules, vocabulary and languages systems.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (7) was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement. **The present first year English syllabuses in the faculty of Education do not equally focus on the four language skills.**

According to the previous result we can say that the first hypothesis of the study is accepted.

4.4 Second Hypothesis Analysis: Undergraduate Education first year English syllabuses do not apply communicative approach principles.

Statement No (1) The currently used English syllabuses are mainly communicative competence-based. Table (4.9) The Frequency Distribution for the Respondents' Answers of statement No (1)

Table (4.9) syllabuses are mainly communicative competence-based.

Valid	Frequency	Percent
Strongly agree	29	58.00%
agree	6	12.00%
Neutral	2	04.00%
disagree	3	06.00%
strongly disagree	10	20.00%
Total	50	100.00%

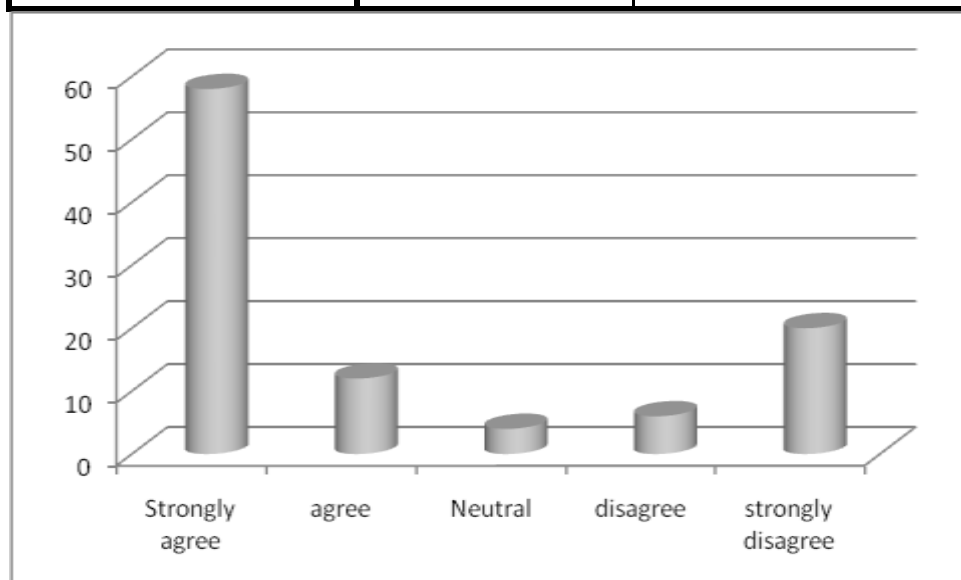


Figure (4.8) syllabuses are mainly communicative competence-based.

From the above table (4.9) and figure (4.8) It is clear that there are (29) repliers of the study sample with percentage (58%) strongly agreed with "The currently-used Education first year English syllabuses are mainly communicative competence-based". There are (6) repliers with percentage (12%) agreed with that and (2) repliers with percentage (4%) were not sure that and (3) repliers with percentage (6%) disagreed. And (10) repliers with (20%) are strongly disagreed. Statement number nine frequencies and percentages read as follows: 70% agree, 26% disagree and those who are not sure score 4%. These results confirm that majority of the participants support the notion that the syllabus is based on (CC).

*Education first year English syllabuses in Sudan University of Sciences and Technology are communicative competence-based.

Statement No (2): The current education under graduate first year English syllabuses are grounded on what the students able to know as result of instruction. **Table (4.10) The Frequency Distribution for the Respondents' Answers of statement No (2).**

Table (4.10) syllabuses are grounded on what the students able to know

Valid	Frequency	Percent
Strongly agree	25	50.00%
agree	13	26.00%
Neutral	02	4.00%
disagree	06	12.00%
strongly disagree	04	08.00%
Total	50	100.00%

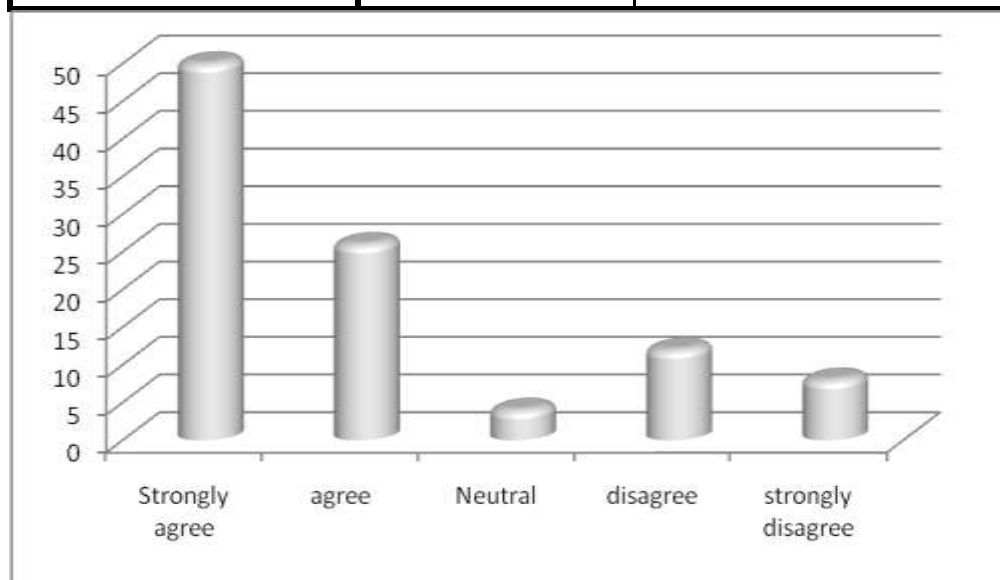


Figure (4.9) syllabuses are grounded on what the students able to know

From the above table (4.10) and figure (4.9) It is clear that there are (25) respondents of the study sample with percentage (50%) strongly agreed with " The current under graduate first year English syllabuses are grounded on what the students able to know as result of instruction". There are (13) respondents with percentage (26%) agreed with that and (2) respondents with percentage (4%) were not sure that and (6) persons with percentage (12%) disagreed. And (4) respondents with (8%) are strongly disagreed. The total responses of agreement read 76%. And this gives the statement statistic significance since a vast majority of the respondents enhances the idea that the syllabus is grounded on what the students able to know as a result of instruction.

*Education first year English syllabuses in Sudan University of Sciences and Technology are grounded on what the students able to know.

Statement No (3): The present Education undergraduate first year English syllabuses lay much emphasis on the final exam. **Table (4.11) The Frequency Distribution for the Respondents' Answers of statement No (3).**

Table (4.11) syllabuses lay much emphasis on the final exam

Valid	Frequency	Percent
Strongly agree	27	54.00%
agree	11	22.00%
Neutral	10	20.00%
disagree	02	04.00%
strongly disagree	00	00%000
Total	50	100.00%

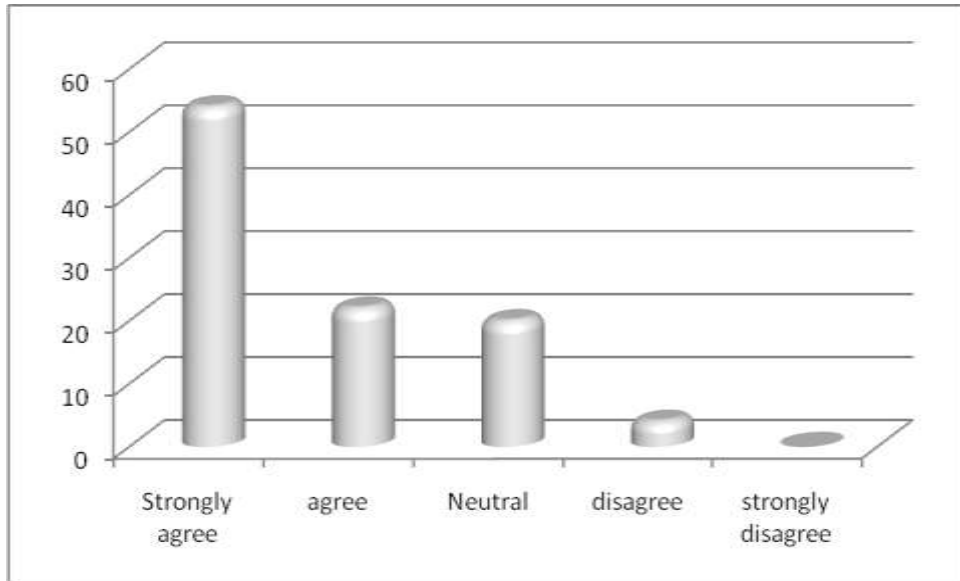


Figure (4.10) syllabuses lay much emphasis on the final exam

From the above table (4.11) and figure (4.10) It is clear that there are (27) informants in the study's sample with percentage (54%) strongly agreed with "The respondents undergraduate first year English syllabuses lay much emphasis on the final written exam."

There are (11) respondents with percentage (22%) agreed with that and (10) respondents with percentage (20%) were not sure that and (2) respondents with percentage (4%) disagreed. And (0) respondents with (0%) are strongly disagreed. 76% of the participants agree with notion that the present syllabus lays much emphasis on the final exams. In addition to 20% and 4% for not sure and disagree attributes successively. That shows a vast majority of the teaching staff support statement number three.

*Education first year English syllabuses in Sudan University of Sciences and Technology lay much emphasis on the final exams.

Statement No (4): The current Education undergraduate English syllabuses are only centralized on the learners. **Table (4.12) The Frequency Distribution for the Respondents' Answers of statement No (4).**

Table (4.12) Syllabuses are only centralized on the learners.

