

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POSTGRADUATE PROGRAM

**EVALUATION OF THE NEWLY REVISED GRADE 12
ENGLISH TEXTBOOK: BULE HORA SECONDARY AND
PREPARATORY SCHOOL IN FOCUS**

BY

TAMIRAT TAFA LEGESSE

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ADAMA, ETHIOPIA

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TEXTBOOK: BULE HORA SECONDARY AND PREPARATORY
SCHOOL IN FOCUS**

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SECONDARY AND PREPARATORY SCHOOL IN FOCUS**

By

TamiratTafa

APPROVED BY THE EXAMINING BOARDS

NAME

SIGNATURE

ADVISOR

EXTERNAL EXAMINER

INTERNAL EXAMINER

CHAIR PERSON

DECLARATION

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NAME: TAMIRAT TAFA LEGESSE

SIGNATURE: _____

PLACE: ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY, DEPARTMENT OF
ENGLISH LANGUAGE

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ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

TEFL: Teaching English as a Foreign Language

MOE: Ministry of Education

LL: Language Learning

LT: Language Teaching

ABSTRACT

The purpose of this study was to investigate the effectiveness of the newly revised grade 12 English textbook. To conduct the study, quantitative and qualitative methods were employed. The study was conducted at BuleHora Secondary and Preparatory School and the data were collected from 40 students and 7 English language teachers of the school. In the selection of the sample population, systematic and purposive sampling techniques were used.

The main instruments of the data collection were text analysis and questionnaire. The data obtained from the participants through closed-ended questionnaire were analyzed by using percentage. On the other hand, the data from open-ended questions and from textbook inspections were analyzed qualitatively. The results of the textbook analysis and the responses from the participants were triangulated.

The findings of the study revealed that the textbook is not equipped with the quality that good textbook require to have. For instance, repetition of exercises and / or topics are highly observed, some of the exercises are not designed for genuine communication; the reading and listening texts are not accompanied by the pre and/ or post reading and listening activities. Besides, the textbook is not supported by the supplementary materials and the time proposed for the textbook and/ or activities are not realistic. On the contrary, the layout and design of the textbook, selection and organization, and the integrity of the language skills are some of the strong sides of the textbook.

Finally, on the basis of the major findings and conclusions, it was recommended that in order to achieve the language learning objectives of the program, the shortcomings identified in the textbook should be taken in to consideration by teachers, curriculum designers and police designers.

CHAPTER ONE

INTRODUCTION

The purpose of this study was to evaluate the effectiveness of the newly revised grade 12 English textbook. Therefore, under this chapter, the background of the study, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, and the organization of the study are described.

1.1. Background of the Study

Textbook plays a prominent role in the teaching or learning process, as they are the primary agents of conveying knowledge to learners. Besides, one of the basic functions of textbooks is to make the existing knowledge available and apparent to the learners in a selected, easy and organized way. Whether the teacher uses prescribed textbook, institutionally prepared materials, or his or her own instructional materials, they generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. However, the question of whether and how to use textbooks in teaching English as a foreign language has long been debated among professionals in the field. As Hutchinson and Torres (1994) suggest:

The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook (p. 315).

As Richards (2001) stated any learning program may have no impact if it does not have textbooks as they provide it with structure and a syllabus. Therefore, the use of a textbook can guarantee that students in different classes will receive a similar content and can be evaluated in the same way. Moreover, textbooks include a variety of learning resources such as workbooks, CDs, cassettes, and videos which make the learning environment interesting and enjoyable for learners. They do not only provide a framework for teachers in achieving the aims and objectives

of the course, but also serve as a guide to the teacher when conducting lessons. The content of English language textbooks influence what teachers teach and learners learn. In the revision of new textbooks, it is important to conduct an evaluation to ensure that it is suitable to the needs, interests, and abilities of the learner since evaluation is widely acknowledged as a powerful means of improving the quality of education.

In the same way, Sheldon (1988) suggests that textbooks not only “represent the visible heart of any ELT program” (p. 237) but also offer considerable advantages for both students and the teachers when they are being used in the ESL or EFL classroom. Haycroft (1998), for example, suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Another advantage identified by Cunningsworth (1995) is the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, resource for presentation of material, a source of idea and activities, a reference source for students, a syllabus where they reflect predetermined learning objectives, and support for less experienced teachers who have yet to gain in confidence.

Although many authors point out the extensive benefits of using ESL or EFL textbook, many other researchers and experts do not necessarily accept this view and retain some well-founded reservation on the subject. Allwright (1982), for instance, has written a scathing commentary on the use of textbooks in the ELT classroom. He suggests that textbooks are too inflexible and generally reflect the pedagogical, psychological, and linguistic preferences and biases of their authors, subsequently the educational methodology that a textbook promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potential incongruent instructional paradigms on the teachers who use them. In this manner, therefore, textbooks essentially determine and control the methods, processes, and procedures of language teaching and learning. Whether one believes that textbooks are too inflexible and biased to be used directly as instructional material or that they actually help teaching and learning, there can be no refuting that there must be an evaluation that assesses they are of an acceptable level of quality, usefulness, and appropriate for the context and people with whom they are being used.

As a result, textbook evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. Rea-Dickins and Germaine (1994) stated that "evaluation is an intrinsic part of teaching and learning" (p.4). Cunningsworth (1995: 7) similarly suggested that the materials selected should reflect the needs of the learners and the aims, methods and values of the teaching program. One other reason for textbook evaluation is that it can be very useful in teacher's development and professional growth. Ellis (1997) suggested that textbook evaluation helps teachers go beyond impressionistic assessments and it helped them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material.

1.2. Statement of the Problem

Although English language instruction has many important components, the essential constituents to EFL classroom are the textbooks. In the context of our country, English language teaching is currently based heavily upon textbooks. Most teachers and students perceive the textbook as a vital and inevitable tool for their instruction and teaching purposes. Teachers by themselves see textbooks as a best resource in achieving aims and objectives of the course. As a result, textbooks save time, give directions to the lesson, guide discussion, and better organized, more convenient, and make learning faster.

In addition, students in Ethiopia have little chance to use the target language in their daily lives. Consequently, textbooks undertake a special opportunity for students to practice and function in the target language. Therefore, learners see the textbook as a framework that helps them to organize their learning both inside and outside the classroom, while discussing their lesson, doing activities and exercises, studying on their own, doing homework, and preparing for tests. Therefore, in many cases students learn what is presented in the textbooks and the way the textbooks presented the lessons. The related research has also underlined that improvement in the quality of education depends to greater extent on whether or not relevant and high quality textbooks and other learning materials can be made available to teachers and students (Menoz,1999) when there are difficulties in learning process, in most cases, the textbook is the first factor to be thought responsible.

Accordingly, it is possible to say that the problem of textbook quality has important implications in educational strategies. However, complaints have been impacted both on the potential and the limitation of textbooks for guiding students through the learning process as well as the needs, interests, and preferences of teachers and students who are using the textbook. On the other hand, the researcher has also heard some learners complaining about the size of the newly revised textbook.

As far as previous studies are concerned, there have not been many research works on textbook evaluation locally. However, some student researchers have attempted to evaluate different ELT local textbooks and course books. For example, Hailu (2008) conducted an evaluation on grade 11 old English students' textbook (Book one and Book two) at postgraduate level. Likewise, Leule (2007) had also evaluated the module prepared by St. Mary's University College and by Alpha University College. Different scientists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), and Cunningsworth (1995) agreed on using basic checklists in evaluating course materials.

Nonetheless, the current study is aimed to consider the most important criteria such as the physical and utilitarian attributes, efficient outlay of objectives and supplementary materials, learning teaching content and language skills for evaluating English language textbook to evaluate the newly revised textbook.

Hence, the study on the newly revised grade 12 English textbook would not be only different in setting and content from the above-mentioned local studies, but also it would take into account the application of the evaluation checklist (criteria) referred to by most authors in the review of literatures. Further, different evaluations may not be the same as the needs, objectives, backgrounds, and preferred styles of the participants in the study may differ greatly.

On the other hand, to the best knowledge of the present researcher, no evaluative study has been conducted so far on the newly revised grade 12 English textbook. Therefore, it is timely and reasonable to carry out this study on the newly revised grade 12 English textbook.

1.3. Objectives of the Study

The general objective of the study was to evaluate the newly revised grade 12 English textbook in terms of the physical and utilitarian attributes, efficient outlay of objectives and supplementary materials, learning teaching content, and language skills.

The specific objectives of the study were:

- ✓ to identify whether the language skills are adequately covered and associated with variety of activities.
- ✓ to examine whether the supplementary materials accompany the textbook
- ✓ to investigate whether the activities being used allow the student centered learning method.
- ✓ to evaluate the consistency of language in the textbook with the learners' current level of English ability
- ✓ to evaluate whether the sections in each unit of the textbook can be covered within the proposed time

1.4. Research Questions

To guide the study, the objectives of the study were formulated in the form of research questions as follows:

- ❖ Are the language skills adequately covered and associated with variety of activities?
- ❖ Is the textbook supported by different supplementary materials?
- ❖ Do the activities allow student-centered learning method?
- ❖ Is the language used in the textbook consistent and at the right level of the learners' current language ability?
- ❖ Can the sections in each units of the textbook be covered within the proposed time?

1.5. Significance of the Study

The current study would have been important in the following ways: the students and the teachers are the primary beneficiaries of this study as the study may help them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook materials. Further, the researcher believed that the study would fill the research gap that exists in ELT

material evaluation and stimulate other researchers to carry out similar studies on other materials and settings.

1.6. Scope of the Study

The study was delimited by area and target groups for the purpose of feasibility and achievability within the available resources and time. It was delimited to study the quality level of the newly revised grade 12 English textbook in terms of the physical and utilitarian attributes, efficient outlay of objectives and supplementary materials, learning teaching content and language skills. The study has conducted at Bule Hora Secondary and Preparatory School in Borena Administrative Zone of the Regional State of Oromia. The study area was purposely selected since it is convenient for the researcher due to its proximity to his workplace.

1.7. Limitation of the Study

Evaluation of textbook requires a critical analysis of every unit by a group of experts. This would have been possibly done within an available resource and time. However, due to shortage of resource and time, the researcher could not involve experts in the detailed analysis of every unit of the textbook.

1.8. Organization of the Study

This study would have been organized in to five distinctly subsumed chapters. The first Chapter dealt with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study and organization of the study. Chapter Two discussed about the review of related literature in line with the definition of textbook, role of textbook in language classes, reasons for textbook evaluation, advantages and disadvantages of textbook, and definition of textbook evaluation. Chapter Three discussed about the research design, research setting, population of the study, sampling technique, data-collection instruments, procedures of data collection, and methods of data analysis. In the fourth Chapter, data presentation, analysis, and interpretation of the study were presented. Finally, the last Chapter presented the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Under this chapter, the relevant literature of the study, which includes the definition of textbook, role of textbook in language classes, reasons for textbook evaluation, advantages and disadvantages of textbook in ELT classroom, and definition of textbook evaluation are presented. Besides, the types of textbook evaluation, models of evaluation, use of checklist as evaluation tool, criteria of evaluation and description of the criteria used in the current study are offered.

2.1. Defining Textbook

Although it is difficult to make accurate generalization about textbook because textbooks are too many and varied in purpose, it is considered as the most important tools in EFL classes. Sheldon (1987) defines textbook as a published book whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability. The above-mentioned definitions characterize textbook as a constant companion of a learner, provider of classroom input, and a generative device for educational interaction. Hutchinson and Torres (1994) consider textbooks as providers of input in to classroom lessons in the forms of texts, activities or explanations. Likewise, Ur (1996) used the term course book to refer to a textbook of which the teacher and each student has a copy, and which is in principle to be followed systematically as the basis for a language course.

On the other hand, Grant (1987) categorizes textbooks as traditional textbooks and communicative textbooks. The traditional textbook tries to get students to learn the language as a system. The main emphasis is the forms or patterns of the language. Whereas, the communicative textbook emphasizes, the communicative functions of the language teaching or learning. Though there are different stances on the definition of textbooks, there is no strong position that disregards them from teaching learning process. Textbooks are considered the most important ingredients available in a foreign language classroom. Likewise, in the Ethiopian context, textbooks play a crucial role in providing a base of materials for both teachers and students. Most teachers follow at least one textbook as their main source of guidance in the process of language teaching.

2.2. Role of Textbooks in English Language Teaching

In Ethiopia context, textbooks have been the widely used teaching/learning material in English Language Teaching as it provides teachers a framework in achieving the aims and objectives of the course. Textbooks are also critical ingredients in learning the intended curriculum. They are a media through which teacher and pupils communicate with each other in an effort to forward the teaching and learning process. Cunningsworth (1995) states that textbooks are best seen as a resource in achieving aims and objectives that have already been set concerning learners' needs. In most educational systems, the relationship that may exist between teachers, students and textbook is extremely important. To this end, Allwright (1990) asserted that materials should teach students to learn that they should be resource books for ideas and activities for instruction and that they should give teachers rationales for what they do.

Hutchinson and Torres (1994) also mention that good textbook; as long as it is properly used, can be an excellent tool for effective and long- lasting change. They conclude that the textbook is an important means of satisfying a wide range of needs that come out from the classroom. Their role in education cannot be ignored because they make the lives of teachers and learners easier, more secure, and fruitful. Concerning the multiple roles of textbooks in ELT, Cunningsworth (1995) identifies a textbook as a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary, and pronunciation. Furthermore, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginner teachers who have yet to gain in confidence. Thus, it can be said that the fundamental role of textbooks is to be at the service of teachers and learners.

Richards (2001) states that textbook act as a key component in most language programs. They provide the learners with the necessary input that the learners receive and the language practice that occurs in the class. They also serve as the basis for the language content and skills to be taught and other kinds of language practice that the learners take part in. As far as concerned its advantages, Richards (2001) states that without textbook a program may has no path. Therefore, they provide structure and a syllabus. As for inexperienced teachers, Richards (2001) states that

textbooks can serve as a tool to train them. Finally, he concludes that textbooks are efficient in that they allow much time for the teacher to focus on teaching rather than material's production.

Ur (1996) also states that a textbook provides a clear framework. It makes clear what is coming next and learners know where they are going. As mentioned above, it serves as a syllabus and save the time of the teacher because it already includes ready-made texts and tasks for a particular group of learners. It also acts as a guide to the inexperienced teachers. Finally, Ur (1996) concludes that a textbook can gain the learner with some degree of autonomy. She states that a learner without a textbook becomes more teacher-dependent. Despite the impact of new technologies, textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and learners. What is more, it has significant impact on the learners' meeting their language learning objectives. The role of the textbook in the language classroom is undeniable. Both teachers and students need a framework on which to build and textbooks definitely provide this.

On the contrary, there are also possible negative effects forwarded by scholars in using textbooks in EFL classrooms. For instance, Richards (2001) stipulated that if teachers use textbooks as the primary source of their teaching, the teacher's role could become reduced to that of a technician whose primary function is to present materials prepared by others. Ur (1996) also added that every learner has his or her own needs; no single course book can possibly supply these satisfactorily. For this reason, materials do not usually provide for the variety of levels of ability and knowledge or of learning styles and strategies that exist in most classes. In addition, Sahu (2004) criticizes textbook for presenting inauthentic languages. Because texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points, and are often not representative of real language use.

As Hutchinson and Torres (1994:315) stated «the danger with readymade texts is that they can seem to absolve teachers of responsibility..., they make it easy to sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately this is rarely the case». Some of the dangers of textbook use listed by Graves (2000) include the irrelevance or inappropriateness of content with the students,

exclusion of important items, and imbalanced variety of task-types, not motivating or outdated activities and unrealistic proposed timetables.

To the knowledge of the current researcher, textbook is the primary resource in the classroom because both teachers and learners consider textbook as if they are well-organized teaching materials. Generally, the role of the textbook in the language classroom is a difficult one to define perfectly because as Cunningsworth (1984) confirmed no textbook will be very suited with a particular teaching situation. However, the role of the textbook is to be the service of teachers and learners but not to be their master. Therefore, the relationship between teacher and the material is a partnership, which shares common goals to which each side brings its special contribution.

