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**Department of English**

**College of Basic Education**

**University of Salahaddin-Erbil**

**Subject: Textbook Analysis**

**Course Book – *4th Grade students***

**Reka Husamaddin Yasin**

**Academic Year: 2022/2023**

**Course Book**

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| **1. Course name** | **Textbook Analysis** |
| **2. Lecturer in charge** | **Reka Husamaddin Yasin** |
| **3. Department/ College** |  |
| **4. Contact** | **e-mail: reka.yaseen@su.edu.krd** |
| **5. Time (in hours) per week**  | **For example Theory: 2****Practical:**  |
| **6. Office hours** |  |
| **7. Course code** |  |
| **8. Teacher's academic profile**  |  |
| **9. Keywords** | **Analysis, evaluation, textbook** |
| **10. Course overview:** This course in Text analysis is designed to help 4th year students to be introduced to essential information and knowledge about analyzing and evaluating textbooks specifically with reference to “Sun Rise programme”. Since the students are going to be English teachers so, it is important they have information about sunrise materials in order to overcome the problems they may face during teaching the book. The course involves the main elements and structures of English coursebooks. |
| **11. Course objective:**1. The student will learn to be familiar with the main terminology of the study oftext and book analysis.2. The students will learn to explain overall procedures depending on which anycourse syllabus can be analyzed.3. The students will learn to teach students how texts become coherent in Englishlanguage.4. The students will explain how to set, divide, plan and finally assess any course(syllabus and structure) depending on what they are taught with round the year. |
| **12. Student's obligation**1- Students will be called upon to answer questions or make comment. Your answers and comments will be given credits. 2-The students are required to attend the course regularly during the 11 weeks according to their timetable, 2 hours per week. 3-The students are divided into groups and in each lecture, a group is required and responsible for preparing and presenting the lecture items by power point. Two other weeks are devoted for the students’ monthly exams. |
| **13. Forms of teaching**The course adopts Teacher- Student Centered approach, in which the main role of delivering the lesson is given to the teacher and students. The elements of the lecture would be presented through the use of power point presentation and data show (by the teacher and the students in the group). During the lesson presentations, other students are encouraged to participate in the lesson (by asking and answering, exchanging ideas and viewpoints). The teacher is a lesson-explainer and a facilitator—he/she is responsible to guide and advice students and to give them feedback during their presentation and participation.The teacher uses data show, whiteboard. |
| **14. Assessment scheme**1- Monthly exams 30% (15% each exam) 2- coursebook analysis 10%2- Final exam 60% ‌ |
| **15. Student learning outcome:**The students will be able to analyse and evaluate English coursebooks academically and professionally.  |
| **16. Course Reading List and References‌:**Cunningsworth, A. (1995) Choosing your coursebook. Oxford: Macmillan Education |
| **17. The Topics:** | **Lecturer's name** |
| - An introduction to textbook analysis- Role of textbook- Merits and demerits of textbook- Selecting textbook — the essentials - The language content analysis - Skills - Adapting Textbooks- Textbook evaluation criteria  |  |
| **18. Practical Topics (If there is any)** |  |
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| **19. Examinations:*****What’s the difference between analysis and evaluation?******Choosing a coursebook is a difficult task? How?*** |
| **20. Extra notes:** |
| **21. Peer review**   |