Valid	Frequency	Percent
Strongly agree	05	10.00%
agree	01	02.00%
Neutral	05	10.00%
disagree	18	36.00%
strongly disagree	21	42.00%
Total	50	100.00%

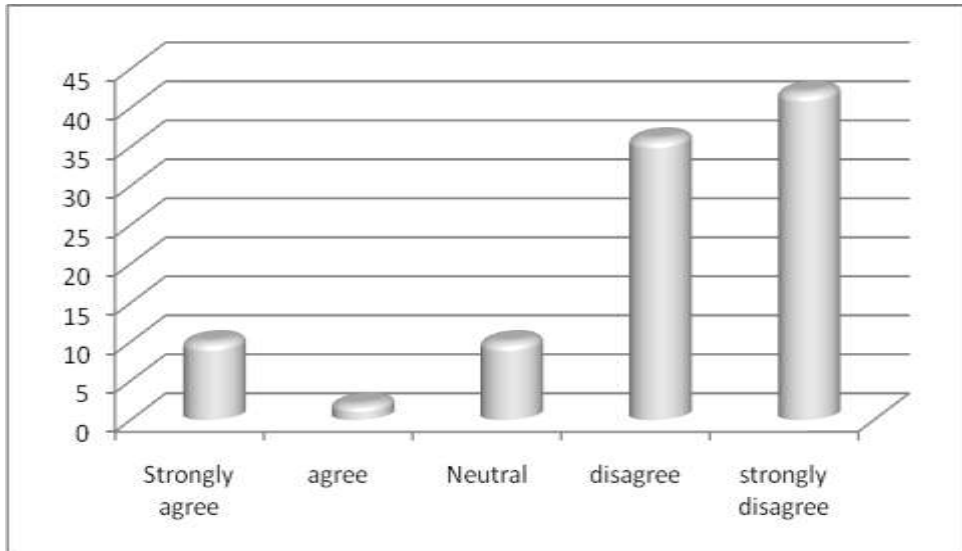


Figure (4.11) syllabuses are only centralized on the learners.

From the above table (4.12) and figure (4.11) It is clear that there are (5) answerers of the study sample with percentage (10%) strongly agreed with "The current Education undergraduate fist year English syllabuses are only centralized on the learners". There are (1) answerers with percentage (2%) agreed with that and (5) answerers with percentage (10%) were not sure that and (18) answerers with percentage (36%) disagreed. And (21) answerers with (42%) are strongly disagreed.

Only 12% and 10% percentages are scored for agree and not sure while vast majority of the instructors assure the importance of statement number four with percentage 78%. This result asserts the notion that the syllabus is not centralized on the learners.

*Education first year English syllabuses in Sudan University of Sciences and Technology are not centralized on the learners.

Statement No (5): The adopted Education undergraduate first year English syllabuses are implemented in overcrowded classes. **Table (4.13) The Frequency Distribution for the Respondents' Answers of statement No (5).**

Table (4.13) Syllabuses are implemented in overcrowded classes.

Valid	Frequency	Percent
Strongly agree	12	24.00%
agree	32	64.00%
Neutral	04	08.00%
disagree	01	02.00%
strongly disagree	01	02.00%
Total	50	100.00%

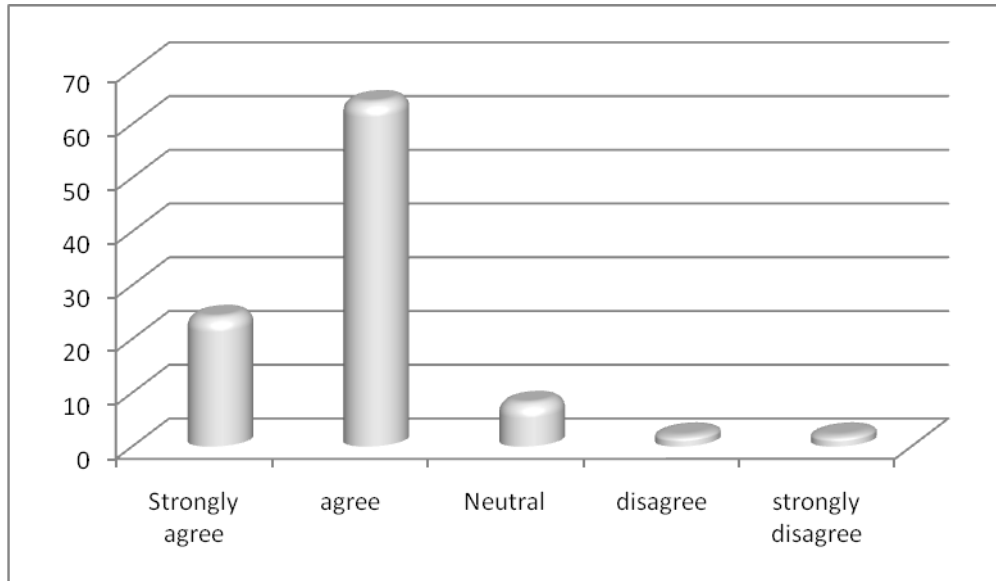


Figure (4.12) syllabuses are implemented in overcrowded classes.

From the above table (4.13) and figure (4.12) It is clear that there are (12) subjects of the study sample with percentage (24%) strongly agreed with "The adopted Education undergraduate first year English syllabuses are implemented in overcrowded classes ". There are (32) subjects with percentage (64%) agreed with that and (4) subjects with percentage (8%) were not sure that and (1) subjects with percentage (2%) disagreed. And (1) subjects with (2%) are strongly disagreed. It is found that, 88% of the sample population agrees that the current English syllabus is taught in overcrowded classes. This reflects the fact that majority of the participants support the statement number five. *Education first year English syllabuses in Sudan University of Sciences and Technology are implemented in overcrowded classes.

Statement No (6): The current Education undergraduate fist year English syllabuses allocate enough time for oral and listening skills. Table (4.14) The Frequency Distribution for the Respondents' Answers of statement No (6).

Table (4.14) syllabuses allocate enough time for oral and listening skills.

Valid	Frequency	Percent
Strongly agree	13	26.00%
agree	02	04.00%
Neutral	22	44.00%
disagree	04	08.00%
strongly disagree	09	18.00%
Total	50	100.00%

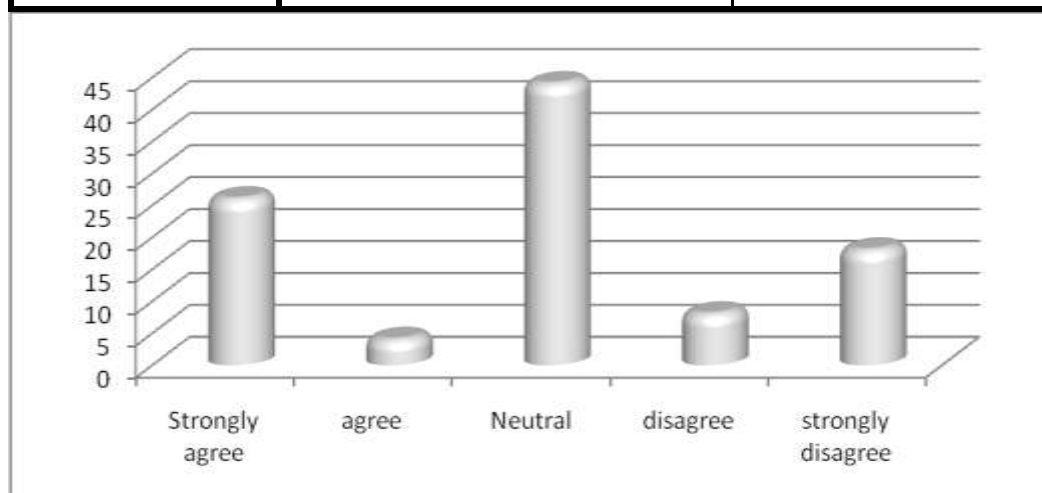


Figure (4.13) syllabuses allocate enough time for oral and listening skills.

From the above table (4.14) and figure (4.13) It is clear that there are (13) participants from the study sample with percentage (26%) strongly agreed with "The current Educational undergraduate English syllabuses allocate enough time for oral and written skills ". There are (2) participants with percentage (4%) agreed with that and (22) participants with percentage (44%) were not sure that and (4) participants with percentage (8%) disagreed. And (9) participants with (18%) are strongly disagreed. 30% of the sample members agree that the time is enough, 26% do not agree but nearly fifty percent are not sure of time sufficiency or insufficiency. What the researcher can obtain from table no (4.16) is that, the informants are not sure of the suitability or unsuitability of the allocated time. *The respondents are not sure of the suitability/unsuitability of the allocated time.

Statement No (7): The current Education undergraduate first year English syllabuses highlight the notion of language as a means of communication.

Table (4.15) The Frequency Distribution for the Respondents' Answers of statement No (7)

Table (4.15) Syllabuses highlight the notion of language as a means of communication

Valid	Frequency	Percent
Strongly agree	23	46.00%
agree	23	46.00%
Neutral	01	02.00%
disagree	02	04.00%
strongly disagree	01	02.00%
Total	50	100.00%

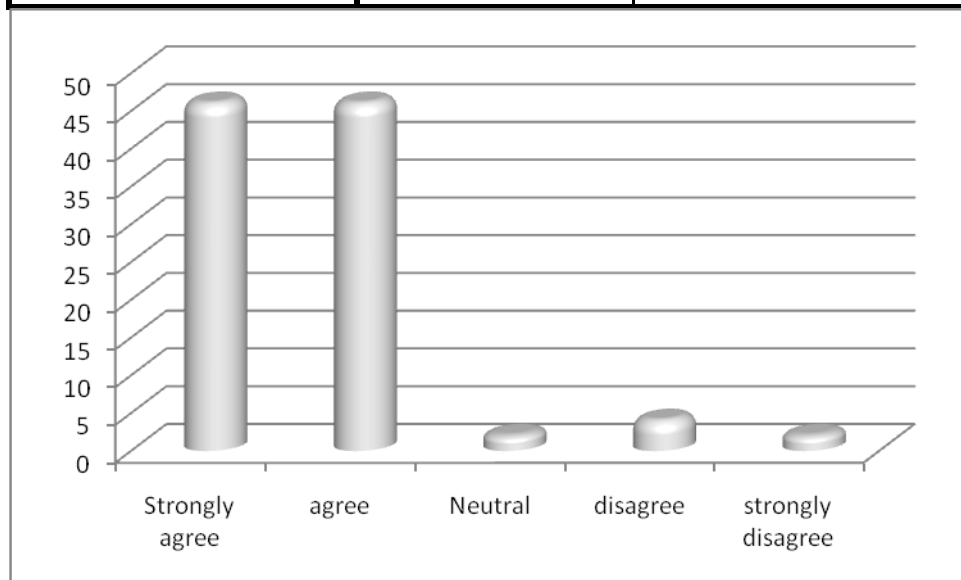


Figure (4.14) syllabuses highlight the notion of language as a means of communication

From the above table (4.15) and figure (4.14) It is clear that there are (23) members of the study's sample with percentage (46%) strongly agreed with "The current Education undergraduate first year English syllabuses highlight the notion of languages as means of communication".