2.3. Reason for Textbook Evaluation

The list of positive and negative effects presented above by different language scholars serves as an indicator why evaluation of textbooks needs to be made. Therefore, textbook evaluation would seek to evaluate the effectiveness of textbook and help in the selection process of a textbook with the scope to minimize the negative effects and maximize the positive ones. Textbook evaluation, according to Cunningsworth (1995), would involve the careful selection of materials examining whether they reflect the needs of the learners, the aims, methods and values of a specific teaching program. Textbook evaluation helps the teachers move beyond impressionistic assessments and it further facilitates them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook materials (Cunningsworth, 1995; Ellis, 1997). Through the evaluation of a textbook, teachers know the content of the book, its strengths and weaknesses that will facilitate them to adapt it to suit the course aims, learners needs and teachers views. As Littlejohn (1998) observes, textbook evaluation serves the purpose of examining whether the methodology and content of the materials are appropriate for a particular language-teaching context. The evaluation would test out the claims materials make for themselves: whether they truly develop autonomy, whether they truly involve problem solving and if they indeed are learner centered.

2.4. Advantages and Disadvantages of Use of Textbook

2.4.1. Advantages of Use of Textbook

In ELT classroom, textbook has many advantages. For instance, firstly, textbook provides readily available sources of the ELT materials for teachers to focus on the real work of teaching, and having their energy dispersed by preparation of teaching materials (Edge and Wharton, 1998). The way textbook chapters are designed and structured can provide a blueprint of how lessons shall be conducted (Hutchinson and Torres, 1994). In a learning environment in which learners are motivated and optimistic about their learning environment, the speed of language acquisition can be greatly enhanced, making language learning more effective (Tomlinson, 2008).

Secondly, textbook can serve as a reference point for teachers managing their teaching progress and help to provide a focus for teaching (Tomlinson, 2008). One of the major motivations in using textbook in the ELT environment is that textbook can serve as a good monitor for measuring progress (McGrath, 2002; O' Neil, 1982 and Ur 1996) and can provide for direction and ideas in how lessons can be delivered (Tomlinson, 2008). They are effective tools in terms of allowing for carefully planned and systematic presentation of the syllabus of an ELT program (Ur, 19996) and can facilitate curriculum change (McGrath, 2002).

Thirdly, textbook is particularly useful in providing support and security for new inexperienced teachers or teachers, who have relatively low confidence to deliver ELT lessons in a communicative way (Edge and Wharton, 1998; Tomlinson, 2008 and Ur, 1996). A good textbook can be an extremely valuable ELT device, essentially in situations where interesting and motivating authentic materials are difficult to compile in an organized manner (McDonough and Shaw, 1993).

In the same way, students can also benefit from using textbook in many ways. Similar to the case of teachers, textbook can act as a reference point for their learning process and keep track of their development (O' Neill, 1982). Students can use the textbook as a tool for revision of previously taught items, and at the same time, familiarize themselves with the new items that will be taught soon. Textbook is also one of the most economic and convenient forms of access to carefully structured and packaged learning materials (O' Neill, 1982 and Ur, 1996).

According to Cunningsworth (1995), textbook provides additional benefits to students, as it is an efficient connection of materials for self-accessed learning and for knowledge consolidation. Textbook can also potentially save learners from teachers' incompetency and deficiencies (O'Neill, 1983 and Litz, 2005).

2.4.2. Disadvantages of Use of Textbook

With many advantages that textbook may have as an essential tool for ELT, a number of researchers (e.g. Allwright 1981, Harwood 2005 and Swales 1980) have highlighted the disadvantages regarding the use of textbook. At one extreme, the wide uses of textbook can be seen as an educational failure (Swales, 1980 and Harwood, 2005) attempted to neutralize the situation, based on his review of previous literature, by arguing that there are "strong" and "weak" versions of anti-textbook attacks (Harwood, 2005:150). Nonetheless, we shall expose the rationale behind the anti-textbook voice to better understand potential downsides of using textbook. In reality, many teachers would develop reliance on the textbook and become uncreative in teaching (Tomlinson, 2008 and Ur, 1996) and uncritical of the content and values described by the textbook (McGrath, 2002). Although textbook can function as a framework for the learning and teaching process for both students and teachers (O'Neill, 1982), no one textbook can effectively address individual learning style, differences of learners, and the requirements of every classroom setting (Tomlinson, 2003; Ur, 1996 and Williams, 1983). At its worst, the teachers may become very reliant on the textbook (Ur, 1996), and not spend more time preparing their lessons (Tomlinson, 2008). This would ultimately lead to an adverse situation which the teacher "teaches the book" rather than teaching the language itself (McGrath, 2002 and Reynolds, 1974). In addition, in ELT contexts, which constitute a strong exam-oriented culture like Ethiopia; textbook is often regarded as exam practice sessions rather than a facilitation tool for successful language acquisition (Lee, 1997 and Tomlinson, 2008). Allwright (1981) argues that textbook, in some situations, may affect learner involvement in the language acquisition process. He suggested that pre-packaged textbook is inadequate to sufficiently cater for the complex dynamics of the process of language acquisition. The structure of the textbook may inhibit creativity and imagination during the learning and teaching process (Ur, 1996).

Teachers may even be led to believing that the activities and tasks of the textbook are always superior to their own ideas (McGrath, 2002).

Likewise, learners may dislike the topics covered by the textbook and this may lead to association with boredom in English lessons (Lee, 1997 and Ur, 1996). After all, language learning should be interactive and shall not be limited to the structure imposed by the textbook (Tomlinson, 2010). No matter how pedagogically sound the textbook is, learners will quickly lose interest if they find the materials dull and not interesting (Cunningsworth, 1995). Tomlinson (2010) point out that a big potential disadvantage of using textbook is that only a minority of textbook writers have actually applied language acquisition principles when writing the materials. Many of them instead rely on their intuition as to what they perceive is best for language learning (Tomlinson, 2008).

2.5. Textbook Evaluation

2.5.1. Definition of Textbook Evaluation

Textbook evaluation is the systematic judgment of the value of materials in relation to the aims of the materials and the learners who are using them (Tomlinson, 1998). In addition, he points out that evaluation can be pre-use focusing on predictions of potential value. It can also be while-use focusing on awareness and description of what the learners are doing with the materials and it can be after-use to find out what happened because of using the instructional materials. Rea-Dickins and Germaine (1994) stated that ‘evaluation is an intrinsic part of teaching learning’ (p.4). Evaluation plays a key role in education and it is important for the teacher since it can provide valuable information for the future ongoing of classroom practice, for the planning of courses, for the management of learning tasks and students.

Finally, evaluation is essential for the use of instructional materials like textbooks. Jones (1999) emphasizes that “evaluation in LL (language learning) and LT (Language Teaching) generally refers to the theoretical or empirical assessment of the curriculum itself and its components from various perspectives: assessment of teacher performance, learner achievement and materials” (p.21). As mentioned above formerly, evaluation is quite an important part of the educational process. Rea Dickins and Germanie’s words stated in relation to earlier evaluation in the

educational process support Jone's (1999) definition of evaluation above. They state, "There is a need to evaluate language teaching methods, materials, and effectiveness as teachers and also how materials are presented to learners, the types of learning tasks used and the way the courses are designed. They are all part of the curriculum taking place both prior to, and during the implementation of a learning program and they all must be evaluated" (p.5). They also define evaluation 'as the means by which we can gain a better understanding of what's effective, what's less effective and what appears to be no use at all'(p.28). Teachers, evaluators and other language-teaching professionals find asking such general questions crucial while evaluating the classroom instructional materials.

2.5.2. Types of Material Evaluation

Different scholars in the field of material evaluation, identifies different types of material evaluation based on the purpose and levels of its evaluation. Accordingly, evaluation of teaching materials can be divided into three types. These are pre-use or predictive evaluation (McGrath, 2002; Tomlinson, 2003), in-use or whilst-use evaluation (McGrath, 2002; Tomlinson, 2003) and post use evaluation (McGrath, 2002; Tomlinson, 2003). Pre-use evaluation proposed by McGrath (2002) and Tomlinson (2003) involves making decisions about the potential value of materials for their users. In-use (McGrath, 2002) or Whilst-use evaluation (Tomlinson, 2003) involves measuring the value of materials while using them or observing them as being used. Finally, post-use evaluation (McGrath, 2002; Tomlinson, 2003) measures the actual effect of the materials on the users.

As Tomlinson (2003:25) states, post use evaluation can measure the actual outcome of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation or replacement of materials to be made. Ellis (1997) distinguishes two types of materials evaluation, namely, predictive evaluation and retrospective evaluation. A predictive evaluation is designed to make a decision regarding what materials to use. Teachers who are required to carry out a predictive evaluation determine which materials are best suited to their purposes. Once the materials have been used, further evaluation may be conducted to find out whether the materials have worked out for them, and this type of evaluation is called retrospective evaluation. Ellis (1997) indicates there are two principles ways in which teachers can carry out predictive

evaluation. One is to rely on evaluations carried out by expert reviewers who identify specific criteria for evaluating materials. However, in reviews of individual course books, the criteria can be inexact or implicit. The other way is that teachers can carry out their own predictive evaluations by making use of various checklists and guidelines available in the literature. The idea behind using such guides is to assist teachers carry out a predictive evaluation systematically, yet the author points out that there are limits to how scientific such an evaluation can be. It is for the reason mentioned above that there is then a need to evaluate materials retrospectively that such an evaluation provides the teacher with feedback to determine whether it is worth using the material again.

Thus, Ellis (1997) states that a retrospective evaluation serves as a means of testing the validity of a predictive evaluation and what is more is, it may point to ways in which the predictive instruments can be improved for future use. As can be understood from the above definitions, both predictive and retrospective evaluations aim at making the teaching or learning environment more effective. They both help teachers to make appropriate judging concerning the effectiveness of their teaching including the materials they used. Cunningsworth (1995) also talks about two types of evaluation. He claims that evaluation can take place before a course book is used, during its use and after use depending on the purposes for which the evaluation is being undertaken. The aim of a pre-use evaluation is to look future or potential performance of the course book. In use evaluation, on the other hand, refers to a kind of evaluation, which is carried out while the material is in-use. However, post- use evaluation provides retrospective assessment of a course book's performance as Ellis (1997) has already mentioned.

Post-use evaluation is useful for identifying strengths and weaknesses of the particular course book after a period of continuous use. As Cunningsworth (1995) states, post evaluation is considered to be useful in helping to decide whether to use the same course book on future occasions. Reasons for materials evaluation activities are also many and varied. One of the major reasons for it is the need to adopt new textbooks. Another reason as Cunningsworth (1995) emphasizes is to identify particular strengths and weaknesses in course books already in use. Such activities also let teachers to make optimum use of their strong points and strengthen the weaker areas by adapting and substituting materials from other books. Textbook analyses and

evaluation not only helps teachers to develop themselves but also helps them to gain good and useful insights into the nature of the material. Moreover, as Hutchinson (1987) points out, materials evaluation not only serves the immediate practical aim of selecting teaching materials, but also plays a critical role in developing teacher's awareness in a number of ways. It provides teachers to analyze their own beliefs about the nature of language and learning, forcing teachers to set their prerequisites and helping them to see materials as an essential part of the whole teaching/ learning situation.

As can be seen in the literature, materials evaluation is of vital importance since it leads to a better understanding of the nature of a particular teaching-learning situation. Moreover, assessment and analyses of what is happening in the teaching /learning situation provide the teacher with gathering more information about the nature of a textbook or the material used. As mentioned by Hutchinson (1987) 'evaluation is a matter of judging the fitness of something for a particular purpose' (p.41). Two main approaches have an important role for the purpose of selecting, improving and modifying materials to suit the needs of learners and teachers in a particular teaching/learning context. These are called as macro approach and micro approach to evaluation of materials. A macro evaluation focus on an overall assessment of whether an entire set of materials has worked in relation to the needs identified. In a micro evaluation, however, the focus is on the evaluation of effectiveness of the tasks. A micro evaluation of a task can both show to what extent a task is appropriate for the particular group of learners and reveal certain weaknesses in the design of a task for future (Ellis, 1997).

2.6. Models for the Evaluation of Language Teaching Materials

There are various approaches in the literature concerning the levels that ELT textbooks can be evaluated. As far as concerned the approaches to the materials evaluation, the evaluation models can be categorized as macro and micro evaluation models. Macro evaluation models focus on the overall assessment of course books and/or materials in terms of the criteria they suggest whereas micro evaluation models focus on an in-depth analysis of particular tasks for particular groups of learners. As stated in the literature, perfect textbook does not exist. Grant (1987) points out that the best book available for teachers and their learners does exist. He emphasizes that such a book should not only suit the needs, interests and abilities of the learners but also should suit the

teacher. The textbook must also meet the needs of official public teaching syllabuses or examinations. Therefore, to satisfy those three conditions, a textbook is of great importance to be evaluated on some sensible and principled basis.

Accordingly, Grant (1987) offers a three-stage process for the evaluation of material. These are initial evaluation, detailed evaluation and in-use evaluation. Firstly, initial evaluation is done by mainly looking at the appearance of the book without going into a lot of detail. Secondly, a detailed evaluation is conducted in order to find out whether the course suits students, teachers and syllabus. In doing so, questionnaires are provided to assess the suitability of materials. Once a textbook is adopted, an in use evaluation is needed. Thirdly, In-use evaluation can be carried out to re-evaluate the particular material constantly. For this purpose, Grant (1987) suggests that it is possible to investigate the effectiveness of the materials through questionnaires, classroom observations and regular meetings between colleagues to discuss the strengths and weaknesses of the material. McDonough and Shaw (1993) in the same way, suggest an evaluation model with three stages: External evaluation, internal evaluation and overall evaluation. External evaluation offers, a brief “overview” of the materials from the outside. It consists of an examination of the claims made on the cover of the students’ and teacher’s books, the introduction and the table of contents. The evaluation, at this stage, aims to find out whether the material is potentially suitable for analysis that is more detailed. It is claimed that this should be followed by an internal evaluation, which requires “an in-depth investigation into the materials” (p. 75). What is important for the evaluator at this stage is finding out to what extent the factors mentioned at the external evaluation stage match up with the internal consistency and organization of the materials. It is strongly claimed that in order to do an effective internal investigation of the materials, at least two units or more units of the book are required to be examined.

Generally, the materials evaluation models suggested in the literature reflect either macro or a micro approach depending on the purpose of the evaluator. All the evaluation models, however, emphasize the need to define, select or develop criteria that best serve the purpose of the evaluation aimed at (Breen and Candlin 1987; Ellis, 1998; Grant, 1987; Hutchinson, 1987; McDonough and Shaw, 1993).

2.7. Criteria for Materials Evaluation

As stated in the literature, materials evaluation is not an easy matter as numerous variables may affect the success or failure of textbook. Consequently, possible evaluation criteria proposed by many scholars reveal the variables that have importance in the selection and evaluation of the material. Hence, to evaluate materials, criteria development is one of the key steps to be considered in all the proposed levels for materials evaluation. Nonetheless, since there is no strict criterion that may be suitable and applicable in all teaching/learning situations when the concern is the evaluation of materials, the selection of the criteria may be quite different.

As Sheldon (1988) points out “no one is really certain what criteria and constraints are actually operative in ELT context, worldwide, and textbook criteria are emphatically local” (p.241). Since the nature of the teaching or learning environment may vary from contexts to contexts as Sheldon (1988) emphasizes, ‘global list of criteria can never apply in most local environments, without considerable evaluation’ (p. 242). Therefore, it is important to consider the needs and interest of the particular learners in particular teaching situations while deciding on criteria for the evaluation of materials. There are various criteria for the majority of ELT proposed by different author in the literature. Some of these criteria are presented in this section.

McDonough and Shaw (1993) in their materials evaluation model, examine criteria in two complementary stages, namely external and internal stages. It is stated that the criteria proposed to assess the particular language teaching materials is meant to be ‘as comprehensive as possible for the majority of ELT situations on worldwide basis.’ (p. 66). However, they pinpoint that the evaluation process is continuous, never static and when materials are regarded appropriate for a particular course after a preliminary evaluation, their final success or failure may only be found out after a certain amount of classroom use.