There are (23) members with percentage (46%) agreed with that, and (1) members with percentage (2%) were not sure that, and (2) members with percentage (4%) disagreed. And (1) members with (2%) are strongly disagreed. 92% percentage is scored in favor of the fact that the syllabus accept the notion of language is used as a means of communication. It is a vast majority in compromise with statement number seven. The rest of the scores are 2% for not sure and 4% for disagree with little statistic significance. *The respondents assert that the syllabus adopts language as a means of communication.

Table (4.16) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis two: Undergraduate Education first year English syllabuses do not thoroughly apply and contain the communicative approach principles.

Nom.	Statement	mean	SD	Chi square	p-value
1	The currently-used Educational English syllabuses are mainly communicative competence-based	4	1.4	18	00.00
2	The current Education under graduate first year English syllabuses are grounded on what the students able to know as result of instruction	3.8	2.6	15	00.00
3	The present Education undergraduate first year English syllabuses lay much emphasis on the final exam.	3.9	0.8	20	00.01
4	The current Education undergraduate English syllabuses are focused on the learners only.	3.5	0.7	21	00.08
5	The adopted Education undergraduate first year English syllabuses are implemented in overcrowded classes.	3.5	2.7	21	
6	The current Education undergraduate English syllabuses allocate Enough time for oral and written skills.	3.7	1.4	17	0.000

7	The current Education undergraduate first year English syllabuses highlight the notion of language as means of communication.	3.8	2.6	15	0.000
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Table (4.16) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis two

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“The currently-used Education first year English syllabuses are mainly communicative competence-based**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“The current Education undergraduate first year English syllabuses are grounded on what the students able to know as result of instruction**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **The present undergraduate first year English syllabuses lay much emphasis on the final exam .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,

which support the respondents who agreed with the statement **“The current Education undergraduate first year English syllabuses are only centralized on the learners.”**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“The adopted Education undergraduate first year English syllabuses are implemented in overcrowded classes.”**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (6) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“The current Education undergraduate first year English syllabuses allocate Enough time for oral and written skills.”**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (7) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“The current Education undergraduate first year English syllabuses highlight the notion of language as means of communication.**

According to the previous result, we can say that the second hypothesis of the study is accepted.

4.5 Third Hypothesis Analysis: undergraduates are confronted by multiple problems consequence from the adoption of Education first year English syllabuses

Statement No (1): What the student learned is likely to be of less significance outside the lecture-room. Table (4.17) The Frequency Distribution for the Respondents' Answers of statement No (1).

Table (4.17) English Syllabuses have limited value outside the class

Valid	Frequency	Percent
Strongly agree	01	02.00%
agree	13	26.00%
Neutral	07	14.00%
disagree	08	16.00%
strongly disagree	21	42.00%
Total	50	100.00%

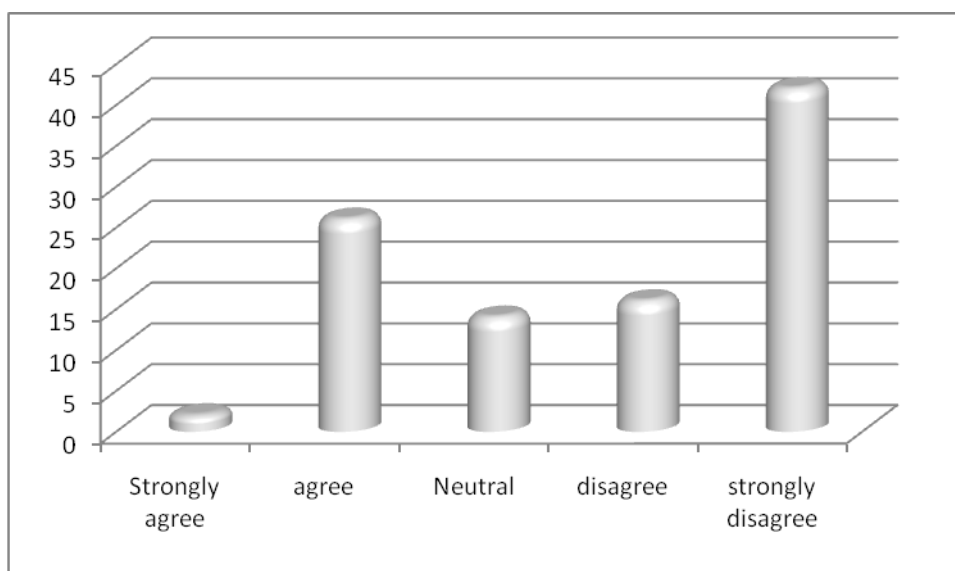


Figure (4.17) English Syllabuses have limited value outside the class

From the above table (4.17) and figure No (4.15) It is clear that there are (1) informants of the study sample with percentage (2%) strongly agreed with "What the student learned is likely to be of less

significance outside the lecture-room". There are (13) informants with percentage (26%) agreed with that and (7) informants with percentage (14%) were not sure that and (8) informants with percentage (16%) disagreed. And (21) informants with (42%) are strongly disagree. Based on table (4.19) majority of the subjects refuse the impossibility of transmitting what is learnt outside the lecture-room, with 58% percentage. What can be obtained from the responses is that the participants do not agree of the notion that what is taught is not likely to be transmitted outside the classroom.

*The participants do not agree that the syllabus has limited value outside the classes.

Statement No (2): If the students use knowledge, skills and culture to communicate with people of different backgrounds in real context they are then using English as a communication tool.

Table (4.18) The Frequency Distribution for the Respondents' Answers of statement No (2).

Table (4.18) Culture, knowledge and skills facilitate communication.

Valid	Frequency	Percent
Strongly agree	12	24.00%
agree	03	06.00%
Neutral	28	56.00%
disagree	05	10.00%
strongly disagree	02	04.00%
Total	50	100.00%

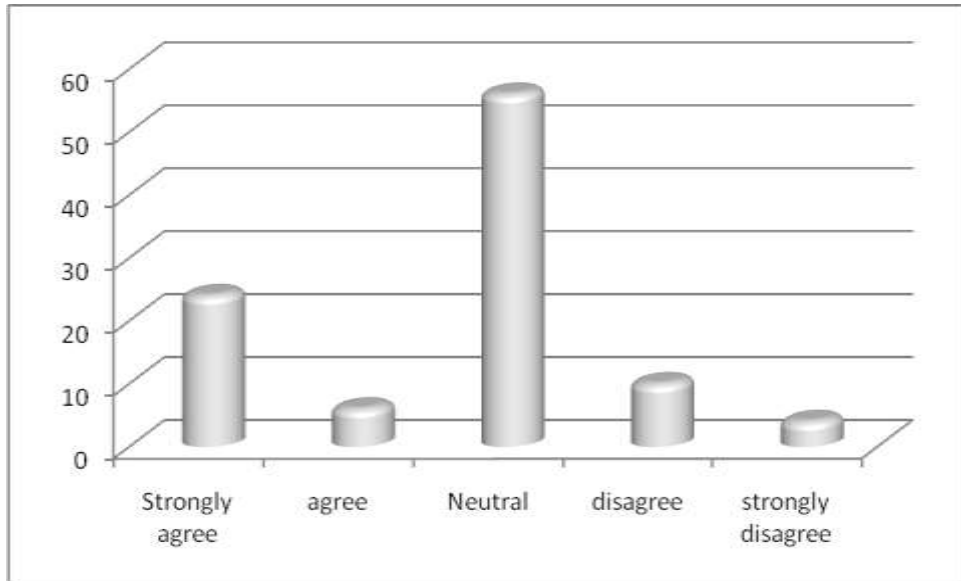


Figure (4.16) Culture, knowledge and skills facilitate communication.

From the above table (4.18) and figure (4.16) It is clear that there are (12) repliers of the study sample with percentage (24%) strongly agreed with "If the students use knowledge, skills and culture to communicate with people of different backgrounds in real context, they are then using English as a communication tool". There are (3) repliers with percentage (6%) agreed with that and (28) repliers with percentage (56%) were not sure that and (5) repliers with percentage (2%) disagreed. And (2) repliers with (0%) are strongly disagreed. 30% of the sample are in an agreement with the statement number two. But, only fourteen disagree and majority of the participants are not sure with a percentage of 56%.So the result is neutral.

*The participants are not sure of knowledge, skills and culture combination to enable the students to use language for communication.

Statement No (3): Traditional teaching methods are problematic compared with communicative teaching style to promote (CC).

Table (4.19) The Frequency Distribution for the Respondents' Answers of statement No (3).

Table (4.19) Traditional teaching methods are problematic

Valid	Frequency	Percent
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Strongly agree	25	54.0
agree	13	22.0
Neutral	02	20.0
disagree	6	4.0
strongly disagree	4	0
Total	50	100%

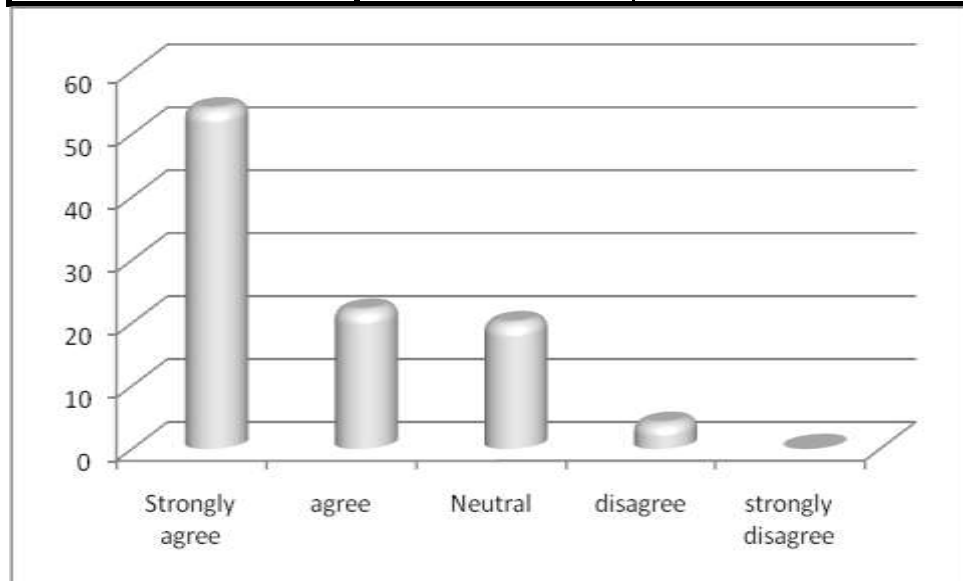


Figure (4.17) Traditional teaching methods are problematic

From the above table (4.19) and figure (4.17) It is clear that there are (25) answerers in the study sample with percentage (50%) strongly agreed with "Traditional teaching methods are problematic compared with communicative teaching style to promote (CC)". There are (13) answerers with percentage (26%) agreed with that and (2) answerers with percentage (4%) were not sure that and (6) answerers with percentage (12%) disagreed. And (4) answerers with (8%) are strongly disagreed. It could be summed up that the participants according to table no (4.21) totally agree with statement number three. Their percentage reads 76% of the sample population favors the notion that traditional teaching methods are problematic. It is a vast majority which is compatible with the statement number three. *Traditional teaching methods are problematic compared to communicative approach in CC promotion.

Statement No (4): According to Education first year English syllabuses, students gain much competence and little performance. **Table (4.20) The Frequency Distribution for the Respondents' Answers of statement No (4)**

Table (4.20) Students gain much competence and little performance.

Valid	Frequency	Percent
Strongly agree	27	54.0
agree	11	22.0
Neutral	10	20.0
disagree	2	4.0
strongly disagree	0	0
Total	50	100%

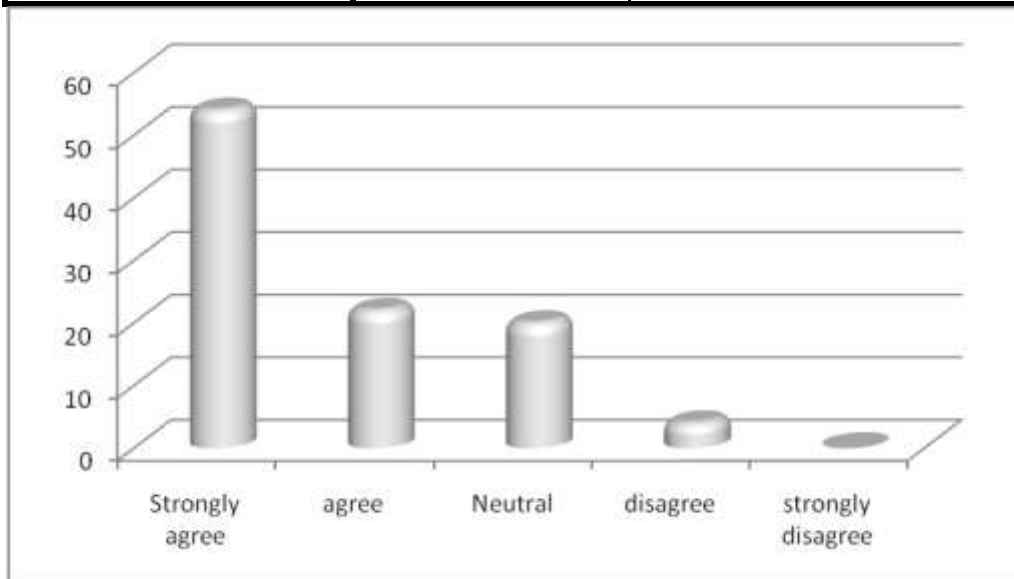


Figure (4.18) students gain much competence and little performance.

From the above table (4.20) and figure (4.18) It is clear that there are (27) participants of the study sample with percentage (54%) strongly agreed with "According to Education first year English syllabuses, students gain much competence and little performance ". There are (11) participants with percentage (22%) agreed with that and (10) participants with percentage (20%) were not sure that and (2) participants with percentage (4%) disagreed. And (0) participants with (0%) are strongly disagreed. With reference to table (4.22), a vast majority of the responses enhances the notion that students gain much competence and little performance with a percentage that reads76%.

* Students gain much competence and little performance according to the adopted English syllabuses in the first year of the Faculty of Education in Sudan University of Sciences and Technology.

Statement No (5): Students could make grammatically correct sentences notwithstanding, they are unable to use the language effectively.

Table (4.21) The Frequency Distribution for the Respondents’ Answers of statement No (5).

Table (4.21) Students are unable to use the language despite their knowledge of grammar.

Valid	Frequency	Percent
Strongly agree	16	32.0
agree	26	52.0
Neutral	4	8.0
disagree	2	4.0
strongly disagree	2	4.0
Total	50	100%

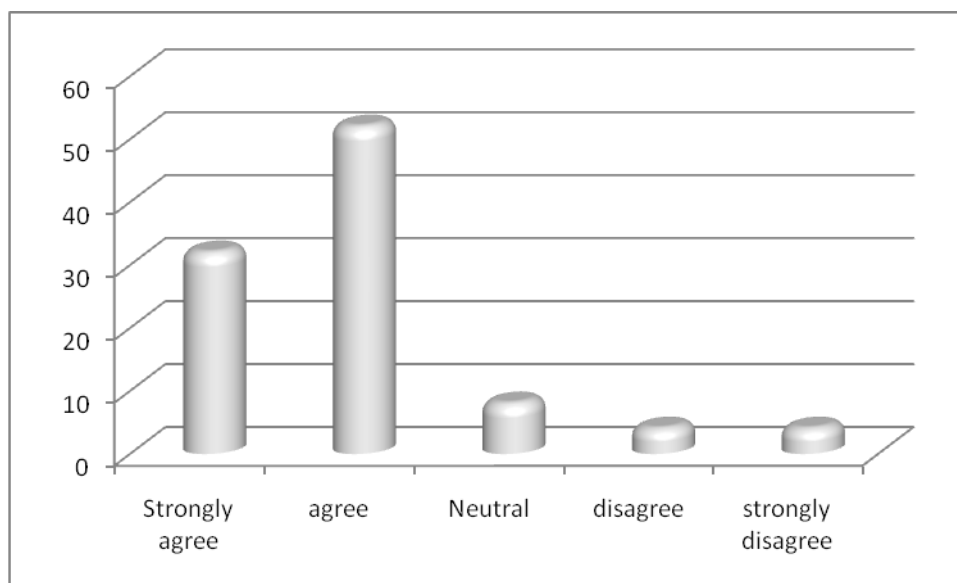


Figure (4.19) Students are unable to use the language despite their knowledge of grammar.

From the above table (4.21) and figure (4.19) It is clear that there are (16) members in the study's sample with percentage (32%) strongly agreed with "Students could make grammatically correct sentence notwithstanding they are unable to use the language effectively." There are (26) members with percentage (52%) agreed with that and (4) members with percentage (8%) were not sure that and (2) members with percentage (4%) disagreed. And (2) members with (4%) are strongly disagreed. The result of the participants' responses are nearly identical with statement no (5) since a vast majority of the participants agree that students could make correct grammatical sentences but, still they unable to use language for communication in real life situations. Their percentage registers 84%. *The possibility of making correct grammatical sentences will not ends to the language effective use.

Statement No (6): Ignoring language in use and focusing on secondary purposes is additional problem. Table (4.22) The Frequency Distribution for the Respondents' Answers of statement No (6).

Table (4.22) Ignorance of language in use and focusing on secondary purposes

Valid	Frequency	Percent
Strongly agree	19	38.00%

agree	25	50.00%
Neutral	06	12.00%
disagree	00	00.00%
strongly disagree	00	00.00%
Total	50	100.00%

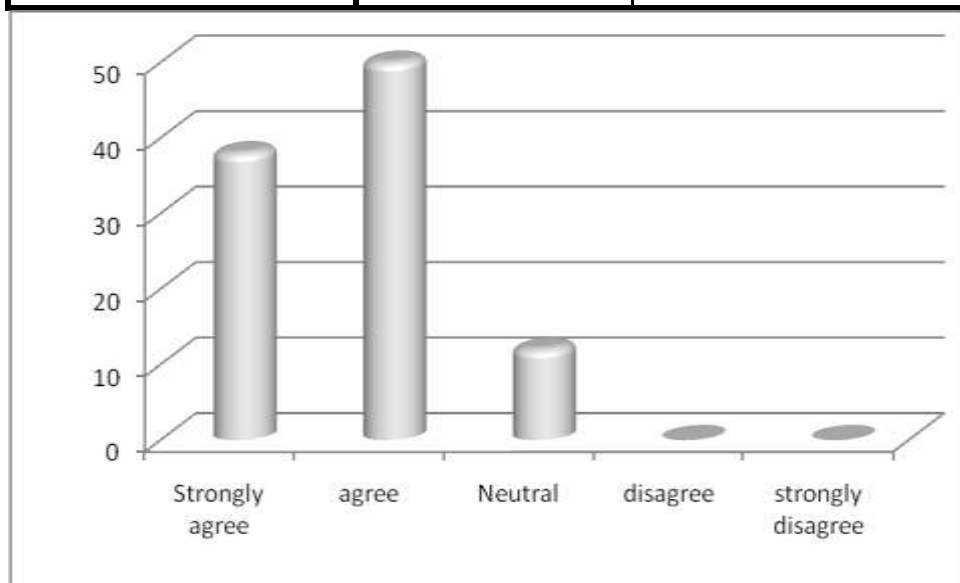


Figure (4.20) Ignorance of language in use and focusing on secondary purposes

From the above table (4.22) and figure (4.20) It is clear that there are (19) respondents of the study sample with percentage (38%) strongly agreed with "Ignoring languages in use and focusing on secondary purposes is additional problem ". There are (25) respondents with percentage (50%) agreed with that and (6) respondents with percentage (12%) were not sure that and (0) respondents with percentage (0%) disagreed. And (0) respondents with (0%) are strongly disagreed.88% of the teachers agree that basic purposes are ignored whereas emphasis is lain on secondary ones. There is 12% who are not sure and 0% for disagree. That can be interpreted as vast majority of the students support statement number six. *Students do not benefit from emphasizing secondary purposes on the account of the basic ones.