The criteria at the external evaluation is based on the intended audience, the proficiency level, the context in which the materials are to be based, the presentation and organization of the teaching units/lessons, the author’s views on language and methodology are factors to be taken into account while assessing the materials to be used. McDonough and Shaw (1993) suggested that criteria for internal inspection as the treatment and presentation of the skills, the sequencing

and grading of the materials, the suitability of all skills involved in the materials should be considered. In addition, the relationships of texts and exercises to learner needs and what the course material, the suitability of the material for different learning styles, teaches provision for self-study to develop learner autonomy, and teacher-learner balances in use of the materials.

The overall evaluation, on the other hand, concerns the suitability of the materials by considering the evaluative parameters such as the usability factor to evaluate how far the materials could be integrated into a particular syllabus as supplementary.

Grant (1987) proposed that three main questions are to be asked throughout his three-stage evaluation model, that is, initial evaluation, detailed evaluation and in-use evaluation. Grant (1987) suggests applying a “CATALYST” test since a textbook is to act as a CATALYST in the classroom. The eight letters in the word CATALYST refers to the eight criteria by the help of which can decide whether the textbook is suitable for the classroom use. Thus, the test aims to find out the following issues.

Communicative? Is the textbook communicative? This question aims to find out whether the students after using this book will be able to use the language to communicate.

Aims? Does it fit in with the aims and objectives?

Teachable? Does the course seem teachable? Does it seem reasonably easy to use, well organized, and easy to find your way round?

Available Adds-Ons? Are there any useful adds-ons-additional materials such as teacher’s books, tapes, workbooks, etc.?

Level? Does the level seem out right?

Your Impression? What is your overall impression of the course?

Student Interest? Are the students likely to find the book interesting?

Tried and Tested? Has the course been tried and tested in real classrooms?

At the detailed evaluation stage, on the other hand, Grant (1987) suggests a three-part questionnaire to be applied in order to decide how far the textbook meet the needs of the students and teachers and whether it suits the syllabus. The first part of the questionnaire is aimed to find out about the attractiveness of the book, the level of difficulty, length, interest level of the physical appearance of the book and authentic materials to present real life situations. In

addition to this, to investigate whether the textbook provides learners with acceptable language input and practice using the language, and integrates skills and contains communicative activities that can help learners to use the language independently as well. It also investigates whether the textbook reflects the needs and interests of the learners and whether it is culturally acceptable.

The second part of the questionnaire aims to find out whether the textbook suits the teachers in terms of the contents and layout, clarity and availability and practicality of the teacher's guide, the adaptability of the approaches when necessary, preparation time, availability of supplementary materials such as tapes, workbooks, and visuals and provision for tests and revision.

The third part of the questionnaire assesses if the textbook suits the syllabus and examination concerning the coverage of the language, organization and sequence of the content and learning activities suitability of the method the textbook is based on in order to prepare the learners for the target examination, presentation of examination techniques and provision of examination practice. Finally, in-use evaluation involves using the textbook in class. Grant (1987) emphasizes that it is highly important to reevaluate the textbook constantly after adopting it to see whether it works in the classroom and to assess the effectiveness of the textbook while it is being used in the class.

It can be stated that both Grant (1987) and McDonough and Shaw (1993) emphasize the need to assess the effectiveness of the material as it is being used in the classroom so as to see whether it works in particular teaching or learning environment. McDonough and Shaw (1993) pinpoint that being selected materials can only be considered successful after classroom implementation and feedback.

Ellis and Ellis (1987) also suggest three main criteria in the evaluation of EFL textbooks, namely, relevance, accessibility and cohesion. They claim that examining relevance in the area of textbook design should concern the signposts, (headlines, titles, photographs, etc.) audience, (availability of sufficient variety of design to interest the learner, the level of cartoon and photograph for the learner, the level of density and variety of text for the learner), color, and mimesis. Accessibility, on the other hand, should be examined in terms of clarity of the reading path on the grounds that 'accessible material will have a clear reading path, possess obvious

quality of production both in text presentation and lay out and in choice and use of visual support' (Ellis 1987: 94). Thirdly, cohesion is concerned with visual presentation and layout of the content. The authors suggest that overall coherence should be achieved through a variety of recognizable and consistent signals and patterns. Thus, Ellis (1987) draws attention to the points such as uniformity of page allocations to unit, use of color, typographical and design conventions adopted within the materials. Sheldon (1988) on the other hand, suggests some common main factors that reviewers, administrators, teachers, learners and educational advisors most frequently use in deciding on the suitability of a textbook. The criteria suggested by Sheldon (1988) examines rationale, availability, user definition, layout/ graphics, accessibility of the units and exercises,, linkage, selection and grading, physical characteristics, suitability, authenticity, sufficiency of exercises or activities, cultural bias, educational validity, practice and revision, flexibility, guidance and overall value for money.

Williams (1983) mentions that no textbook can exactly meet the requirements of every classroom setting. For this reason, he suggests a method by which teachers can develop criteria for evaluating textbook used in teaching English as a second language. Firstly, assumptions about second language teaching are considered as framework for evaluation, secondly linguistic, pedagogical, and technical criteria in relation to these assumptions are taken into consideration. One of the assumptions on which the scheme for evaluation is based is up-to-date methodology, which focuses on the consistency of the textbook with the psychological and linguistic principles underlying current, accepted methods of second-language teaching. Guidance for non-native speakers, as another assumption is provided so that teachers will not be left in a doubt, concerning the procedures suggested by the textbook. Needs of second-language learners, as the third assumption, concerns the needs of the second language learner. The last assumption focuses on the relevance to the socio-cultural environment. The criteria checklist proposed by Williams (1983) is based on methodology, the needs of the learners, the teachers and the community, the quality of editing and publishing, the availability of supplementary materials, cost and durability of textbook, authenticity of language and style of the writer. Skierso (1991), on the other hand, suggests collecting certain preliminary information about the students, teachers, course syllabus, and the institution is of vital importance prior to the process of textbook evaluation. The author also proposes a guide to textbook analysis, which is in the form of a checklist. The criteria

examine the bibliographical data, aims and goals, subject matter, vocabulary and structure, exercises and activities, and layout and physical makeup. The checklist investigates the effectiveness of layout and physical makeup in relation to motivational, attractiveness, suitability of durability, organizational clarity and function, effectiveness in presentation, relativity, linkage and integration, stereotype-free, accurate authentic, suitability of artwork, illustrative clarity and simplicity, and motivational atmosphere (Skierso, 1991).

As mentioned by the authors above, each teaching /learning situation is unique and criteria to be used for the evaluation of materials may differ concerning the particular needs identified. In terms of the criteria suggested by different authors above, the focus can be considered mainly on the effectiveness of materials to the aims, needs and interests of the learners, consideration of learning style differences, selection and organization in the course book, treatment of the skills, physical appearance, and authenticity.

2.8. Use of a Checklists as Evaluation Tool

The major advantages of using the checklist approach is that it can provide an economic and systematic way to ensure all relevant items are considered for evaluation (Cunningsworth, 1995 and McGrath, 2002). A well-designed checklist should contain evaluation criteria that are clear and concise. Evaluation items can also be customized according to one's needs so as to provide flexibility during the evaluation process.

A number of researchers such as Sheldon(1988), Harmer (1991), Skierso (1991) andCunningsworth(1995) have been proposed the use of checklist like evaluation forms to see how textbook materials can match up with student's needs. Harmer (1991) suggested that the use of evaluation forms would be useful to see whether it is appropriate for students.

The checklist is a good channel to make different opinions of evaluators explicit. When opinions are explicitly shown on the checklist, it can allow for easy comparison between different sets of textbook materials, and there by facilitate decision-making (McGrath, 2002).

In conclusion, the checklist is economical way for textbook evaluation as it provides a systematic way to ensure relevant items are considered (Cunningsworth, 1995 and McGrath, 2002). It is

also a convenient and flexible evaluation tool as evaluators have the total freedom to add or drop different evaluation items according to individual and situational needs.

2.9. Criteria to be used in the Current Study.

As cited in the previous section (2.7), the criteria of materials evaluation varies based on the purpose of evaluators. As a result, this section deals with the common criteria that have seemed to be important in the current study with regard to their underlying principles.

A. Selection and Organization of Content

One of the most important criteria referred to in materials evaluation is the selection and organization of content. The three key factors such as the maintenance of sequence, continuity and integration in the materials should be taken into account for the process of selection and organization of content. According to Ornstein and Hunkins (1998), sequence refers to continuing development and understanding. It suggests that 'each successive learning experience should build upon the preceding one and go more broadly and deeply into matters involved.' (p.110). As Breen and Candlin (1987) implies that materials should go from simple and familiar to the more complex and less familiar. The maintenance of continuity, on the other hand, refers to the relationships made between earlier and later parts in the materials. As for the language skills, it is suggested that there should be an ongoing opportunity for the learners to practice those skills. As McDonough and Shaw (1993) also suggests, provided the language skills are taught in an integrated way rather than separately, learners become communicatively more competent in the second language. Further, when skills are integrated, learners not only gain a deeper understanding of how communication works in the foreign language, but also become more motivated when they see the value of performing meaningful tasks.

B. Content and Subject Matter

Authors need to consider whether the textbook is likely to be of interest of the students in all settings as content and subject matter is the most significant thing. Cunningsworth (1995) claimed that since learners come to the class with different attributes, knowledge, attitudes, skills, cognitive ability, curiosity and experience, textbooks could expand students' interest by including subject matters, which are informative, challenging, amusing and exciting. Therefore,

the content of English textbooks is required to be meaningful and interesting for students. Though no single subject will be interesting to all students, materials should be chosen based on what students in general are likely to find interesting and motivating. Skierso (1991) in his checklist, questions whether the texts in the textbook are authentic and up to date or not.

C. Exercises and Activities

It is highly important for the learners to do the exercises and activities and perform the tasks to be able to have enough practice in the classroom. As a result, exercise or activity is the next criteria to be considered in this study. Jones (1999) implies that it is essential that the activities in the course book have a variety of focus and pace and that the activities should be enjoyable to the students so that their motivation can increase. Moreover, the activities and exercises should aim at encouraging the learners to use the language purposefully rather than practicing it only.

On the other hand, Tomlinson (1998) tries to relate tasks with learners' self-confidence. He argues that learners develop confidence through variety of activities, which try to push learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating and problematic but which are achievable too. Skierso(1991) indicates criteria for the evaluation of exercises and activities in the materials. He asks whether there is a variety of activities in the textbook, and if they meet the aims and objectives of the course. Whether the instructions to the activities are clear and appropriate to the level of the students, and more importantly, he asks whether they match the interests of the students. As for the interaction patterns, it is essential for a course book to include different ones as pair work activities, group work activities and individual activities. He also wonders whether there is a balance between the activities for language and activities for skills and whether the skills development is promoted through various activities and exercises in the course book.

D. Vocabulary and Grammar

Vocabulary and Grammar is the other criterion to be considered significant for the textbook evaluation. One of the targets of textbooks should be to equip learners with strategies for handling the unfamiliar vocabulary they inevitably will meet and they can help learners to develop their own vocabulary- learning strategies. Evaluating the presentation and practice of

vocabulary should be taken into consideration since ‘it is often asserted with some truth that , student can communicate more effectively with a knowledge of vocabulary than with a knowledge of grammar’ (Cunningsworth,1995:38)

In addition to evaluating the presentation and practice of vocabulary, grammar presentation should be taken into consideration. It is one of the major components of any language course. It is through effective teaching of grammar that learners are equipped with the ability to create their own utterances and use language for their own purpose. Cunningsworth (1995) also suggests a checklist to assess the appropriateness of the grammar items to learner needs, as he considers the grammar as a ‘major component of any general language course’ (p.32).

E. Balance of Skills

The most important point in most circumstances are to look for a balance of skills which reflects the aims of your teaching and to check that the textbook provides materials for appropriate integrated skills work . According to Harmer (1991) and Jan Bell and Roger Gower cited in Tomlinson (1998), language is a combined skill where everything depends on everything else. It is true that one skill cannot be performed without another. In many cases, the same experience or topic leads to use of many different skills. Therefore, teaching materials should try to reflect this. For example, where students practice reading, the text should help as a spring board for practicing other skills. At the very least, we listen and speak together, and read and write together.

F. Supporting Sources

Supporting Aids/ Sources is another criterion for the current evaluation. It is highly important for the language learners supported by appropriate supplementary materials, such as workbooks, consolidation parts in the course books, or other self-access packs so that they make use of sufficient number of exercises to review the lesson.

G. Methodology

Methodology is also another important criterion to be taken into account in material evaluation. According to William (1983), up-to-date methodology focuses on the consistency of the textbook with the psychological and linguistic principles, underlying current, accepted methods

of second-language teaching. Therefore, it is important to investigate whether the given methodologies can activate the students' background or not and whether the given activities can help learners to interact to the lesson by previewing, scanning, skimming and summarizing.

H. Clear Objectives

The most important feature to be treated in material evaluation is to check the presence of objectives in the textbooks and to examine their quality. Ur (1996) identifies the need for thorough coverage of the course objectives in the textbook. Accordingly, teaching materials need to address clearly stated objectives. She argues that when students know why and what they are learning, it makes the activities and tasks more purposeful and meaningful. Moreover, Richards (1994) states that objectives are important as they provide learners with a clear statement of where they are going and what they can expect to achieve the reason of learning the unit or section. Therefore, it is essential for learners to be clear about the objectives of the learning unit they are tackling in order to help learners to develop responsibility for their own learning. In this context, we should expect teaching materials to be clear in a sense that they are unambiguous, jargon free and concise for the sake of precision.

J. Social and Cultural Values

On a more practical plan, we need to ensure that the textbook sets its material in social and cultural context that are comprehensible and recognizable in terms of location, social mores and age group and so on. Cunningsworth (1995) stated that textbooks would communicate sets of social and cultural values, which are inherent in their make-up directly or indirectly. According to her, this is called 'hidden curriculum'. Many scholars claimed that there is a vital relationship between culture and language. Communication might be broken down if cultural constraints are not taken in to account. Moreover, the textbook topics and content should be relevant to the culture of the students. Issues, which may inhibit or damage their self-confidence, must be avoided and the texts illustration and pictures should be culturally suitable. The representation of men and women in language teaching material will also affect the quality of the textbook if it provides unrepresentative negative stereotypes. Therefore, it is illuminating to look at materials how they represent people according to their ethnic origin, occupation, age, social class and disability.

To sum up, materials evaluation is a systematic feedback from material users. Textbook evaluation plays a pivotal role in EFL classes as it provides teachers a framework in achieving aims and objectives of the course and provides students with the necessary input that learners receive. Therefore, it is reasonable to make an evaluation because through evaluation of textbook, teachers know the content of the book, its strengths and weaknesses which will facilitate them to adapt it to suit the course aims, learners' needs and teachers beliefs. The material evaluation models suggested in the literature reflects either macro or micro approach depending on the purpose of the evaluators. Both the evaluation models, however, emphasize the need to define, select or develop criterion that best serve the purpose of evaluation.

As a result, prior to textbook evaluation at both macro and micro levels, a systematic definition and application of criteria is the crucial point. As mentioned by most authors above, each teaching learning situation is unique and criteria to be used for evaluation of materials may differ concerning the particular needs identified. Therefore, though different criteria are mentioned in the literature by most authors, the criteria described above are identified for the current study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Under the first chapter, the context, the problem, the objectives, the significance, and the scope of the study were described. In line with the research objectives, under this chapter; the research design, research setting, population of the study, sampling technique, data-collection instruments, procedures of data collection, and methods of data analysis were discussed.

3.1. Research Design

This study, as indicated in Chapter One, was aimed to assess the quality of the newly revised grade 12 English textbook. Therefore, it was believed both quantitative and qualitative methods would be appropriate because “quantitative and qualitative data describe several benefits that could have been gained by using in combination” (Richards and Cook, 1979 as cited in Gall and Borg, 1989:381). Thus, this design is found suitable for this study and employed accordingly.