Statement No (7): Instruction outcomes distortion can be mirrored in students who are knowledgeable but simultaneously incapable of using the language. Table (4.23) The Frequency Distribution for the Respondents' Answers of statement No (7).

Table (4.23) Distortion is mirrored in Knowledgeability that parallels incapability

Valid	Frequency	Percent
Strongly agree	13	26.00%
agree	20	40.00%
Neutral	07	14.00%
disagree	06	12.00%
strongly disagree	04	08.00%
Total	50	100.00%

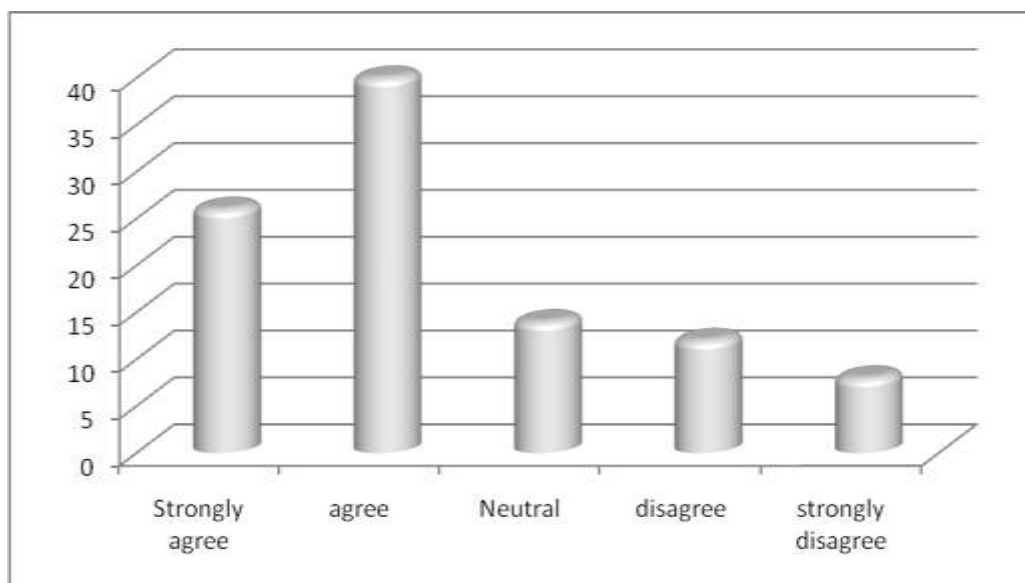


Figure (4.21) distortion is mirrored in Knowledgeability that parallel incapability

From the above table (4.23) and figure (4.21) It is clear that there are (13) informants of the study sample with percentage (26%) strongly agreed with "Instruction outcomes distortion can be mirrored in students who are knowledgeable but simultaneously incapable of using the language. There are (20) informants with percentage (40%) agreed with that and (7) informants with percentage (14%) were not sure that and (6) informants with percentage (12%) disagreed. And (4) informants with (8%) are strongly disagreed. Majority of the sample are agreeing with notion that students are knowledgeable, but still they are incapable of using the language effectively. Their percentage is 66%. The rest of the participants scores 20% disagree and 14% are not sure. *Educational outcomes distortion is mirrored in the students' ability of knowing the language and ignoring its use.

Table (4.24) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis three: undergraduates are confronted by multitude of problems consequence from the adoption of Education first year English syllabuses.

Nom.	Statement	mean	SD	Chi square	p-value
1	What the student learned is likely to be of less significance	03	3.5	22	00.00

	outside the lecture-room.				
2	If the students use knowledge, skills and culture to communicate with people of different backgrounds in real context they are then using English as a communication tool .	04	2.7	33	00.00
3	Traditional methods of teaching are problematic compared with communicative teaching to promote communicative competence.	04	4.6	41	00.00
4	According to Education first year English syllabuses, students gain much competence and little performance	3.8	1.4	22	00.00
5	Students could make grammatically correct sentences notwithstanding they are unable to use the languages effectively.	3.2	2.4	21	00.00
6	Ignoring the languages is use and focusing on secondary purposes is additional problem.	3.9	3.5	24	00.00
7	Distortion of instructional outcomes can be mirrored in students who are knowledgeable but simultaneously incapable of using the languages.	3.8	2.7	33	00.00

Table (4.24) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis three

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“What the students learned is likely to be of less significance outside the lecture-rooms.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement. **If the students use knowledge, skills and culture to communicate with people of different backgrounds in real context they are then using English as a communication tool.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“Traditional methods of teaching are problematic compared with communicative teaching style to promote communicative competence.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“According to Education first year English syllabuses, students gain much competence and little performance**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“Students could make grammatically correct sentences notwithstanding, they are unable to use the language.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“Ignoring language in use and focusing on secondary purposes is additional problem**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“Instruction outcomes distortion can be mirrored in students who are knowledgeable but simultaneously incapable of using the language”**.

According to the previous results we can say that the third hypothesis of the study is accepted.

4.6 Checklist Analysis

Table (4.25) Selected readings in literature

Item	Frequency	Percent
In favor	05	45.50%
Not in favor	06	54.50%
Does not Exist	00	00.00%
Total	11	100.00%

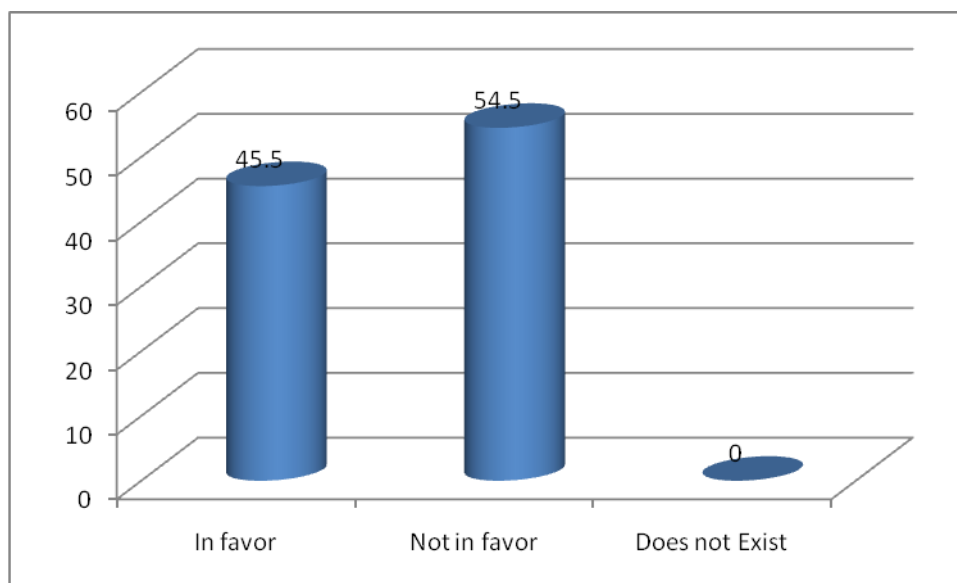


Figure (4.22) Selected readings in literature

In table (4.25) and Figure (4.22) the researcher scrutinizes eleven elements in college of Education first year English courses. They are as follows:[Credit Hours, Class Environment, Teaching methods, Intensive readings of short stories, Summary, Quizzes, Practice, Content, Learning outcomes, enhance reading and increasing vocabulary].These items of the course (Selected readings in literature) are compared with the principles of communicative competence approach. The result of the analysis indicates that, five out of eleven with a percentage 45.5% support the CAPS whereas; six out of eleven with a percentage 54.5% in the course do not support the communicative approach features and principles. Thus, majority of the elements concerning the course under investigation are not in favor of CAPS.

Table (4.26) Reading Skills

Item	Frequency	Percent
In favor	03	30.00%
Not in favor	06	60.00%
Does not Exist	01	10.00%
Total	10	100.00%

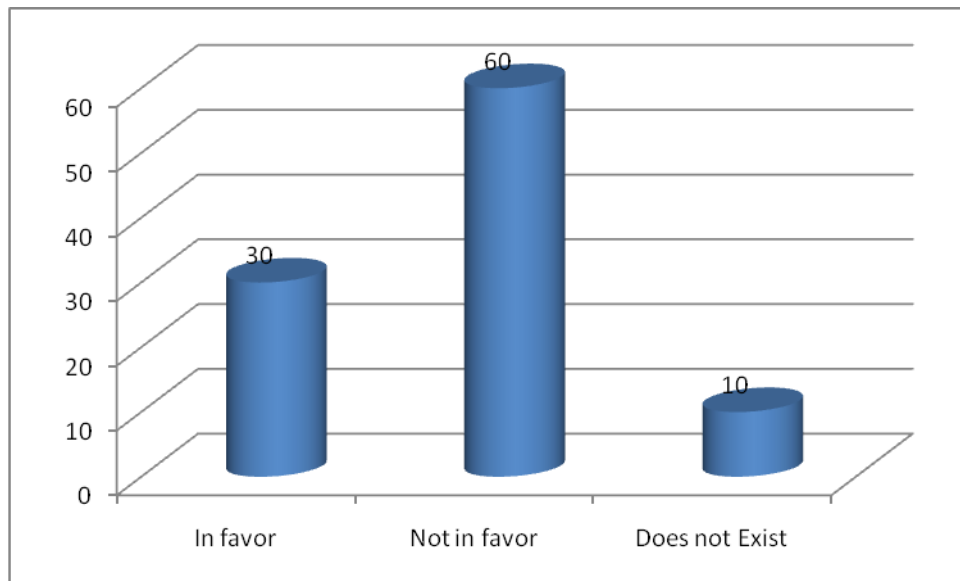


Figure (4.23) Reading Skills

In table (4.26) and Figure (4.23) which is concerned with the course entitled: (Reading Skills), the researcher compared ten elements related to the course with the CAPS. The results show that, three out of ten items in the course are compatible with CAPS with percentage that reads 30%, while six out of ten do not support CAPS and records 60% and one item with 10% is scored under the category does not exist. It could be concluded that majority of the elements in the observed course does not agree with CAPS while minority of the items does.

Table (4.27) Listening skills:

Item	Frequency	Percent
In favor	04	44.40%
Not in favor	05	55.60%
Does not Exist	00	00.00%
Total	09	100.00%

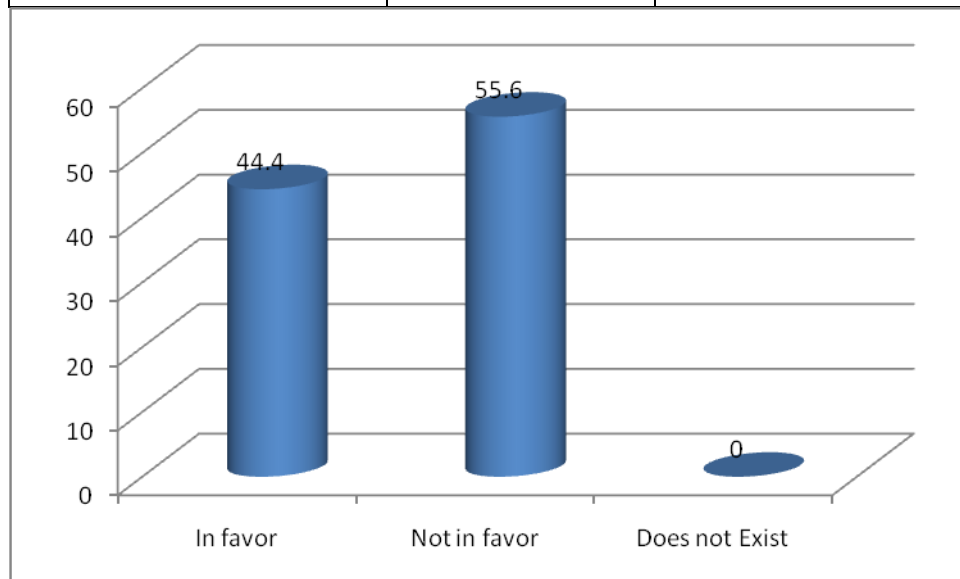


Figure (4.24) Listening skills

From the above table (4.27) and figure (4.24), nine elements of the (Listening Skills) course are compared with the CAPS and it is found that, four out of nine elements are agreeable with CAPS with percentage 44.4%. But, there are five out of nine elements with a percentage 55.6% are not. Category 'does not exist', reads zero for both frequency and percentage. Based on this analysis, majority of the elements in the course under observation and check lacks compatibility with CAPS.

Table (4.28) Speaking skills

Item	Frequency	Percent
In favor	04	50.00%
Not in favor	03	37.50%
Does not Exist	01	12.50%
Total	08	100.00%

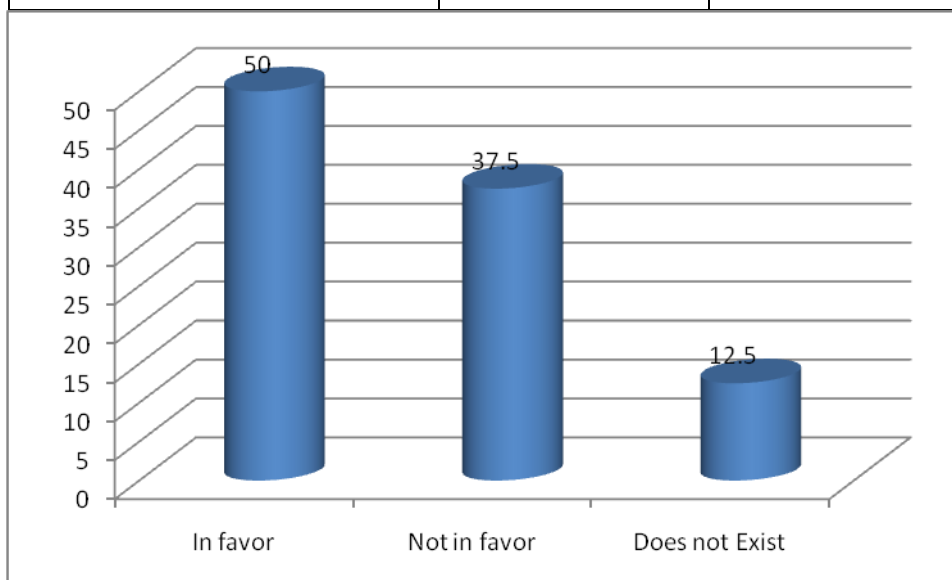


Figure (4.25) Speaking skills

Having a look at the table (4.28) and Figure (4.25), the investigator checks eight elements and compared them with CAPS. These elements are related to a course called (Speaking Skills). It is concluded that, four out of eight elements support CAPS with percentage reads 50%, three out of eight elements with percentage 37.5% do not agree with CA principles and one out of eight with percentage 12.5% is registered under does not exist category. not in According to this table and figure, the result is drawn fifty-fifty for both in favor and not in favor and favor of CAPS.

Table (4.29) English grammar:

Item	Frequency	Percent
In favor	01	10.00%
Not in favor	09	90.00%
Does not Exist	00	00.00%
Total	10	100.00%

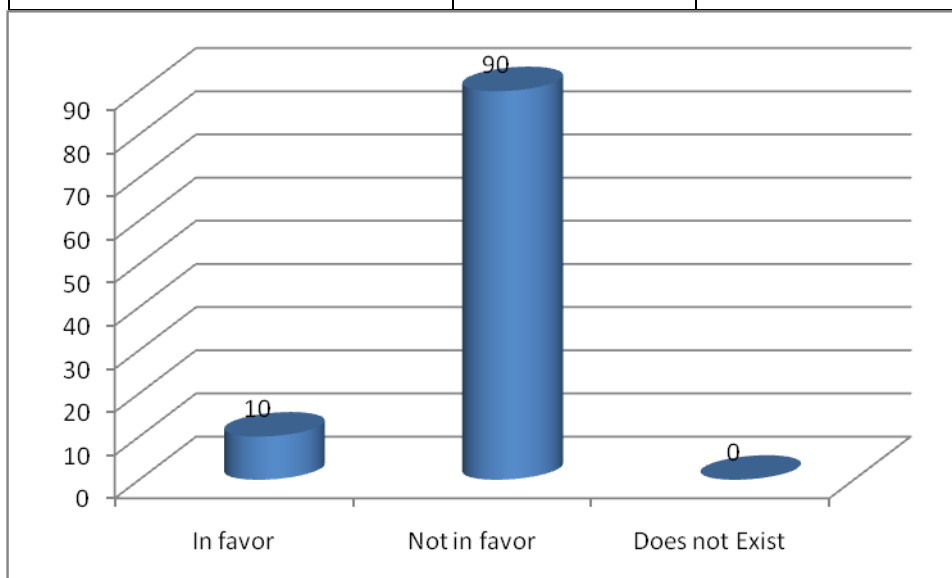


Figure (4.26) English grammar

From the above table (4.29) and Figure (4.26), one out of ten elements in (English Grammar) course with percentage 10% are in favor of CAPS, but nine out of ten elements with percentage 90% do not match CAPS. Category 'does not exist' reads zero. That indicates vast majority of elements in this course are not matching features and principles of CA.

Table (4.30) Introduction to linguistics:

Item	Frequency	Percent
In favor	00	00.00%
Not in favor	08	100.00%
Does not Exist	00	00.00%
Total	08	100.00%

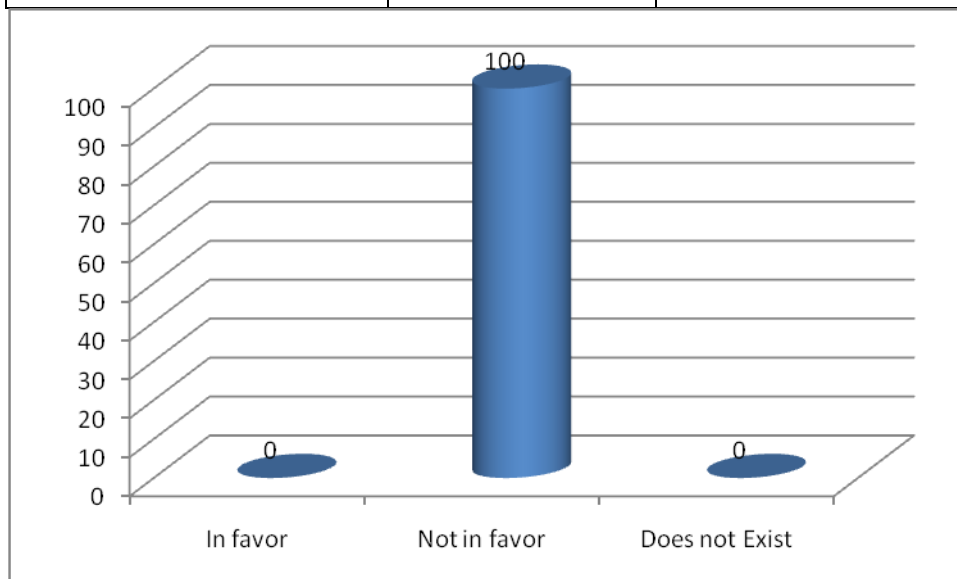


Figure (4.27) Introduction to linguistics

In table (4.30) and Figure (4.27) Introduction to linguistics, eight elements of the course are matched with the caps, and the results are as the following: zero frequency and percent is registered in the columns in favor and does not exist, but eight out of eight do not support CAPS with percentage 100%. What it can be understood from these percentages and frequencies is that, this course is totally against CAPS.