3.2. Research Setting

As the textbook is the widely used classroom resource countrywide, any setting that uses the material can suit the study to be carried out. Therefore, the setting of this study was Bule Hora Secondary and Preparatory School in Borena Administrative Zone of the Regional State of Oromia. The researcher selected this school purposely because of its proximity to his workplace. This is an advantageous situation for the researcher in many respects including carrying out the study without affecting his regular work. On the other hand, in the school, where there is inadequate library service and insufficient supportive materials, student's textbook is the best material for the exposure of language teaching/learning. Hence, it was reasonable to see the effectiveness of the textbook as it has a direct relevance to the problem. Besides, the availability of the researcher's close friends in the school would be an additional advantage in facilitating the study and administering the questionnaire.

3.3. Population of the Study

The internal inspection was done by the researcher using the internationally recognized standards of checklists used to make an evaluation of textbook. Nonetheless, some authors such as

Chambers (1997) have pointed out that textbook evaluation is usually more beneficial if it is collectively undertaken by everyone involved in the teaching and learning process, although the decision to use and evaluate a particular textbook is sometimes left up to individual teachers. In other words, evaluation of the instructional material should consider teachers' as well as students' perceptions towards the materials. Therefore, the participants of this study were a sample of grade 12 students and all grade 12 English language teachers in Bule Hora Secondary and Preparatory School.

3.4. Sampling Techniques

The researcher used systematic and purposive sampling technique to get the target population. As the information obtained from the administration of the school, the total number of grade 12 students was 228. From this total number of students, 40 students were selected systematically to collect data that could be generalized to the target population. In the first place, the whole students' names were written according to their alphabetical order in each section, and then by taking every fifth name in the list, 40 students were selected from the four sections. As far as the teachers are concerned, there were seven English language teachers in the school. All of the available teachers were selected purposely. However, it is important to note here that three of the teachers have used the material so far although they are now teaching grade 10th and the rest 4 teachers are using the material currently.

3.5. Data Collection Instruments

To achieve the objectives of this study, text analysis and questionnaires were used as the instruments of data collection.

3.5.1. Textbook Analysis

The English textbook designed by the Ministry of Education for grade 12 was analyzed and the results were linked to the data obtained from the participants' responses. As suggested by many scholars such as Cunningsworth (1995) and McDonough and Shaw (1993), in order to perform an effective internal inspection of the materials, it is useful to pick out at least two units of a book and analyze them in detail. Consequently, the researcher randomly selected four units of the textbook and analyzed them based on the checklists used to evaluate a unit of textbook.

3.5.2. Questionnaire

Questionnaire is a common instrument of data collection. Many scholars such as Cunningsworth (1995), Sheldon (1987), Ur (1996), Tomlinson (1998) and Richards (2001) suggested that in order to determine the relative strengths and weakness of a book and ultimately decide how well it suited to the desired and attainable goals of the learners, a series of textbook evaluation questionnaires should be used. As a result, two types of questionnaires were employed to carry out this study. To minimize the personal bias that might occur among different groups in the study and to generate collectively reliable and credible data, the same content questionnaires were employed for grade 12 students and grade 12 English language teachers. Most of the items of the questionnaires were adapted and modified from the criteria and checklists used by Sheldon (1987), Cunningsworth (1995), Harmer (1996), Tomlinson (1998), and Richards (2001) to evaluate an ELT textbook. Moreover, the questionnaire by Hailu (2008) was adapted and used.

Almost 99% of the questionnaires were closed ended and the respondents were required to show their responses by putting a ($\sqrt{}$) mark in the column of a five-point Likert scale. The rating scale ranges from strongly agree to strongly disagree as follows:

5= Strongly agree, 4= Agree, 3= Undecided, 2= Disagree, and 1= Strongly disagree.

However, in the analysis of data, the researcher has combined the data for 'Strongly agree' (5) and 'Agree' (4) on the other hand, and 'Disagree' (2) and 'Strongly disagree' (1) on the other. Nonetheless, the participants who rated Undecided (3) were not included in the data analysis, as their opinion is not known to either side.

3.6. Procedures of Data Collection

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research question were formulated to show the direction of the study. Third, data gathering tools were developed and the questionnaires were administered to the students informing them to read the instruction carefully as well as to answer all questions.

3.7. Methods of Data Analysis

Having gathered the appropriate data, using the instruments of data collection mentioned above from all the subjects of the study, the data was analyzed by using different statistical tools and narrations. Therefore, the data collected through close-ended questionnaires were analyzed quantitatively using descriptive statistics. On the other hand, qualitative data (text analysis) was systematically organized into themes and discussed alongside the quantitative data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

This chapter presents the analysis and interpretation of data obtained through textbook analysis and questionnaires and the major findings of the study. The chapter is divided into three sub sections. Firstly, brief descriptions of the textbook... are presented. Secondly, the analysis of the sample units of the textbook are presented. Finally, the data obtained from the participants through questionnaire are presented with the help of tables and the results are triangulated with the data obtained through textbook analysis.

4.1. General Organization of the Textbook

McDonough and Shaw (2003) and McGrath (2002) provide a two-level model for the comprehensive evaluation of textbook. The first level proposed by McDonough and Shaw involves a brief external evaluation, which includes criteria concerning the organizational foundation of the textbook “as stated explicitly by the author/publisher” through the cover, introduction and table of contents statements. McGrath also proposes the same procedure and it is labeled First Glance Evaluation, which involves a consideration of relevant contextual factors and the gathering of information analysis of the material. Therefore, this section presents the general aspects of the textbook such as the general physical aspects, layout and design, table of contents, distribution of units of lessons and sections through the first glance evaluation.

4.1.1. Objectives

As it has been stated in the introduction of the teacher’s book, Grade 12 English textbook is designed to provide a comprehensive English courses for the third year of secondary school, meeting the requirements of the English syllabus for grade 12. The course is intended, therefore, to develop students understanding and use English both as a subject and as a medium of instruction in secondary school.

4.1.2. The Course Components

The English textbook comprises 12 units based around a topic, with each unit divided into two parts, plus 4 revision exercises at the end of every 3 units and an end of year examination at the end of the final unit. Each unit covers approximately 16 periods based on a 34- week school year

and consists of about 15 teaching periods and one to two assessment periods. Every unit is based on a topic and consists of several sections that cover a broad range of language skills. Accordingly, each unit of the textbook is divided into different sections as follows:

- A) Introduction
- B) Reading
- C) Increase Your Word Power/ Vocabulary
- D) Language Focus/ Grammar
- E) Speaking
- F) Listening
- G) Writing
- H) Study Skills
- I) Assessment and
- J) Revision exercises (at the end of each three Units)

The authors of the book seemed to have attempted to separate the units of the book thematically since each unit focused on a specific topic that was exhausted in all nine lessons of the units. The first page of every unit and parts presented the aims of the lessons in the unit to the students; the first lesson started with an introductory section and then moved on to other sections. However, these sections are not the same throughout the whole units and parts of the textbook as stated above. The above features showed the effort of the authors failed to present a well-organized textbook in which the students would easily become accustomed to since they would not know what to expect from each unit as it was not mentioned in the student's textbook. A preliminary assumption based on the division of the units would suggest that more emphasis was given on language focus.

4.1.3. Authors and Publisher

The textbook is written by Barbara Webb and was published in 2003 by Pearson Education Limited, Edinburgh Gate Harlow Essex CM20 2JE: England in collaboration with Shama Books: Addis Ababa, Ethiopia and printed in Malaysia (CTP-PPSB).

4.2. Analysis of Sample Units of the Textbook

In order to achieve the objectives of this study, four Units were selected randomly from the textbook. These are Unit one, Unit four, Unit seven, and Unit eleven. Having selected the sample units, the results of the analysis are presented under different headings as follows:

4.2.1. Analysis of Unit One (Part A and B)

A) Introduction

Unit 1 is about family life. The reading passage and listening texts included in both part A and B talk about family life. Consequently, the introduction section of this unit is about traditional family life. The topic is familiar, interesting, and even culturally specific. The learners are given an input in the form of photo and asked to talk what is happening in the photos. This kind of activity is enjoyable and helpful in expanding students' experience as well as their communicative language learning. The activities are adequate and can help learner to integrate different language skills. For instance, under activity 3, page 1, the students are asked to think and draw pictures of the culture in their own region and show their pictures to another person and talk about the activities it shows. As can be observed, such activity is interactive and builds learners oral communication by eliciting their prior knowledge about the topic. Besides, it helps learner to listen, speak and write.

B) Reading Skill

In Unit one Part A, the reading is not provided. However, in Part B, three different texts titled 'My family life', 'A childhood memory', and 'China's one child policy' have been included. In fact, all topics are familiars and culturally specific. Reading is interactive process when the reader has the background knowledge about the topic and can only be adequately comprehended when the reader has the relevant cultural knowledge. Nevertheless, for all reading texts, the pre reading activities are not involved. This may affect the learners' reading strategies such as prediction and prior knowledge that helps them to comprehend the text effectively. Consequently, the students may not be motivated to engage themselves in the reading comprehension.

In the while reading stage, for the first reading text 'My family life' activities have not been provided. This kind of text simply seems as if it is involved to teach phrasal verbs than

encouraging learners into the comprehension skills. On the other hand, for the second reading text ‘My childhood Memory’, three exercises that help the learners to identify the main point of each paragraph, comprehension questions, and matching the vocabulary words with their meaning contextually are presented. Regarding the third reading text as a while activity, the students are asked to complete the table with the relevant arguments from the text.

As for post reading activities, the students are required to integrate what they have already read with speaking skill. Being in small group, they are asked to compare the points they have identified from the text and in what way the information provided in the text matches with their own experience. Therefore, learners can easily consolidate and relate the text to their experiences, knowledge and opinions. The drawback of this textbook here is, however, the reading texts are too much short and they do not invite students to critical thinking.

C) Vocabulary/ Increase Your Word Power

Vocabulary words have not been employed under part A of Unit 4, but in Part B, vocabulary has been treated in two-section. These are phrasal verbs and different discourse markers. Although adequate vocabulary words have been presented in this section, efforts have not been made to equip students with strategies for handling the meaning of unfamiliar words that they may inevitably meet.

D) Language Focus/ Grammar

In Unit 1, it seemed that the language focus is partially emphasized. Accordingly, in part A ‘as and like’, ‘Making prediction and talking about consequences’, ‘the more__the more__ or comparative degree’, and ‘The language of discussion’ are presented. Likewise, under part B of this unit, expressing regret is also presented. Though language focus is more emphasized and related exercises are adequately covered in this section, most of the activities are below the learners’ current English language learning ability. The reason is that, as it has been mentioned in the teacher’s textbook, those lessons are the revision and extension of grade 11 lessons. Besides, the repetitions of the lessons have also been highly observed in this textbook. For instance, the presentation of ‘expressing regret’ has been presented in Unit 1, page 23. The same topic has also been repeated twice in Unit 2, page 34 and Unit 6, page 143. Learners enjoy the

material when items are varied. Even though familiarity and routine can be comfortable, too much familiarity can lead to disinterest and boredom.

E) Speaking Skill

In Unit1part A, the speaking activity is designed on the family issues. The model activity is presented between mother, father, son or daughter who is in grade 11th. Accordingly, the students are required to play a role by taking one of the family's roles. This speaking section is enriched with various activities that could involve learners in oral interaction. After performing their roles for other groups, they are asked to make note about it in the table. Finally, the students are expected to compare their reactions and see to what extent they all have the same opinion.

On the other hand, next to this section, speaking activity is designed on 'Happy family life' in Part B of this unit. Here, the picture of people in the family has been provided. Although the illustration is colored, the task is below the level of learners language learning ability. Most of the tasks are very simple since it is about "Wh" questions such as "How many people ...," "Who are they?" "Where do they live?" "What do they do?" "Do they look like happy family?" "Why do you think so?" and so on. As a result, it is possible to say, this is not the kind of language that students of this level are supposed to practice.

F) Listening Skill

In this unit, twolisting comprehension 'A Father's Voice' and 'A Mother's Voice' are presented in part A. However, the listening text isnot provided in part B of this unit. In the first listening, the warm up activities and pre listening activities are not provided,whereas in the case of the second listening text'A Mother's Voice', as it is the continuation of the first one, the students are asked to form a small group and think how the mother feels about the topic that the father spoke about.

As while listening for the first listening, eight topics have been included for the students to make short notes in their exercises book on what they have already listened. On the other hand, for the second listening text _'A mother's voice'_ the students are required to take any kinds of notes that might be different from their prediction.Forthe first listening text _'A father's voice'_ as a

post listening activity, one activity is included. The students are required to talk about the listening text in a small group to know to what extent the views expressed in the text is similar or different to what their parents think and to what extent they think they are like the daughter or the son.

As it has been observed, the textbook could have done a lot to help the learner by including a variety of activities, which help them to integrate the other language skills. Nonetheless, the activities could have not been completed within the allotted time. Besides, the presentation of linguistic competence such as stress, intonation and pronunciation are ignored and audio recordings do not accompany the listening text.

G) Writing Skill

Although writing activities are not involved in Part A of this unit, two writing lesson ‘Writing Memories’ and ‘Letter writing’ are provided in Part B. The writing exercises provide a variety of controlled, guided and free writing opportunities. For instance, under ‘Memory writing lesson’, the students are required to think of some interesting, happy, proud, sad, funny, daring, or embarrassing childhood memories.

In the formal letter writing section, writing is integrated with reading. Hence, the students are expected to read the passage about ‘CamaraLaye’s’ account of meal times in rural Guinea and write a letter to the author comparing his account with meal time tradition in Ethiopia. Therefore, such activities require developing the learners’ critical thinking and understanding. Besides, the students are expected to identify or label the parts of the formal letter to the provided diagram.

H) Study Skills

Unit 1 incorporates three study skill ‘Self-Analysis’ in part A and ‘Looking forward to grade 12’ and ‘Recording vocabulary’ in part B. Under self-analysis, a list of 12 statements which shows one’s own language learning belief have been provided, and the students are required to choose the response that reflects their approach and interpret it to improving their English learning. In the second study skill lesson ‘Looking forward to grade 12’, the students are expected to make class contract in order to build a positive learning environment for the school year. In

the third study skill 'Recording vocabulary', the textbook presents different ways or strategies of recording vocabulary words. As can be observed, the study skills are very useful as it helps learners to reflect on the study techniques.

I) Assessment

The assessment activities have been provided at the end of each unit. In this unit, the assessment focuses only on speaking and reading skills. Regarding speaking skill, the teacher is expected to provide some topics related to issues of traditional and modern family life. Perhaps, designing the activity might be difficult for the beginner teachers. As far as reading text is concerned, the reading text, which is adopted from Samuel Kahiga's novel "The girl from Abroad", an account of wedding in Gikuyu village in Kenya is provided in the teacher's textbook. In the students textbook, seven multiple-choice questions and six matching vocabulary words are included as a while reading activity. However, the pre reading and post reading activity are ignored in this lesson. It would have been good if students had predicated what would going to be included in the text and compare the realities presented in the text with the account of wedding within their locality. Besides, this assessment section isolates reading skill from the rest of language skills.

4.2.2. Analysis of Unit Four (Part A and B)

A) Introduction

Unit 4 is about art and literature. In the introductory part of this unit, two literary forms have been presented. In the first place, the students are expected to discuss in small group whether they have read any works of literature or not and then required to think the name of some novelists, poets, or playwrights that they have heard of or familiar with. In the introductory part of this unit, a poem from Uganda and an extract from Nigerian novel have been provided. A poem titled "Building the Nation" by Henry Barlow and an extract from one of the Chinua Achebe's most famous novels are presented on page 82 and 83 respectively. In fact, the integration of literary genres into language learning skill is very important as it motivates and develops the creativity of learners. Nonetheless, the language used specially in the first reading text is not authentic. Likewise, in both reading texts, the pre and post reading activities have not included. As for while reading activity, nine comprehension questions have been presented for

each reading text. However, it is impossible to practice the reading text and to cover all the activities included due to time constraints.

B) Reading Skill

Two reading lessons have been included in Unit 4. The reading text in part A is titled “A Character from a novel”. It is slightly adopted from Devil on the Cross by Nigugi Wa Thiong’o. The content of comprehension is cultural specific. Unlike other reading texts in the sample units, the pre-reading or warm up activities are provided.

Regarding while reading stage, four multiple choice comprehension questions and three vocabulary items are included. As for post activities, four open-ended questions that help the learners to consolidate and relate the text to their experiences, knowledge and opinions are included.