Table (4.31) Introduction to Literature:

Item	Frequency	Percent
In favor	00	00.00%
Not in favor	07	100.00%
Does not Exist	00	00.00%
Total	07	100.00%

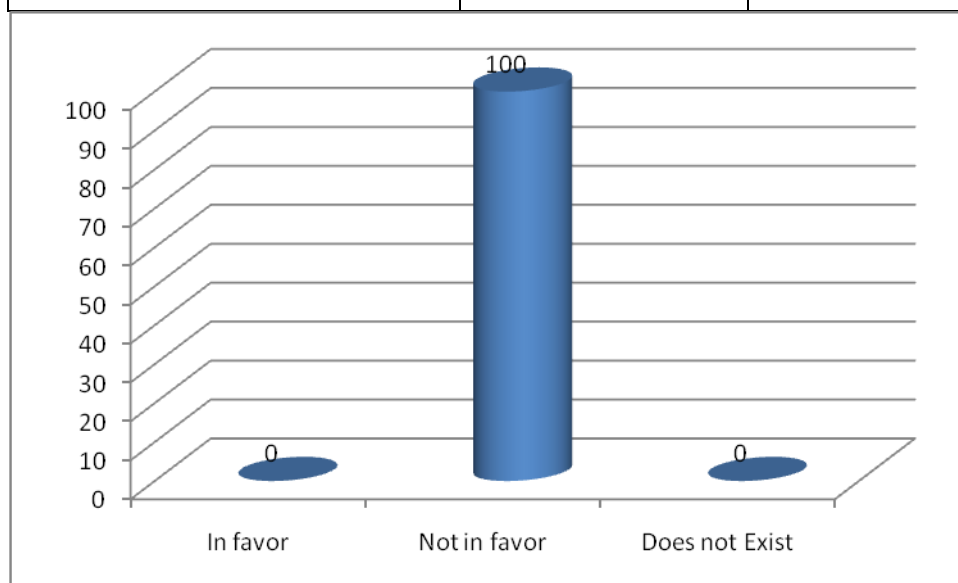


Figure (4.28) Introduction to Literature

According to table (4.31) and Figure (4.28) which categorized as: (Introduction to Literature), seven elements in the course are paralleled to CAPS and the results point that, zero frequency and percent is registered under 'in favor' and 'not exist', but seven out of seven is scored under 'not in favor' of CAPS. That means vast majority of the elements totally contradict with CAPS.

Table (4.32) Result of the seven courses:

Item	Frequency	Percent
In favor	17	27.00%
Not in favor	44	69.80%
Does not Exist	02	03.20%
Total	63	100.00%

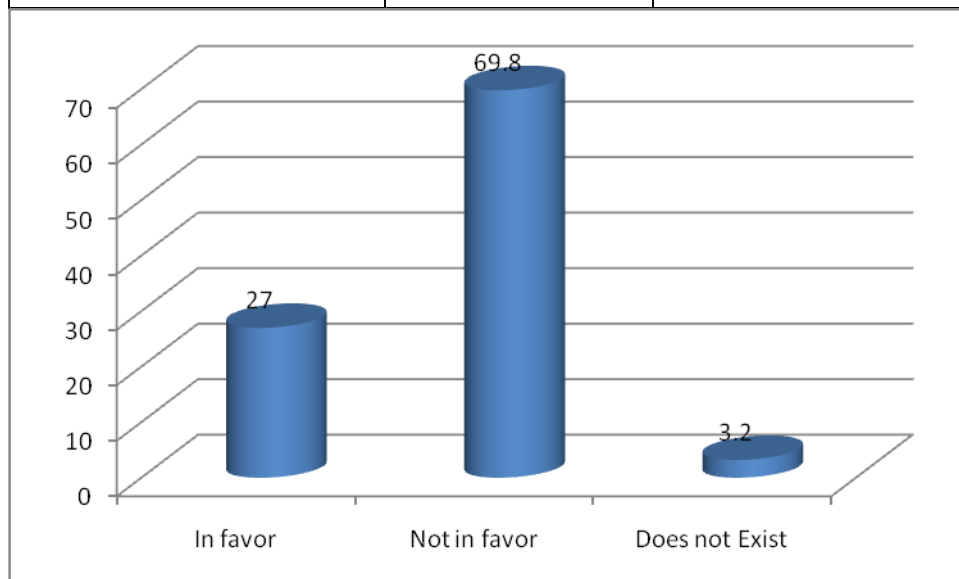


Figure (4.29) Result of the seven courses

In the above table (4.32) and Figure (4.29), 'The Total Result', in favor category scores seventeen out of sixty-three frequencies with percentage 27% whereas, not in favor reads forty-four out of sixty-three frequencies with percentage 69.8% and finally, does not exist, scores two out of sixty-three frequencies with percentage 3.2%. What can be extracted from this table is that, majority of the courses are not compatible with the principles of the communicative approach. For this reason, they are not likely to develop the students' communicative competence. This overall result of the observation checklist asserts the staff's responses of the questionnaire from one hand, and from the other, verifies the hypotheses.

4.7 Verification of the Study Hypotheses

This study investigates current undergraduate English syllabuses' shortcoming that impede communicative competence development in Sudanese universities. Communicative competence in the study refers to the students' ability of knowing the rules of language use as well as the language knowledge as Nunan (2013:24) points out that communicative competence refers to, "Knowledge of the rules of use and appropriateness and includes linguistic competence. Adding that, "It is not what the students know about language but what they do with language". This study encompasses three hypotheses. They are concerned with the shortcomings of the syllabus design, lack of communicative approach principles during application and designing phase and finally, the effects of this situation accompanied by the adoption of traditional methods of teaching. The study employs two tools for the purpose of data collection and verification of the hypotheses. The results are used to test the research hypotheses. It first uses a questionnaire which is administered to fifty teaching staff of Sudan University of Sciences and Technology and Sudan World University. The sample represents the Sudanese universities teaching staffs community. The questionnaire divides into three sections in harmony of the research hypotheses. Each section consists of seven statements related to the targeted hypothesis. The research, moreover, manipulates an observation check list which is designed by the researcher to assure or negate the application of communicative approach principles. The findings of the research reveal that there are designing shortcomings related to the currently-used syllabuses in college of Education in Sudan University. They conclude that the communicative approach principles are not thoroughly applied. Thus, students are confronted by many problems attributed to the current syllabuses. The main problem is that the learners are unable to use language for communication and socialization outside the lecture rooms. Adam (2004:20) indicates that in order to avoid obstacles that hinder students' communicative competence promotion there

should be, "More precision in curriculum design and an acknowledgement that more effective and varied language styles can benefit the learner".

1. According to hypothesis one, There are various shortcomings that do not facilitate the C(C) promotion in College of Education English syllabuses in Sudan University. The results of the analysis prove that the syllabuses are mainly based on gaining information and teaching language as a subject and not as a means of doing things in real life. The syllabuses are centralized on the teacher's role, instructions and authority. In addition, speaking and listening skills are not fully addressed in the currently-used syllabuses. The syllabuses focus basely on the linguistic competence. In addition to that, instruction method of teaching does not adopt balance in teaching the main skills of language. Further, the participants' responses assure that current syllabuses are not likely to promote students' communicative competence. Based on the respondents' answers a vast majority of the participants assure this supposition. It could be put differently that six out of seven statements support hypothesis one with percentage 85.7 %. That means hypothesis number one is verified by vast majority of the participants.

2. Hypothesis Two: In College of Education undergraduate English syllabuses do not apply (CA) principles.

This present study results, in response to the participants' replies and the checklist analysis, prove that syllabuses are not designed on what the students able to do as a result of instruction but on what they are able to know. Next, there is an excessive emphasis on the final written exams. Then, learner is not in the centre of significance of the teaching method. Eventually, the environment in which the syllabuses are implemented is not promising. Educational resources are not available and the classes are overcrowded. This can be glimpsed in Yusuf's study (2017) who claims that, "The communicative task-based instruction is the most suitable, effective, relevant and appropriate for teaching English as foreign language in Sudanese universities". That is to say four out of seven statement support hypothesis two. This result scores 57% are in favor of this supposition. Thus the hypothesis is mostly verified according to the informants' results.

2. Hypothesis Three: Multiple problems are attributed to the adoption of the currently-used English syllabuses. Analysis results indicate that five out of seven statements that

are chosen by the respondents support the hypothesis. The result percentage reads 71%. That means majority of the responses enhances hypothesis number three. Therefore, it is verified.

4.8 Why Communicative approach principles (CAPS) are not applied in Sudanese universities in particular and in educational institutes in general?

Based on the study results, the supposed reasons behind not applying (CAPS) are the following:

1. Instructors need to know these principles practically.
2. Syllabus evolution is very slow and superficial.
3. Syllabuses are not designed by specialists.
4. Application of (caps) will cost a lot while the real expenditure is too limited in Sudan.
5. Students are still unaware of the benefits of the new approaches and due to students' and instructors' resistance of change.
6. English language education sometimes lack strategic planning and is affected by political moods as it is accused of being against values and traditions.
7. English instructors, as affected by similar syllabuses, also vary in their competencies. Some of them are really incompetent in English language and unable to use the language properly. Therefore, training is urgent.
8. Syllabus designers do not incorporate CAPS in the current syllabuses responding to obligation of higher education mainstream and separation of the three phases of syllabus design (planning, implementation and evaluation).

4.9 Summary of the Chapter

In chapter four the researcher deals with the data analysis. First, there is the questionnaire analysis. Then, the checklist comes in the second order. In the third step, the investigator discusses the research questions in the light of the two tools results. Finally, he concludes the chapter.

Chapter Five

Summary of the Study, Findings, Recommendations and Suggestions for Further Studies

5.1 Summary of the Study

This study aims to investigate undergraduate English syllabus design shortcomings that prevent (CC) promotion in Sudan university, College of Education first year. The study adopts mixed method of research. It uses descriptive and analytic approach of research. The study manipulates two tools to test the hypotheses of the typology. It uses a questionnaire and an observation checklist. Based on data analysis, the results show that syllabuses are language-based, teacher-centered, grounded on what the students able to know and instruction is carried out in overcrowded classes. According to the results CAPS are not thoroughly applied. The study recommends modification of English syllabuses towards application of communicative approach principles. It suggests investigating difficulties of applying CAPS and language use in comparison to language knowledge methods of teaching.