The second reading section is extensive reading project. Under this section, the students are expected to read a variety of short stories and poems in order to help them to be more familiar with English language literature. Sufficient advice is also offered on how to carry out the project. Therefore, if students are committed to carry out the project effectively, this kind of activity plays a great role for the improvement of their reading ability.

C) Increase Your Word Power/ Vocabulary

In Unit 4, it seemed that the presentation of the vocabulary or increase your word power section is partially emphasized. At the first place, participle adjectives, adjectives and preposition combination, order of adjectives, and adjectives describing appearance and character are presented. For all topics, adequate activities or exercises are provided, but some of the questions are ill designed. Besides, it has been observed that activities are repeated in Unit 8, page 190-191. This shows that most of the activities are purposeless. This might lead students to be disinterested and bored with the lesson. In the same unit, page 94 and 97, film genres and writers vocabulary words are presented respectively. In both activities, matching exercises are included and the students are expected to match the kinds of genres and occupations of writers in the left column with the definitions in the right hand column. Nonetheless, for both exercises, the definitions in the right hand columns are missed.

D) Language Focus/ Grammar

While ‘Changing the subject and coming to the subject’ is presented in part A of Unit 4, ‘Talking about the future’ is presented in part B. First, under activity one, the expression of changing the subject and coming to the subject is provided. As a result, the students are required to put the expression into the correct columns. Then, the students are asked to work in-group of four and play speaking game. At the back of the book, the role cards are presented for each member of the group and the groups are required to carry out the instructions on the card.

Although the activities are good to practices changing the subject and coming back to the subject, the students would not have practiced it with in the proposed time. Therefore, it seemed that most of the activities were designed with no any purpose. As far as the second language focus ‘Talking about the future’ is concerned, brief explanation and examples have not been provided. For this section, two exercises have been included. However, the exercises are below the level of the learner current language learning ability. For example, under exercise one on page 96, the students are required to match the beginning and the ending of sentences and practice saying the full sentence with partner.

E) Speaking Skill

In Unit 4, two speaking section ‘Class Survey Participation in the arts’ and ‘Future prediction’ has been included. In the first speaking lesson, the students are required to carry out a class survey about participation in the arts. This activity is considered better because different advice has been given on how to carry out such a survey. For instance, what do they want to find, How to obtain information, How to draw up the questionnaire, How to conduct the survey, and how to collect the results? and so on. After carrying out the survey, they are expected to discuss their survey results: which area of the art is the most popular? Which area is the least popular? How do they feel about these results? Do they think the results are representatives of the whole class or not? These kinds of activities are very interesting as it helps the students interact with the written materials as well as with their classmates.

On the other hand, the second speaking section ‘Future prediction’ is integrated with the previous language focus lessons. Beginners like By the end of the year, I..., By the end of this lesson, we..., By the time I get home... etc. are provided and the students are required to discuss different ways of completing these sentences. In addition to this, additional activities through which students make prediction represented. This kind of activities can help all learners to involve in the group discussions as they can express their own opinion and expectations.

F) Listening skill

In part A of this unit, the listening text is not included. However, two listening texts titled “The plot of film” and “A film review” are included in part B. Unlike the other listening texts in the other sample units, the warm up and pre listening activities are neglected. In the same way, both listening texts are not culturally specific. Listening becomes interactive when the listener has the background knowledge or information about the listening texts that they are going to listen.

As a while listening stage, five different headings are provided for both texts and the students are asked to make their own notes as they listen. Although post listening activity is not presented for the second listening text ‘A film review’, it has been provided for the first text ‘The plot of a film’. As the text is incomplete, the students are asked to predict the endings of the film. The students will be able to write their prediction and read their endings to their classmates. As a result, listening is integrated with writing, speaking, and language uses. However, nothing has been done still on pronunciation skill and the audio recordings do not yet accompany the listening text as usual.

G) Writing Skill

The writing is the continuation of listening text in this unit. The activity for writing is designed on ‘The film review’. In the first activities, five extracts taken from (Titanic, Bratz, The Princess Diaries, and Avatar) are included and the students are required to decide which of the films the extracts are commenting on. Besides, as about six different tasks that might help learners’ practice-speaking skill are included, the activity might not be covered due to time constraints. On the contrary, the students might not have any idea about the extracts since the extracts are not cultural known to the learners. This can make learning English language meaningless.

H) Study Skills

The study skills in Unit 4 focus on writing. Here, the learners are expected to practice writing spontaneously, timed writing, and Tips for improving their writing. Hence, students can write without thinking, planning or discussing and within the time limit. Therefore, the writing lesson provides adequate activities on controlled, guided and free writing. Besides, it provides students with different strategies and steps on how to write written assignments.

I) Assessment

In Unit 4, listening and reading skills have been assessed. The listening text is about the review of the film ‘Avatar’. Eight true or false questions are provided and the students are required to decide if these statements are true or false based on the critic’s opinion. The topic is not culturally known to the students’ background knowledge. This can affect their listening comprehension. On the other hand, the reading part is a text about the life of the Nigerian writer Chinua Achebe. An incomplete paragraph is given and the students are asked to fill the gap in the text with one word. The learners can therefore improve their reading and vocabulary skills in this section.

4.2.3. Analysis of Unit Seven (Part A and B)

A) Introduction

Unit Seven talk about finding a job. As a result, the introduction of this unit focuses on learners’ future career. In the first lesson of this unit, 12 statements related to future career are presented and the students are required to discuss whether they agree or disagree with those statements. Such activities are enjoyable and helpful for learners to use the language effectively. The students may participate freely in expanding their feelings and opinions.

B) Reading Skill

In Unit 7, reading is designed around three lessons. The first reading text is a poem titled “A taxi driver on his death” written by Timothy Wengusa. The topic is global and familiar. A life-based topic focuses on the trafficking issues. As the reading text discussed in the sample units earlier, pre reading activities have not been provided. Whereas, as a while reading stage, eight open-ended questions which engage students in the reading process by presenting them with reasoning and problem solving activities are provided. Different figures of speech such as

metaphor and personification are treated too. This is a motivate activity that can develop learners' creativity and thinking ability. Similarly, at post reading stage, three open-ended questions are incorporated. In carrying out these post-reading tasks, students should be involved in integrating the reading with other language skills. Besides, they should encourage to dialogue with the writer's view by reflecting their opinions about the text in relation to their previous knowledge.

The second reading section in this unit is about Hadas's CV. The activities involved in this Part are below the learner's levels of language competence. Because, the tasks are simple " Wh" questions such as "Where does Hadas live?", " How old was she when she started primary school?", "How old was she when she left secondary school?" , and so on. As a result, it is possible to say this is not the kind of language that the students are supposed to use at this level. The students can easily infer the correct answers from the CV letter developed and provided in the textbook.

The third reading lesson is designed on 'A letter of Application'. Here, different parts of letter Hadas wrote to apply for job is provided in a disordered way. Accordingly, students are expected to work in a partner and discuss what order the different parts of the letter should go in and how they should be laid out on the page. Here, reading is integrated with writing, i.e. first, the students are expected to read a passage and then they are required to write the complete letter out in their exercise book by suggesting some improvements if needed.

C) Increase Your Word Power/ Vocabulary

In Unit Seven, under Part A, three vocabulary lessons 'Action at works', 'Adjectives with the suffixes '-ful and -less', and 'Skill and Personal Qualities' have been included. However, the vocabulary lesson is not provided in Part B of Unit 1. In the first vocabulary lesson, verbs that describe an action that people in different jobs have to do are provided in table. The students are required to complete the table by some jobs in which each of these actions is required and what or who is involved

Example:

Action	What or who is involved	Job
Advice (who/ what)	Patients Clients	Doctor Lawyer
Do or carry out (what)	Experiments Operations	Scientists Surgeons/ doctors
Attend (what)	—	—

The above like activity is important and interesting as it develops learners' critical thinking ability. In the second lesson of vocabulary presentation in this unit, the students are given a group of adjectives and asked to identify which of these adjective can take only the suffix '-ful' or '-less' and both '-ful' and '-less'. However, most of these words are below the levels of learners' language ability. The vocabulary lesson presented in the third lesson is "skills and personal qualities". Here, a group of nouns is provided and the students are expected to write the adjective form of these nouns. Therefore, the activities in the textbook are aimed to help learners' to expand and develop their knowledge of word formations. However, different word formation strategies were not presented unlike in the rest vocabulary sections.

D) Language Focus/ Grammar

Defining relative clause has been presented in Part A of Unit 1. This lesson is presented with brief explanations, but the examples are not adequate and clear. On the other hand, adequate and purposeful exercises are involved. For instance, exercise one on page 159, help learners how to use punctuation (comma) in non-defining relative clause correctly.

Similarly, in part B, page 167, different types of questions, present perfect tense and verb plus infinitives have been included. However, the lessons are not presented with brief and easy examples and explanations like the other grammar sections in the former sample units.

E) Speaking Skill

Three speaking lessons have been included in this unit. In the first speaking lesson (qualifications and skills for different jobs), first, the students are given the languages used to make generalization and exceptions and expected to study them. Then, four job advertisements

are provided and the students are required to discuss each job choosing a range of qualities and skills needed for each one provided in the vocabulary section and using the languages used to make generalization and exceptions. Speaking is therefore, integrated with language focus and vocabulary aspects in this section. The second speaking lesson is designed on ‘Applying for a job’. Five “Wh” questions such as “Where can you find information about job vacancies?”, “What should you do if you want to apply for a job?”, and so on are provided and the students are expected to discuss these questions in a group. This kind of activity engages students in a meaningful communication. Besides, this lesson is integrated with the reading and writing lesson, which is about CV and application letter. On the other hand, the third speaking lesson is designed on ‘Chain interview’ based on a letter of application written by Hadas in the previous reading section. Accordingly, students are asked to make a list of 12 questions that the Manager of Mountain Trading Ltd might ask Hadas. Then, the students are required to identify which questions should take a rising and falling intonation at the end. Likewise, they are required to ask and answer questions by playing the role of Hadas and the role of the Manager of the Mountain Trading. This is also interesting as the learners play a role and helps them to develop their life skills.

F) Listening Skill

Like vocabulary, the listening text is not provided in Part B of Unit 7. However, two listening texts namely “Three employees talk” and “An employer talks” have been included in part A. Though pre listening activity has not been provided for the first listening text, it has been provided for the second listening text. The students are therefore, asked to discuss with a partner the kind of work they think sales and marketing staff do and the skills necessary for the job before listening the text. The first listening text is culturally specific. However, the second one is global as it is about an employer talking about recruiting sales and marketing staff. Such activity could help learners to relate what they have listened with their background knowledge and personalize it.

As while listening stage for both listening texts, the students are expected to make note in the table under three headings (qualification, skill and personal quality needed, and benefits offered). The post listening activity is also provided for both listening texts. The students are expected to

describe what each job involves using the notes they made in the table. As a result, listening is integrated with writing, reading, and speaking. However, as the activities are very bulky, it could not have been covered within the allotted time. In the same way, like the listening texts seen in the sample unit earlier, this listening text does not give any place for the presentation of new vocabulary items, word pronunciations, stress and intonations that might affect learners' comprehension. Besides, any audio recordings do not yet accompany it.

G) Writing Skill

As far as writing lesson is concerned in Unit 7, two writing lessons 'Writing a profile' and 'A letter of Application' are included. The students are provided with some examples of profile and instructions and required to write a profile of company or an occupation they would like to work in. On the other hand, the second writing lesson is 'Application letter writing'. At the first place, the steps to be followed when writing 'An application letter' have been presented. Then, the students are asked to write an application letter and CV in response to the given advertisements taking Hadas's application letter and CV as a model. As can be observed, writing incorporates guided activities.

H) Study Skills

The study skills of Unit 7 focus on reading. These study skills present the importance and ways of predicting, guessing the meanings of unknown words, and reading practice. To do so, adequate exercises in which students can predict the possible endings for sentences, the important features of the word that can help them to work out what it means through its context, its grammar, its construction and its similarity to a word in other language they know are presented. Therefore, the study skills can be seen as an important part of language lessons as they provide different awareness and advice on how the students can tackle different challenges that they might face in the classroom.

I) Assessment

At the end of Unit 7, the listening, speaking, and writing skills have been assessed. Listening and speaking are integrally assessed in this section. In that, the teacher is required to interview the students for job. Therefore, the students could have an application letter and CV they have

developed in the former lesson with themselves. As a result, during interview, the students could have listened and responded to the interview questions at the same time. Although this is a better way to develop learners' oral communication, it would have been difficult to the teachers to interview all the students in a large class due to time constraints. In the second part of assessment, the teacher is expected to assess students' writing skill that they have produced on application letter writing in the former lesson. As could be observed, most of the language skills are highly interrelated and integrated in this section.

4.2.4. Analysis of Unit Eleven (Part A and B)

A) Introduction

The introduction part of Unit 11 is designed on the film industry. Accordingly, the students are expected to brainstorm what they know about the film industry. Having thought the film production process and jobs in the film industry, they are required to create a mind map on "The film industry". Therefore, such activities are helpful to grasp the attention of the learners toward the topic. Besides, it helps to know the learners personal background and motivation towards the lesson.

B) Reading Skill

As far as reading skill is concerned, three reading texts are involved. Unlike the reading texts in the other sample units, the pre-reading activate is not provided for the first reading text titled 'An interview with a film star'. On the contrary, pre-reading or warm up activates are provided for the second reading text 'The making of a blockbuster' and the third text 'A review of Titanic'. However, the students do not culturally know these reading texts.

Regarding while reading for the first reading text, the definitions of words highlighted in the text are presented and the students are required to match them. On the other hand, multiple choice comprehensive questions and matching words are involved for the second reading text. For the last reading text in this unit, three open-ended questions are provided. Therefore, as we can observe, some of the reading texts are simply designed to help learners develop their vocabulary skill than comprehension skill.

Unlike the pre reading activity, post-reading activity is not provided for the first reading text. On the other hand, two open-ended questions have been included for each of the second and third reading texts. These activities encourage the learners to express their agreement or disagreement with the writers view reflected in the text. Besides, the students do not culturally know the reading texts. Consequently, the students may not comprehend the text correctly.

C) Increase You Word Power/ Vocabulary

Phrasal verbs with ‘away’ are presented in this session. The exercises provided in this section are adequate. The students have been given verbs in the box and required to fill the gaps in the sentence. Besides, they are asked to substitute a synonym and write a paragraph containing phrasal verbs in the other activities. Then, the students are required to read out their paragraph to the rest of the classmates with gap filling where phrasal verbs should be. It can be noticed that this section is integrated with writing and reading skills. However, the activities are bulky so that it cannot be covered within the time allocated.

D) Language Focus /Grammar

In Unit 11, ‘Past intention’ and ‘Reported speech’ are included in part A. Besides, ‘Indirect questions’, ‘Short responses’ and the revision of ‘Changing the subject’ which was presented in Unit 4, page 85 are the language focuses included in the part B of Unit 11. However, in all lessons, brief explanation and examples are not provided although adequate exercises are included. Moreover, the lessons cannot be covered within the allotted time like the other lessons.

E) Speaking Skill

Only one speaking lesson has been presented Unit 11. Here, first, the students are required to work in a group of four or five people and discuss talk show on the followings: do you ever watch talk shows on Television? If so, which ones? What is the format? Do you like them? and so on. Second, they are required to create a talk show for the rest of the class to watch following the provided steps. Finally, they are expected to perform their show for the rest of the classmates. This a kind of authentic language in which the students can be involved in performing the activity and expressing their own feelings and experiences.

F) Listening Skill

In Unit 11 part A, two listening texts namely, ‘The Ethiopian film industry’ and ‘An interview with a film maker’ are involved. Nonetheless, the listening text is not included under part B of this unit. Unlike the listening texts in the earlier sample units, the prelistening activities are involved in both listening texts. On the other hand, in the first listening, the students are required to make outline notes whereas, in the second listening text, five interview questions are made to the film maker Haile Gerima and the students are required to write their prediction in response to the question. Then, they are asked to complete the second column of the table with Gerima’s answers to the questions from the listening text they have already listened.

As a post listening activity, the students are required to discuss their impression of Haile Gerima from the interview and their opinions of his idea. The listening texts are culturally specific and interesting. Such kind of listening texts might be easily comprehended as learners may have background information about it. What is more is, Haile Gerima is a well-known Ethiopian filmmaker. As a result, most of the students might be interested and motivated to reflect on the topic that they are familiar with and know. On the other hand, debating on others impression can also develop the learners’ critical thinking ability and enhance their oral communication skill.

G) Writing Skill

In Unit 11, two writing lessons are included. The first activity is a dialogue. The students are required to write dialogue between Kate Winslet and the journalist. This writing section is integrated with reading since the students are asked to write a dialogue on the previous reading lesson ‘An interview with a film star’. The activity is also modeled. This can initiate the students to carry out the activity easily.

On the other hand, in the second writing lesson in this unit, as dialogue writing is designed on reading, this lesson is also integrated with speaking skill provided in Unit 11. In the speaking section, the students are required to create a talk show. In this writing lesson, they are expected to write review of their talk show. Therefore, as it can be observed, the writing skill is integrated with speaking. Besides, the writing activities are associated with controlled, guided and free writing activities. However, the writing lesson still gives little place for different paragraph writing in the textbook.

H) Study Skills

The study skills are organized on exam strategies Part 2 in Unit 11. Concerning examination, different strategies that might help students how to do exam has been presented in reading comprehension. In addition to providing the students with different strategies of taking the exam, the study skills are integrated with reading skill. This helps learners develop their critical thinking and reasoning ability.

I) Assessment

The listening and writing skills have been assessed at the end of this unit. The listening text is designed on 'An interview with a film critic about the effect of film on society'. The students are provided with eight true or false questions based on the listening text and expected to do it. The text is global so that it might be encouraging and stimulating for the learners.

On the other hand, writing lesson is designed on report writing. The students are required to write short reports on the harmful and beneficial effects of the film on society using ideas in the listening text. So, listening and writing are assessed integrally in this assessment section. This shows that any language skill cannot be presented separately.

To sum up, as can be observed in the sample units analyzed, all language skills are presented around the same topic. As a result, most of the skills are integrated. On the other hand, most of the activities are not designed purposefully and the redundancy of the activities are highly observed as a single skill is presented more than two or three times in most units of the textbook. The supplementary materials do not yet accompany the textbook. Besides, the issue of time is also the most striking one in the textbook. Due to the repetition and vastness of the activities in the textbook, therefore, the textbook cannot be covered within the allotted time as expected by the MEO.

4.3. Analysis of the Questionnaires' Data

Under this data analysis section, the responses obtained from the participants of the study through questionnaires were analyzed, and the results were integrated or triangulated with the data obtained through the textbook analysis.

Accordingly, the first criterion, the layout and design of the textbook was measured through four items (1, 2, 3, & 4) in the students' and teachers' questionnaires and the responses are presented in Table 1 as indicated below.

Table 1: Participants' Perception on the Layout and Design of the Textbook

No	Items	Respondents		5	4	3	2	1	Total
1	The textbook has a complete and detailed table of contents	Students	F	7	14	5	10	4	40
			%	17.4 %	35%	12.5%	25%	10%	100%
		Teachers	F	0	5	1	1	0	7
			%	0%	71.4%	14.3%	14.3%	0%	100%
2	The layout and design of the textbook is suitable and clear	Students	F	5	20	3	9	3	40
			%	12.5 %	50%	7.5%	22.5%	7.5%	100%
		Teachers	F	1	5	0	1	0	7
			%	14.3 %	71.4%	0%	14.3%	0%	100%
3	The textbook provides a useful content of tables, glossary, and index	Students	F	9	9	8	14	0	40
			%	22.5 %	22.5%	20%	35%	0%	100%
		Teachers	F	0	4	2	1	0	7
			%	0%	57.1%	28.6%	14.3%	0%	100%
4	The textbook is free of mistakes	Students	F	4	8	4	15	9	40
			%	10%	20%	10%	37.5%	22.5%	100%
		Teachers	F	0	1	1	4	1	7
			%	0%	14.3%	14.3%	57.1%	14.3%	100%

As observed in Table 1, nearly half of the students (52%) and most of the teachers (71%) suggested that the textbook has a complete and detailed table of contents. Likewise, 63% of the students and 86% of the teachers showed that the layout and design of the textbook is also suitable and clear. Regarding the availability of useful contents of table, glossary, and index, 45% of the students and 57% of the teachers stated that the textbook provides useful content of table, glossary and index. As far as item 4 is concerned in the above table, 60% of the students and 71% of the teachers stated that the textbook has some kinds of mistakes. For instance, in response to the open ended question in which the participants were required to add constructive comment on the weak and strong sides of the textbook, most of the students commented on the matching exercise incorporated in Unit 4, page 94 and 97, where the definition of different film genres and different roles of writers have been missing. Besides, most of the students complained that the size of the textbook is very large so that they cannot bring the textbook into the classroom. This can affect the teaching learning process into the classroom since textbook serves as guidance for teachers as well as students and provides different activities or exercises.

In the same way, in the close inspection of the textbook, it has been seen that the textbook has not a complete and detailed table of contents because the sub headings are not provided in the tables of contents. On the other hand, the layout and design is suitable and clear. It is organized around topic-based units, the units are divided up into two parts, and each of the two parts comprises about nine sub-sections or lessons. However, the presentation of each item is around the units, but the flow of the lessons are not the same throughout each part. Each page follows the same format throughout the whole text. Nonetheless, the presentation of different lessons or skills is not the same throughout the textbook's units.

With respect to the glossary and index, the results from the close examination showed that the textbook includes extensive lists of some regular and irregular verbs, lists of some important phrasal verbs, lists of vocabularies from each unit, and lists of listening texts from each unit. However, the presentation of listening texts at the end of the textbook might be the drawback here as the students can easily infer the text; the purposes of listening texts become meaningless.

Regarding the mistakes in the textbook, some silly mistakes like noun and pronoun agreements are highly observed. Besides, like the respondents suggestion, in Unit 4, page 94 and 97, the definition of vocabulary words, which should be provided under column 'B', is missing. Similarly, some of the questions are ill- designed in this section.

Regarding the selection and organization of the contents in the textbook, two items (5 and 6) were applied in the students' and teachers' questionnaires and the responses are presented in Table 2 as follows:

Table 2: Participants' Perception on the Selection and Organization of the Contents

No	Items	Respondents		5	4	3	2	1	Total
5	The tasks and activities in the textbook are organized from simple to complex	Students	F	6	12	5	14	3	40
			%	15%	30%	12.5 %	35%	7.5%	100%
		Teachers	F	0	6	0	1	0	7
			%	0%	85.7%	0%	14.3%	0%	100%
6	The text selections represent the variety of literary, genres, and contain multiple sentence structures?	Students	F	3	18	5	10	4	40
			%	7.5%	45%	12.5 %	25%	10%	100%
		Teachers	F	0	5	0	2	0	7
			%	0%	71.4%	0%	28.6%	0%	100%

As indicated in Table 2, Item 5, 45% of the students and 86% of the teachers stated that the tasks and activities are organized from simple to complex. Regarding the availability or presentation of the variety of literary, genres and different sentence structures, nearly more than half of the teachers (57%) rated that variety of literary; genres are incorporated in the textbook. On the contrary, 53% of the students criticized that the variety of literary, and genres are not adequately included in the textbook. Besides, the teachers recommended that though the variety of literary and genres are adequately incorporated in the textbook, the language used is not authentic and at the right level of learners language competence.

In this regard, in the close inspection of the textbook, it has been noted that most of the activities are organized from simple to complex and even most of them are interrelated and integrated. Consequently, the learners can easily work out the activities in the textbook. As far as the selection of varieties of activity is concerned, the internal inspection indicated that a variety of literary and genres are included. Nonetheless, like the comments obtained from the teachers through open-ended questions, the language used in these texts is not authentic and the students could not easily comprehend the texts. Therefore, most of these texts are unable to serve the purpose that it is expected to accomplish.

In order to measure the contents and subject matters in the textbook, three items (7, 8 and 9) were included in the students' and teachers' questionnaire and the responses are presented in Table 3 as follows:

Table 3: Participants' Perception on Contents and Subject Matters of the Textbook

No	Items	Respondents		5	4	3	2	1	Total
7	The subject and content of the textbook is interesting, challenging, and motivating	Students	F	8	12	5	13	2	40
			%	20%	30%	12.5%	32.5%	5%	100%
		Teachers	F	1	3	0	3	0	7
			%	14.3%	42.9%	0%	42.9%	0%	100%
8	The subject and content of the textbook is relevant to my needs	Students	F	4	9	0	18	9	40
			%	10%	22.5%	0%	45%	22.5%	100%
		Teachers	F	0	3	0	2	2	7
			%	0%	42.9%	0%	28.6%	28.6%	100%
9	There are sufficient varieties in the subject and contents of the textbook	Students	F	3	16	4	11	6	40
			%	7.5%	40%	10%	27.5%	15%	100%
		Teachers	F	2	4	1	0	0	7
			%	28.6%	57.1%	14.3%	0%	0%	100%

As shown in Table 3, half of the students stated that the subject and content of the textbook are interesting, motivating and challenging. Whereas nearly more than half of the teachers (57%)

argued, the subjects and contents of the textbook are not interesting, motivating and, challenging. Besides, 68% of the students and 57% of the teachers indicated that the contents in the textbook are not relevant to the learners needs. On the other hand, 48% of the students and 86% of the teachers agreed that the textbook incorporates sufficient varieties in the subject and contents.

In the close inspection of the..., the researcher has observed that sufficient varieties of topics and activities are included in the subject and content matters of the textbook. Hence, the topics related to historical, cultural, scientific, geographical, social, and economic issues are covered in this textbook. In the same way, current events like population growth, environmental concerns and human diseases are included. Issues affecting teenagers like relationships, careers, hobbies, and sports are also parts of the subject matters. Therefore, most of the subject and content matters are current activities and life based. However, most of the contents in the reading and listening comprehension are designed with a foreign contexts. To justify, we can see the reading lesson designed on ‘The making of a blockbuster’ and ‘A review of Titanic’ in Unit 11, page 257 and 261 can be a good example. Including such contents in a local textbook might create comprehension problem and cultural misunderstanding, as the learners might not interpret these foreign concepts correctly.

The exercises and activities in the textbook were measured through three items (10, 11, and 12) in the students’ and teachers’ questionnaires and the responses are presented in Table 4.

Table 4: Participants’ Perception on the Exercises and Activities in the Textbook

No	Items	Respondents		5	4	3	2	1	Total
10	The exercises and activities incorporate individuals, pair, and group work	Students	F	10	18	4	5	3	40
			%	25%	45%	10%	12.5%	7.5%	100%
		Teachers	F	3	4	0	0	0	7
			%	42.9%	57.1%	0%	0%	0%	100%
11	The textbook provides a balance of activities and exercises that focus on both fluency and accuracy production	Students	F	5	11	6	12	6	40
			%	12.5%	27.5%	15%	30%	15%	100%
		Teachers	F	1	3	0	3	0	7
			%	14.3%	42.9%	0%	42.9%	0%	100%

12	The exercises and tasks are adequate, purposeful, and interesting	Students	F	9	11	7	12	2	40
			%	22.5%	27.5%	17.5%	30%	5%	100%
		Teachers	F	0	2	1	4	0	7
			%	0%	28.6%	14.3%	57.1%	0%	100%

As Table 4 demonstrates, the participants were required to show their perception on the distribution of learning exercises and its purpose in the textbook. As the result shows, most of the students (70%) and the majority of the teachers (86%) agreed that the activities presented in the textbook incorporate individual, pair, and group work. Regarding the balance of activities or tasks that focuses on both fluency and accuracy production, 45% of the students and 57% of the teachers believed that the textbook provides a balance of activities for both accuracy and fluency production.

As can be seen from Table 4 Item 12, half of the students indicated that the exercises and activities provided in the textbook are adequate, purposeful and interesting. On the other hand, more than half of the teachers (57%) criticized that most of the activities are not purposeful and interesting. The teachers commented that the activities provided in the textbook are not purposeful because the activities are repeated many times in the textbook in different sections.

A close inspection at the textbook showed that the exercises and activities presented in the textbook incorporate individual, pair, and group work. However, most of the lessons are controlled by the presented activities. For this reason, they cannot encourage students use the target language as expected. Regarding the adequacy and purpose of the activities, even though adequate exercises have been included, most of them are purposeless. The reason is that most of the topics are the revision of grade 11 and presented more than one times in this textbook. For instance, in Unit 4, page 90-91, an exercise designed on adjective and preposition combinations have been repeated in Unit 8, page 190-191. Such kind of exercises might cause disinterested and boredom. As learning tasks are parts of language learning through which learners' progress can be evaluated, textbook is supposed to provide purposeful activities that encourage learners' genuine communication and skill development. If this is not the case, the presentations of exercises do not show the progress of the learners, learning or doing activities.

To measure the balance of the language skills in the textbook, six items (13, 14, 15, 16, 17, 18, and 19) were provided in the students' and teachers' questionnaires and the responses are presented in Table 5 below.

Table 5: Participants' Perception on the Balance of Language Skills

No	Items	Respondents		5	4	3	2	1	Total
13	The material provides an appropriate balance of language skills	Students	F	5	12	7	12	4	40
			%	12.5%	30%	17.5%	30%	10%	100%
		Teachers	F	0	4	0	1	2	7
			%	0%	57.1%	0%	14.3%	28.6%	100%
14	The reading and listening passages are associated with per/while/post activities	Students	F	3	12	5	11	9	40
			%	7.5%	30%	12.5%	27.5%	22.5%	100%
		Teachers	F	0	2	0	0	5	7
			%	0%	28.6%	0%	0%	71.4%	100%
15	The reading section/s provide the context for new vocabulary	Students	F	5	20	4	8	3	40
			%	12.5%	50%	10%	20%	7.5%	100%
		Teachers	F	0	3	0	1	3	7
			%	0%	42.9%	0%	14.3%	42.9%	100%
16	The listening exercises focus on linguistic competence (stress, intonation & pronunciation).	Students	F	3	11	7	12	7	40
			%	7.5%	27.5%	17.5%	30%	17.5%	100%
		Teachers	F	0	1	0	1	5	7
			%	0%	14.3%	0%	14.3%	71.4%	100%
17	There are sufficient materials for spoken English (e.g. dialogue, role-play and communicative activities)	Students	F	5	12	4	12	7	40
			%	12.5%	30%	10%	30%	17.5%	100%
		Teachers	F	1	2	0	4	0	7
			%	14.3%	28.6%	0%	57.1%	0%	100%
18	The writing texts incorporates the controlled, guided, and free activity	Students	F	5	18	7	8	2	40
			%	12.5%	45%	17.5%	20%	5%	100%
		Teachers	F	0	4	0	2	1	7
			%	0%	57.1%	0%	28.6%	14.3%	100%
19	The writing activities aim to develop a range of writing	Students	F	3	9	10	10	8	40
			%	7.5%	22.5%	25%	25%	20%	100%
		Teachers	F	0	1	1	3	2	7

	including descriptive, narrative, expository & argumentative text		%	0%	14.3%	14.3%	42.6%	28.6%	100%
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As far as the balance of language skills are concerned, as Table 5 indicates, 43% the students and 57% of the teachers rated that the language skills are equally treated in the textbook. In the same way, the participants were also required to examine if the listening and reading texts are associated with pre, while, and post activities. Consequently, half of the students and most of the teachers (71%) criticized that the pre and/ or post reading and listening activities are neglected at all throughout the textbook. In Table 5 Item 15, 63% of the students suggested that the reading texts provide a context for new vocabulary that can encourage the learners to infer the meaning of unfamiliar words. On the contrary, more than half of the teachers (57%) were dissatisfied with the reading text, as the text did not provide the context for new vocabulary words and some of the reading texts are very short and do not help learners to comprehend the activities. Besides, as for Item 16, nearly half of the students (48%) and most of the teachers (86%) suggested that the listening exercises do not focus on the linguistic competency of the learners' such as intonation, stress and pronunciations. Besides, most of the teachers complained that the listening texts were skipped off due to the vastness of the textbook and the absence of sufficient supporting materials such as CDs, cassettes and tape recording as the texts is difficult to comprehend without the help of them. The participants were also required to rate if sufficient materials are provided for spoken skill. Hence, nearly half of the students (48%) and more than half of the teachers (57%) replied that the materials for speaking are not sufficient and interactive.