5.2 Findings of the Study

Based on the results of the study which extracted from the tested hypotheses, making use of a checklist and a questionnaire, the researcher can conclude these findings:

1. English syllabuses are mainly language-based.
2. Undergraduate English syllabuses are teacher-centered.
3. The manipulated English courses are not suitable for (CC) promotion.
4. Oral and listening skills are not sufficiently covered.
5. Syllabuses are grounded on gaining knowledge and information.
6. Traditional teaching methods emphasize secondary purposes.
7. Students gaining competence at the cost of lacking performance.

Incase all these shortcomings in syllabus design are avoided, (CA) principles and features are included and applied, the Education undergraduate first year English syllabuses in Sudan University of Sciences and Technology will play a positive role in the students' (CC) development. And that is the overall aim of the study from which both students' and teachers' performance will positively progress.

5.3 Recommendations

The researcher, in harmony of the findings and the obtained results, recommends the following:

1. Syllabus designers are asked not to design information-based or subject-matter-bound or knowledge-based syllabuses.
2. Syllabuses should not be centralized on the teacher.
3. The researcher recommends modification of the current English syllabuses' quality, precision and adoption of the effective methods of teaching such as CAPS.
4. Enhancement of oral and listening skills.
5. To avoid emphasizing grammatical rules, accumulation of vocabulary and language structures.
6. CAPS are recommended to be applied as an alternative for traditional methods.

2.4 Suggestions for Further Studies

Covering all aspects of interrelated disciplines such as syllabus design and communicative competence is beyond the coverage of one study. This current study provides its contribution in the area of syllabus design as a facilitator of communicative competence development. The investigator tries to find a connection between students' inability of using language for communication and the syllabus design role in hindering the students' ability of using language for communication in real life. Consequently, the investigator would like to suggest the following to be investigated by the researchers to thoroughly bridge the gap of including communicative language teaching in the syllabus design:

1. Challenges that hinder communicative competence-based syllabus design in the university levels of education.
2. The effects of adopting modern methodologies of teaching.
3. Communicative approach principles (CAPS) possibility of application.
4. Comparing Language use with language knowledge styles of teaching.
5. Assessment and evaluation role in the educational process promotion.
6. Class environment and equipment in promoting (CC).

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APPENDICES

Appendix (1)

Sudan University of Sciences and Technology

College of Graduate Studies

College of Languages

QUESTIONNAIRE

Dear university teaching Staff,

This questionnaire is used by the researcher as a tool for data collection of a PhD research in English language (Applied Linguistics). You're kindly requested to tick only one of the five choices. Your precision and serious selection is of great significance. There is no any likeliness of your answers to be used rather than for academic purposes. You are also free to decide not to response or to withdraw at the stage you like to. The research is entitled:

To what Extent English Syllabuses in Sudanese Universities are Professionally Designed to Address the Students' Communicative Competence Need

Section One: There are various shortcomings that do not facilitate communicative competence promotion in Education undergraduate English syllabuses.

No	Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
	The Education first year English syllabuses content is information-based with much emphasis on subject-matter.					
	The currently-used first year English syllabuses in Faculty of Education lack relevance to the outside world.					
	The adopted undergraduate first year English syllabuses are more teacher-					

	centered than learner-centered.					
	The education first year English structural syllabuses are suitable for communicative competence promotion.					
	Education under graduate first year English syllabuses contain a few oral and listening skills.					
	The employed English syllabuses mainly focus on grammatical rules, vocabulary and language systems.					
	The present used English syllabuses in Faculty of Education do not equally focus on the four language skills.					

Section Two: Undergraduate Education first year English syllabuses do not apply communicative approach principles.

No	Statements	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
	The currently used English syllabuses is mainly communicative competence-based.					
	The current education under graduate first year English syllabuses are grounded on what the students able to know as result of instruction.					
	The present Education undergraduate first year English syllabuses lay much emphasis on the final exam.					
	The current Education undergraduate English syllabuses are only centralized on the learners.					
	The adopted Education undergraduate first year English syllabuses are implemented in overcrowded classes.					
	The current Education undergraduate fist year English syllabuses allocate enough time for oral and listening skills.					
	The current Education undergraduate first year English					

	syllabuses highlight the notion of language as a means of communication.					
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Section Three: undergraduates are confronted by multiple problems resulting from the adoption of Education first year English syllabuses.

No	Statements	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
	What the student learned is likely to be of less significance outside the lecture-room.					
	If the students use knowledge, skills and culture to communicate with people of different backgrounds in real context they are then using English as a communication tool.					
	Traditional teaching methods are problematic compared with communicative teaching style to promote communicative competence.					
	According to Education first year English syllabuses, students gain much competence and little performance.					
	Students could make grammatically correct sentences notwithstanding; they are unable to use the language effectively.					
	Ignoring language in use and focusing on secondary purposes is additional problem.					

	Instruction outcomes distortion can be mirrored in students who are knowledgeable but simultaneously incapable of using the language.					
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Appendix (2)

Sudan University of Science and Technology

College of Languages

College of Graduate Studies

OBSERVATION CHECKLIST

To what extent Education First year English Syllabus contains the necessary communicative approach principles and features that enhance communicative competence promotion?

(The two semesters with exclusion of the repeated courses)				
Course Title		In favor	Not in favor	Does not Exist
Selected readings in literature.				
Objectives	A. Enhance reading.	√	-	-
	B. Increase vocabulary.	-	√	-
Credit Hours	2. Hours. Limited time.	-	√	-
Class Environment	Range between 100 -200. Overcrowded and un-resourced classrooms	-	√	-
Teaching methods	Lectures.	-	√	-
Course Description	Intensive readings of short stories.	√	-	-
	Summary	√	-	-
	Quizzes	-	√	-
Practice	Lack of practice.	-	√	-
Content	Simplified literature books like Jane Eyre and Animal Farm.	√	-	-
Learning outcomes	To understand simplified texts information.	√	-	-
Total				

Reading Skills				
Objectives:	Improve reading comprehension and increase speed. Reading strategies and practice reading.	√	-	-
Contact Hours:	2. Hours, too limited time.	-	√	-
Class Environment	Overcrowded and un-resourced classrooms.	-	√	-
Teaching methods	lectures	-	√	-
Course Description	Reading strategies and skills skimming, scanning	√	-	-
	And vocabulary skills.	-	√	-
Practice	Lack of practice.	-	√	-
Balance of skills	No writing course. (imbalance)	-		√
Content	Skimming, scanning, intensive reading, main points, direct meaning, inference, text organization, reading graphs, tables and charts, inferring word meaning, word analysis, using the dictionary and homework readings.	√	-	-
Learning outcomes	They read variety of texts. Quantity-based.	-	√	-
Total				
Listening skills				
Objectives	Develop listening.	√	-	-
	Make students familiar with English sounds.	-	√	-
Credit Hours	2. Hours, limited time.	-	√	-
Class Environment	Overcrowded and un-resourced classrooms.	-	√	-
Teaching methods	Lectures.	-	√	-
	Lab.	√	-	-
Course Description	helps students to develop listening	√	-	-
Practice	Available. But not sufficient according to time and students' numbers.	-	√	-
Content	Listening for: main idea, details, recognizing speaker's attitudes, relevant or irrelevant information, rephrasing the speaker's words, recognizing and using speaking strategies.	√	-	-
Total				
Speaking skills				
Objectives	Understand spoken English.	√	-	-
Contact Hours	2. Hours. Time is too limited.	-	√	-
Class Environment	Overcrowded and un-resourced classrooms.	-	√	-
Teaching methods	Lectures.	-	√	-
Course Description	Practical language use. Understand lectures, speak about different topics.	√	-	-
Practice	Available but not enough according to	-	-	√

	time and class size.			
Learning outcomes	Understand spoken English.	√	-	-
Content	Greeting, introductions, offers, suggestions, apology, express feelings, invitation and dialogues.	√	-	-
Total				
English grammar				
Objectives	Accuracy.	-	√	-
	Integrated with other skills.	√	-	-
Credit Hours	2. hours per week. Limited time.	-	√	-
Class Environment	Overcrowded and un-resourced classrooms.	-	√	-
Teaching methods	Lectures.	-	√	-
Course Description	Basic structures.	-	√	-
Practice	Lack of practice.	-	√	-
Content	Rules tenses and structures, a bout language.	-	√	-
Nature	Descriptive grammar.	-	√	-
Outcomes	Understand and practice rules of grammar.	-	√	-
Introduction to linguistics				
Objectives	Introduce students to language and linguistics.	-	√	-
Credit hours	2. Hours. Allocated time is limit.	-	√	-
Class Environment	Overcrowded un-resourced class.	-	√	-
Teaching methods	Lectures.	-	√	-
Course Description	Language systems.	-	√	-
Practice	Lack of practice.	-	√	-
Content	About language and its systems.	-	√	-
Outcomes	Understand the nature of language.	-	√	-
Total				
Introduction to Literature				
Objectives:	To know basic elements of poetry.	-	√	-
Contact Hours	2. Hours. Time allocated is insufficient.	-	√	-
Class Environment	Overcrowded un-resourced class.	-	√	-
Teaching methods	Lectures.	-	√	-
Course Description	Fiction, drama and subspecies.	-	√	-
Practice	Lack of practice.	-	√	-
Content	Definitions, poetry drama, fiction, characterization, novels and short stories.	-	√	-
Total				

Appendix (3) CA Principles

Authentic language and materials.	CC promotion
Errors are tolerated: Trial and error principle is adopted.	Learner-centered
Arises Motivation	Emphasizes functions, meaning and purpose
Skills start from the beginning.	Prioritizes fluency to accuracy
Relevant to real life situations	Balance of basic skills
It highlights collaboration.	Memorization, drills, vocabulary, structures and learning language in isolation are substituted by language use, meaning and context.
It adopts Time flexibility and sufficiency of activities and tasks.	Focuses on what? and How? To learn.
Limited drills and exercises are accepted when needed.	Drama, role-play or games, critical thinking, problem-solving and creativity.