As indicated in the above table, more than half of the respondents (57%) showed that the writing texts incorporate the controlled, guided, and free writing activities. Nonetheless, 45% of the students and 71% of the teachers argued that the writing activities are not aimed to develop a range of writing like descriptive, narrative, argumentative, and expository paragraphs. Besides, most of the students recommended that the presentation of the types of the paragraph should be included in the textbook. Hence, they stated that students can at list learn the features of each paragraph and be able identify or develop paragraph to some extent. In the close examination of the textbook, it seemed that the textbook covers a balance of all skills. However, the presentation of each skill is not balanced in each units of the textbook. This means, in some units, same skills are over emphasized where in some units, some skills are neglected. Moreover, although the textbook provides a balance of all language skills throughout the textbook, the receptive skills

(reading and listening texts) are not accompanied by pre and/or post listening and reading activities. Likewise, the listening texts fail to focus on the learners' linguistic competence: stresses intonations and pronunciations. In addition, the listening texts are not accompanied by audio recordings, which would give the learners an opportunity to extend their listening practices. As a result, the reader's pronunciation affects the learners' understanding.

Regarding speaking skill, as examined in the sample units, although it is adequately treated, the designed speaking activities do not encourage for realistic communication or interaction. The reason is that various activities like debate, role-play, dialogue, and problem solving and information gap are not included. Besides, most of the speaking activities are below the learners' level. For example, in Unit 1, page 12, the speaking activity has been designed on "A happy family life's" photos. The students are required to work in small group and discuss on the following "Wh" questions such as "How many people are there in the family in the picture?", "What do they do?", "Who are they?" and so on. Therefore, these kinds of question require short answer and they do not encourage students of this level for oral communication.

As far as writing is concerned, writing exercises incorporate controlled, guided, and free writing activities like the responses obtained from the participants. Various and challenging activities like essay, report, letter, and summary writing are included. However, conducting survey, project work, not making, and punctuation are some of the activities that are neglected in the writing section. Like the other activities, the writing activities are presented many times with no purpose. For instance, formal letter writing has been presented five times in the following units: Unit 1, Unit 6, Unit 7, Unit 10 and Unit 11. Besides, the writing exercises give less treatment for the types of writing (descriptive, expository, argumentative, and narration). The comment from the students showed that the presentation of the types of paragraph writing should be included in the textbook. The students should know at list the characteristics of each paragraph in order to identify the extract taken from which type of paragraph that they might inevitably meet on the entrance examination.

Generally, although the language skills are integrated in most cases, the imbalance of some skills and the repetition of the skills are highly observed through the presentation of the skills in all

units and parts of the textbook. This might lead the students to disinterested and demotivated about the textbook presentations.

The language in the textbook was measured through six items (20, 21, 22, 23, 24, and 25) in the students' and teachers' questionnaires and the responses of the participants are presented in Table 6 bellow.

Table 6: Participants' Perception on the Language in the Textbook

No	Items	Respondents		5	4	3	2	1	Total
20	The language used in the textbook is authentic i.e. like real- life English	Students	F	4	9	6	13	8	40
			%	10%	22.5%	15%	32.5%	20%	100%
		Teachers	F	0	3	0	2	2	7
			%	0%	42.9%	0%	28.6%	28.6%	100%
21	The language used is at the right level of learners current English Ability	Students	F	6	6	5	13	10	40
			%	15%	15%	12.5%	32.5%	25%	100%
		Teachers	F	0	2	1	3	1	7
			%	0%	28.6%	14.3%	42.9%	14.3%	100%
22	The grammar parts are presented with brief and easy examples and explanations	Students	F	4	6	6	14	10	40
			%	10%	15%	15%	35%	25%	100%
		Teachers	F	0	3	0	3	1	7
			%	0%	42.9%	0%	42.9%	14.3%	100%
23	The grammar lessons are often derived from reading and listening passages	Students	F	7	15	6	10	2	40
			%	17.5%	37.5%	15%	25%	5%	100%
		Teachers	F	1	4	1	1	0	7
			%	14.3%	57.1%	14.3%	14.3%	0%	100%
24	The loads (number of new words in each lesson) are sufficient and appropriate to the linguistic level of students	Students	F	3	11	7	14	5	40
			%	7.5%	27.5%	17.5%	35%	12.5%	100%
		Teachers	F	0	4	0	3	0	7
			%	0%	57.1%	0%	42.9%	0%	100%
25	There is specific methods to teach new vocabulary words	Students	F	5	12	3	12	8	40
			%	12.5%	30%	7.5%	30%	20%	100%

		Teachers	F	0	3	1	2	1	7
			%	0%	42.9%	14.3%	28.6%	14.3%	100%

As shown in Table 6, 53% of the students and 57% of the teachers stated that the language used in the textbook is authentic. As can be seen in the above table, however, 58% of the students and 57% of the teachers criticized that the language used in the textbook is not at learners' current language learning ability. The participants were also asked to review the presentation of grammar in the textbook. Accordingly, 60% of the students and 57% of the teachers rated that the grammar lessons in the textbook are not supported with brief explanations and adequate examples. On the contrary, as can be seen in the above table Item 23, 55% of the students and 57% of the teachers suggested that the grammar lessons are derived from the reading and listening texts.

On the topics of vocabulary, 48% of the students believed that the loads of vocabulary are not sufficient and appropriate to the learners' language learning proficiency. Nevertheless, 58% of the teachers claimed that the load and appropriateness of the vocabulary throughout the textbook is good. In Table 6 Item 25, 56% of the students and 60% of the teachers indicated that there are no specific methods to teach new vocabulary words in the textbook.

In this regard, the close examinations of the sample units have indicated that the textbook is enriched with authentic materials. On the other hand, despite the authenticity of the materials, it is not at the right level of learners' current language learning ability. Most of the reading and listening texts are taken from literature books. For example, in Unit 4, there is an extract taken from Chinua Achebe's novel and a poem on "Building the Nation" by Henry Barlow. In spite of its authenticity, the activities presented in the texts are above the learners' current language ability. The difficulty level of the reading passages appeared to be a negative factor that hinders the students from doing the related activities and exercises aiming to improve their reading skills. Cunningsworth (1995) in line with what has been mentioned above, states that the authors should check if the reading passages are of real interest and needs of the learner as authentic as possible considering the level, well-presented and purposeful activities which help the process. In most

cases, the students are not given opportunities to use the language for communication rather than to practice it in controlled situation by the materials.

As far as grammar presentation is concerned, although grammar is adequately treated, it has not been supported with brief explanation and examples. Besides, most of the activities designed on grammar are not purposeful and most of them are below the learners' level. For instance, the same activities have been repeated on regret expressions many times as in Unit 1, page 23, Unit 2, page 34; and Unit 6, page 143. In the same way, the language structure 'talking about the future' has also been repeated in Unit 3, page 68, Unit 4, page 96; and Unit 5, page 114. Therefore, the repetition of the same lesson many times might cause confusion and disinterested. On the other hand, the better thing is, some of the grammar lessons are derived from the reading and listening texts. To give a practical example, the language focus designed in Unit 1, page 5 on 'Making prediction' and 'Talking about the consequences' has been derived from the former listening text titled 'A father's Voice' on page 3. This kind of lesson is very important to integrate different language skills.

It is stated in the literature that 'grammar' is considered to be one of the most important parts of any language course. Cunningsworth (1995) points out that the first considerations of textbook writers are what grammar items to include and to what extent they will correspond to learner needs. He believes that with the effective teaching of grammar, learners are equipped with the ability to make their own sentences and will be able to use target language for their own purposes. Therefore, it can be drawn that textbook writers should guarantee that language teaching materials involve clear, effective and complete grammar presentations so that students can have good practice and concise review as Skierso (1991) also point out. Besides, they should make sure that teachers are provided with sufficient and various grammar supplementary materials.

Regarding vocabulary presentation, the result of the close inspection revealed that the textbook includes different activities that encourage learners to extend their vocabulary extension. However, most of the vocabulary activities are the same throughout the textbook that it focuses on the formation of adjectives. Some of the exercises are also below the learners' level of English language learning ability. The textbook fails to approach various vocabulary extensions

such as synonyms, antonyms, homonyms, confusing words, miss-spelt words, idioms, spelling rules and so on. It is highly emphasized on the formation of adjectives (prefixes and suffixes). On the other hand, the activities that may encourage the learners to guess the meaning of unfamiliar words using contextual clues are ignored. Besides, different strategies that might help learners to guess the meaning of words are not treated too as observed in the sample units.

As far as the objectives in the textbook are concerned, two items (26 and 27) were provided in the students' and teachers' questionnaires to evaluate the effectiveness of the objectives of the textbook and/ or activities in the textbook and the responses of the participants are presented in Table 7 below.

Table 7: Participant' Perception on the Objectives of the Textbook

No	Items	Respondents		5	4	3	2	1	Total
26	The textbook fulfills the general objectives of teaching English language at the specified educational institute.	Students	F	5	15	7	10	3	40
			%	12.5%	37.5%	17.5%	25%	7.5%	100%
		Teachers	F	1	3	1	2	0	7
			%	14.3%	42.9%	14.3%	28.6%	0%	100
27	Objectives are provided in all activities/tasks in the textbook	Students	F	5	19	5	8	3	40
			%	12.5%	47.5%	12.5%	20%	7.5%	100%
		Teachers	F	1	4	1	1	0	7
			%	14.3%	57.1%	14.3%	14.3%	0%	100%

As depicted in Table 7, the subjects were required to give their evaluation on the objectives of the textbook as a whole and activities in the textbook. Consequently, as the above table shows, half of the students and 57% of the teachers believed that the textbook fulfills the general objectives of teaching English language at the specified educational institutes. Regarding Item 27, 60% of the students and 71% of the teachers agreed that the objectives are provided in all activities in the textbook.

As far as objective is concerned, the internal examination revealed that the textbook could fulfill the general objectives of teaching English at the specified educational institutes as it is intended

to develop students' understanding and use of English both as a subject and as a medium of instruction in secondary school. Besides, grade 12 English textbook focuses on all four-language skills, developing students' survival skills as well as building confidence and learning strategies through skills practice and specific activities. Thus, although the activities in the textbook could not be covered in the allotted time, the activities are good at achieving the objectives of the textbook. Richards (1994) states that objectives are important as they provide learners with a clear statement of where they are going, what they can expect to achieve, and the reason of learning the unit or section. Therefore, it is essential for learners to be clear about the objectives of the learning unit they are tackling in order to help learners to develop responsibility for their own learning.

About the availability of the objectives in the textbook, in the same way, the researcher found out that the intended teaching objectives have been stated for each activity at the beginning of each unit and parts of the units. This is one of the good aspects of the textbook since the availability of the objectives provide or present the learners' where they are going and what they are expected to achieve by the end of each of the units as stated in the literature.

Regarding the methodology in the textbook, three items (28, 29, and 30) were included in the students' and teachers' questionnaires to measure the methodological aspects in the textbook and the responses are presented in Table 8 below.

Table 8: Participants' Perception on the Methodology in the Textbook

No	Items	Respondents		5	4	3	2	1	Total
28	The textbook includes lessons that reflect on study techniques.	Students	F	6	18	6	6	4	40
			%	15%	45%	15%	15%	10%	100%
		Teachers	F	1	3	1	2	0	7
			%	14.3%	42.9%	14.3%	28.6%	0%	100%
29	The activities being used allow various teaching methodologies	Students	F	8	19	7	4	2	40
			%	20%	47.5%	17.5%	10%	5%	100%
		Teachers	F	0	4	1	2	0	7
			%	0%	57.1%	14.3%	28.6%	0%	100%
30	Activities can work well	Students	F	5	15	5	10	5	40
			%	12.5%	37.5%	12.5%	25%	12.5	100%

	with learner- centered methodology							%	
		Teachers	F	0	3	2	2	0	7
			%	0%	42.9%	28.6%	28.6%	0%	100%

As it is indicated in Table 8 Item 28, 60% of the students and 57% of the teachers agreed that the lessons that reflect on the study techniques have been incorporated in the textbook. The participants were also asked to show their review whether the activities being presented in the textbook allow various teaching methodologies. As the result of the study shows, 68% of the students and 57% of the teachers believed, the activities being used can allow various methodologies. Besides, half of the students and 43% of the teachers stated that the activities could also work well with learners' centered methodology. However, some of the teachers complained in response to the open-ended question that they are unable to use student- centered methodology due to large class size.

In the internal inspection, like the responses from ..., the researcher found out that the textbook incorporates lessons that reflect on study techniques. If we take for example, the reading texts designed on the study skill section of the textbook in Unit 3, page 54-60, it reflects on how to make notes, how to write an assignment, how to be an active participant, how to draw a mind map, how to manage time, and how/ where/ what/ and with whom to study. Besides, when we look into the study skills at the end of each unit, they reflect on different life related strategies. Moreover, as indicated in the sample units of the textbook, the activities do not allow various methods of teaching such as skimming, scanning summarizing and so on rather than using individual, pair, and group work. As we can see from the sample analysis above, most of the exercises are designed to encourage pair and group work. Despite not allowing various methodologies, they are suitable with learner-centered methodology. As the researcher is experienced, teachers have not applied different methodologies in the classroom because the activities provided in the textbook are too many to be covered. Most of the time, teacher has thought how to cover the activities incorporated in the textbook than how to use or apply different teaching methodologies in the classroom. Therefore, as the suggested, they are obliged to use lecturing method most of the time.

The availability of supportive sources in the textbook was measured through three items (31, 32, and 33) in the students' and teachers' questionnaires and the responses are presented in Table 9 below.

Table 9: Participants' Perception on the Supportive Sources in the Textbook

No	Items	Respondents		5	4	3	2	1	Total
31	The textbook is supported efficiently by audio-materials	Students	F	0	5	9	12	14	40
			%	0	12.5%	22.5%	30%	35%	100%
		Teachers	F	0	0	0	4	3	7
			%	0%	0%	0%	57.1%	42.9%	100%
32	The workbook is available to give useful guidance	Students	F	2	13	6	12	7	40
			%	5%	32.5%	15%	30%	17.5%	100%
		Teachers	F	0	2	1	2	2	7
			%	0%	28.6%	14.3%	28.6%	28.6%	100%
33	There are cassettes and CDs for pronunciation practice	Students	F	0	0	11	15	14	40
			%	0%	0%	27.5%	37.5%	35%	100%
		Teachers	F	0	0	0	6	1	7
			%	0%	0%	0%	85.7%	14.3%	100%

As can be observed in Table 9, 65% of the students and most of the teachers (86%) criticized that the audio recordings do not support the textbook efficiently. According to Table 9, 43% of the students and 57% of the teachers stated that the workbook is not available to give useful guidance. As far as cassettes and CDs are concerned, 73% of the students and all teachers suggested that cassettes and CDs have not accompanied the textbook for pronunciations practice.

In the close examination, it has been noticed that audio materials, cassettes, CDs, and workbook do not accompany the textbook. Audio materials should follow the listening texts and the activities for pronunciations so that the students can easily understand the pronunciation and comprehend the texts. On the other hand, the visuals such as tables, pictures, and figures are well

provided in the textbook. However, some of the visuals are purposeless and do not initiate the students towards the lessons.

As far as the time proposed in the textbook is concerned, two items (34 and 35) were included in the students' and teachers' questionnaires to measure whether the time proposed in the textbook is appropriate, and the responses are presented in Table 10 below.

Table 10: Participants' Perception of the Time Proposed in the Textbook

No	Items	Respondents		5	4	3	2	1	Total
34	The time allotted for teaching the material is sufficient.	Students	F	2	5	9	10	14	40
			%	5%	12.5%	22.5%	25%	35%	100%
		Teachers	F	0	1	0	0	6	7
			%	0%	14.3%	0%	0%	85.7%	100%
35	The students can complete the activities within the allocated time	Students	F	0	6	6	18	10	40
			%	0%	15%	15%	45%	25%	100%
		Teachers	F	0	0	1	4	2	7
			%	0%	0%	14.3%	57.1%	28.6%	100%

As Table 10 indicates, both the students and teachers seemed to be negative about the proposed time for the textbook or activities. As a result, 60% of the students and 86% of the teachers expressed their dissatisfactions on the time allotted for teaching the lessons included in the textbook. Likewise, 70% of the students and 86% of the teachers showed that the learners have not been able to complete the activities within the allotted time. Besides, most of the teachers and the students have stressed the issue of the proposed time.

Regarding time allocation, the close inspection discovered that the time allotted for the textbook as well as activities is not suitable. As a result, the topics and activities included in the textbook could not have been covered within the allotted time. Similarly, the students have not been able to complete the activities, as they are very bulky.

The social and cultural contexts of the textbook were measured through two items (36 & 37) in the students' and teachers' questionnaires to see the reliability of culture in the textbook to the students' cultural backgrounds and the responses of the participants are presented in Table 11 below.

Table 11: Participants' Perception of the Social and Cultural Contexts of the Textbook

No	Items	Respondents		5	4	3	2	1	Total
36	The textbook includes the topics that reflect learners culture as well and provide opportunities to localize and personalize the activities	Students	F	3	11	5	15	6	40
			%	7.5%	27.5%	7.5%	37.5%	15%	100%
		Teachers	F	0	2	1	3	1	7
			%	0%	28.6%	14.3%	42.9%	14.3%	100%
37	The context of the textbook is free from stereotypical images and information	Students	F	4	14	10	11	1	40
			%	10%	35%	25%	27.5%	2.5%	100%
		Teachers	F	1	4	1	1	0	7
			%	14.3%	57.1%	14.3%	14.3%	0%	100%

With respect to social and cultural context as Table 11 depicts, 53% of the students and 57% of the teachers stated that the textbook includes the topic that do not reflect learners' cultural as well. In contrast, 45% of the students and 71% of the teachers believed that the context of the textbook is free from stereotypical issues.

In the close examination, it has been noticed that although the textbook is free from stereotypical issues, most of the reading and listening texts are not culturally specific. As a result, the students might not easily comprehend the reading and listening activities by localizing and personalizing the activities with their previous knowledge. For instance, the reading texts presented in Unit 11, page 246, on 'An interview with a film star', 'The making of a blockbuster' page 257, and 'A review on Titanic' page 160-161 are some of the good examples of topics not culturally known.

Cunningsworth(1995) suggests that communication might be broken down if cultural constraints are not taken in to account. Moreover, the textbook topics and content should be relevant to the culture of the students. Issues, which may inhibit or damage their self-confidence, must be avoided and the texts illustration and pictures should be culturally suitable.

The overall evaluation of the textbook was measured through two items (38& 39) in the students and teachers questionnaires to see the general effectiveness of the textbook and the responses of the respondents are presented in Table 12 as follows:

Table12: Participants' Perception of the Overall Evaluation of the Textbook

No	Items	Respondents		5	4	3	2	1	Total
38	The textbook is suitable for grade 12 students	Students	F	4	14	6	10	6	40
			%	10%	35%	15%	25%	15%	100%
		Teachers	F	1	3	0	3	0	7
			%	14.3%	42.9%	0%	42.9%	0%	100%
39	The textbook satisfies the learners in preparing them for the entrance examination	Students	F	2	6	2	21	9	40
			%	5%	15%	5%	52.5%	22.5%	100%
		Teachers	F	0	2	1	3	1	7
			%	0%	28.6%	14.3%	42.9%	14.3%	100%

As can be observed in Table 12, 45% of the students and 57% of the teachers believed that the textbook is suitable for grade 12 students in Ethiopian context. However, 75% of the students and 57% of the teachers judged that the material has not satisfied the users. Besides, most of the teachers recommended that the textbook could not have prepared students for the entrance examination unless additional materials could be supplemented because the textbook was not developed in the way that it prepares them for the entrance exam. However, it is good at developing learners' life skill. Generally, more or less the textbook seemed well prepared although it has not satisfied the users due to some shortcomings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with summary, conclusions, and recommendations of the study. Firstly, a summary of the study and the major findings are made. Secondly, conclusions of the fundamental findings are drawn. Lastly, some possible recommendations are forwarded based on the findings of the study.

5.1. Summary

The purpose of this study was to investigate the effectiveness of the newly revised grade 12 English textbook in BuleHora Secondary and Preparatory School. To achieve this purpose, the following specific research questions were raised in the study.

1. Are the language skills adequately covered and associated with variety of activities?
2. Do different supplementary materials support the Textbook?
3. Do the activities allow student -centered learning method?
4. Is the language used in the textbook realistic and at the right level of learners' current language learning ability?
5. Can the sections in each units of the textbook be covered within the proposed time?

In order to answer these questions, a descriptive survey method was employed. BuleHora Secondary and Preparatory School was also selected as a study site. The participants of the present study were grade 12 English language teachers and grade 12 students. Out of 228 students, 40 students and all 7 English language teachers were included as participants of the study.

On the other hand, to achieve the objectives of the study, textbook analysis and questionnaire were employed as an instrument of data collection. Accordingly, two sets of questionnaires were employed in the study. The first one (see Appendix I) was used to obtain information from students while the second one (see Appendix II) was used to obtain information from the teachers about their evaluation of the textbook in line with the research objectives. A checklist was also employed to analyze the sample units of the textbook (see Appendix III).

After carefully collecting the appropriate data using the instruments of data collection, the data were analyzed in an integrated manner using different statistical tools and narration. Therefore, frequency counting and percentage and description of some qualitative data were applied to analyze and explain the data. Finally, based on the findings obtained, conclusions were made and recommendations were forwarded. The following are the major findings of the study.

1. The results of the analyses revealed that the language skills parts of the textbook were the most criticized part of the textbook. One of the most striking finding of this study was that the reading and listening texts were not associated with the pre and/ or post reading and listening activities. Besides, the vastness and repetitions of the activities are another issue the study revealed in the textbook analysis. On the other hand, the results of the study revealed that the reading texts in the units, listening, writing, speaking, vocabulary, grammar and study skills coming afterwards were presented in an integrated way.
2. The responses of most participants and the internal inspection indicate that the vocabulary exercises do not facilitate vocabulary learning. It can be noted that the newly revised grade 12 English textbook is not conducive to equip the learners with strategies for handling the unknown vocabulary. In the literature, many authors perceive “practice of vocabulary” very important in the material evaluation and add the particular aspects in their guidelines and checklists. Skierso (1991) emphasized that the practice of vocabulary in terms of suitability to the needs and interests of the students, readability, level, load suitability, context, adequate control of presentation, balanced, distribution of words among the units and recycling encourage the positive attitude of the learners to the textbook and the course as well. This implies that the textbook writers should check the new items are presented and recycled appropriately in the course. Likewise, most of the respondents felt negative about the authenticity of the language in the textbook. In that, the students do not culturally know most of the reading and listening texts and some of the activities are below and / or above the learners’ current language ability.
3. Although the importance of the supportive sources is emphasized in the literature, the finding of the study indicated that the participants of the study felt negative about the supportive sources in the textbook. What is more, the internal inspection of the textbook found out that the textbook is weak with the supportive materials. This further implies that

it is important that a textbook should be accompanied with other helping sources such as workbook, audio recordings, and CDs, which provide additional practice for the learners.

4. The responses of most participants indicate that the time allotted for the course (6 hours per week) does not enable the teachers to cover the 12 units as required by the MOE. Further, in the setting where this study was conducted, it was observed that the course has been given only with 4 periods per week. This implies again, there is no similar implementation appropriately in different settings. Because of time restraints, the teachers had to skip some of the lessons while exploiting the textbook. This further implies that, however, effective the textbook is, it will not achieve its aims at a desirable level unless the textbook is exploited within an appropriate time.
5. The results revealed that both teachers' and students' perceptions about the methodology in the textbook seemed to be positive in that the textbook reflects the study techniques and involves student-centered language learning method.

5.2. Conclusions

EFL textbook can play an important role in the success of language programs when the users are involved systematically to evaluate the textbook based on some established criteria. As a result, in this study, a close collaboration was made between teachers, students, and the researcher to assess the effectiveness of the newly revised grade 12 English textbook. Accordingly, based on the findings of the study, the following conclusions were drawn.

1. Although the language skills are associated with variety of activities, unnecessary repetitions of topics and activities are observed throughout the textbook.
2. The result of the study revealed that most of the activities for receptive skills (reading and listening) are not associated with pre reading and listening activities throughout the textbook.
3. The textbook is not supported by different supplementary materials
4. The vocabulary skills are not attended through variety of reliable techniques such as synonyms, antonyms, homonyms, homophones, idioms, spelling rules, confusing words and so on.
5. The pronunciation, stress, intonations and punctuation skills are neglected in the textbook
6. Many of the activities in the textbook failed to encourage meaningful language practices as most of the activities are below the levels of the learners' and some are above the learners' level of language learning ability in the same way.
7. Some of the topics and contents are not in harmony with the learners' culture and interest of language learning.
8. The study revealed that it is too difficult to cover every section in the textbook in each unit due to time and syllabus constraints.

5.3. Recommendations

In the Ethiopian context, English language teaching is highly based on a textbook. In most schools, textbook is seen as the merely source for language teaching effectively. The current study indicates that the problems related to English classroom are connected to textbook selection process. Besides, the selection has been made without assessing the needs of the learners in the classroom. So, in the light of the findings obtained from the study, after having identified the strength and weakness of the textbook, it is important to consider the way forward.

1. This textbook has been implemented and used by the teachers. However, as the results of the study have revealed, the textbook is not equipped with the basic elements that a quality material is required to have. Therefore, teachers need to perform a similar task of evaluation of the book before using it in the class room and find ways to combat with its defects.
2. Teachers are the ones who will finally decide how to use the book and in these cases, teachers do not have the option to choose any other course book. Therefore, they should use textbook as their core material, making adaptations and supplements it with other materials according to their learning need and their teaching situations.
3. The study has revealed that the textbook is not accompanied by the supportive audios. Therefore, it is recommendable if teachers record listening texts in advance of the lesson, and have the recording ready to play in the classroom for the appropriate lesson. Besides, teachers could also record interesting discussions from the radio that relate to the topic being dealt with in the textbook as it would give students the opportunity to extend their listening practice. However, the school administrators have to support teachers in providing the necessary materials.
4. The study revealed that the topics and activities could not be covered within the allotted time. Therefore, teachers should set some of the topics and activities as homework. Besides, it would be better to cut one or two sections such as study skills, additional poems, and fun with words from each unit in order to get through the textbook. However, teachers should not cut the same sections each time but rotate all sections, but not necessarily in each unit.

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APPENDIX-I

Questionnaire to be filled in by Students

Dear Student,

This questionnaire is designed to gather helpful data for a postgraduate study on “the evaluation of the newly revised grade 12 English textbook.” The data to be collected through the questionnaire is highly valuable to meet the objectives of this study. Therefore, since you have been using the material in your English language learning and you have first-hand information, you are kindly requested to fill in and return the questionnaire. I would like to assure you that any information you provide in this questionnaire would be used only for academic purpose and would be kept strictly confidential.

Thank you in advance!

General instruction:

- Please do not write your name on the questionnaire
- Please follow the directions given in each part.

Part I: Personal information

1. Sex _____
2. Age _____
3. Academic year _____
4. Number of periods per weak _____

Part II: Closed Ended Students' Questionnaire

Items related to your knowledge and experiences on the evaluation of the newly revised textbook are provided below. Please give appropriate response for each items based on your understanding and evaluation. Your responses could vary from “Strongly agree” to “strongly disagree”. Use a tick “√” mark to respond.

Key 5 = Strongly Agree 2= Disagree
 4 = Agree 1=strongly disagree
 3 = Undecided

No	Items	5	4	3	2	1
A	Layout and Design					
1	The textbook has a complete and detailed table of contents					
2	The layout and design of the textbook is suitable and clear					
3	The textbook provides a useful content of tables, glossary, and index					
4	The textbook is free of mistakes					
B	Selection and organization of the contents					
4	The tasks and activities in the textbook are organized from simple to complex					
5	The text selections represent the variety of literary, genres, and contain multiple sentence structures?					
C	Content and subject matters					
6	The subject and content of the textbook is interesting, challenging, and motivating					
7	The subject and content of the textbook is relevant to my needs					
8	The topics covered in the units encourage students to communicate with each other with the target language					

D	Exercise and activities					
9	The exercises and activities incorporate individuals, pair, and group work					
10	The textbook provides a variety of meaningful and mechanical exercises and activities to practice language items and skills (for example, there is an appropriate distribution of inputs vs. output-based tasks).					
11	The textbook provides a balance of activities and exercises that focus on both fluency and accuracy production					
12	The exercises and tasks are adequate, purposeful, and interesting					
E	Balance of language skills					
13	The material provides an appropriate balance of language skills					
14	The reading and listening passages are associated with per/while/post activities that can engage students cognitive and effectiveness					
15	The reading section/s provide the context for new vocabulary and encourage students to infer the meaning of unfamiliar words					
16	The listening exercises focus on linguistic competence such as stress, intonation and pronunciation.					
17	There are sufficient materials for spoken English (e.g. dialogue, role-play and communicative activities) which help to discuss debate, agree/ disagree, ask for and give information.					
18	The writing texts incorporates the controlled, guided, and free activities					
19	The writing activities aim to develop a range of writing including descriptive, narrative, expository and argumentative texts					

F	Language					
20	The language used in the textbook is authentic i.e. like real- life English					
21	The language used is at the right level of learners current English Ability					
22	The grammar lessons are often derived from reading and listening passages					
23	The grammar rules are presented in a logical manner and in increasing order of difficulty					
24	The loads (number of new words in each lesson) are sufficient and appropriate to the linguistic level of students					
25	There is specific methods to teach new vocabulary words					
G	Clear Objectives					
26	The textbook fulfills the general objectives of teaching English language at the specified educational institute.					
27	Objectives are provided in all activities/tasks in the textbook					
H	Methodology					
28	The activities can be exploited fully and can embrace the various methodologies in ELT.					
29	The activities being used allow various teaching methodologies					
30	Activities can work well with learner- centered methodology					
I	Supportive Sources					
31	The textbook is supported efficiently by audio- materials					
32	The workbook is available to give useful guidance					
33	There are cassettes and CDs for pronunciation practice					
J	Proposed Time Table					
34	The time allotted for teaching the material is sufficient.					

35	The students can complete the activities within the allocated time					
K	Social and cultural context					
36	The textbook includes the topics that reflect learners culture as well and provide opportunities to localize and personalize the activities					
37	The context of the textbook is free from stereotypical images and information					
L	Over all					
38	The textbook is suitable for grade 12 students					
39	The textbook satisfies the learners in preparing them for the entrance examination					

Part III: Please add any constructive comment on the strong and weak sides of the textbook

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APPENDIX-II

Questionnaire to be filled in by Teachers

Dear Teacher:

This questionnaire is designed to gather helpful data for a postgraduate study on “the evaluation of the newly revised grade 12 English textbook.” The data to be collected through the questionnaire is highly valuable to meet the objectives of this study. Therefore, since you have been using the material in your English language class, you are kindly requested to fill in and return the questionnaire. I would like to assure you that any information you would provide in this questionnaire would be used only for academic purpose and will be kept strictly confidential.

Thank you in advance!

General instruction:

- Please do not write your name on the questionnaire
- Please follow the directions given in each part.

Part I: Personal information

Please, fill the information carefully using a tick (√) mark in the right place.

Sex: Male Female

Qualification: Diploma BA Degree MA Degree PhD Degree

Part II: Closed Ended Teacher's Questionnaire

Items related to your knowledge and experiences on the evaluation of the newly revised textbook are provided below. Please, give appropriate responses for each items based on your understanding and evaluation. Your responses could vary from “Strongly agree: to “strongly disagree”. Use a tick “√” mark to respond.

Key 5 = Strongly Agree 2= Disagree

4 = Agree 1=strongly disagree

3 = Undecided

No	Items	5	4	3	2	1
A	Layout and Design					
1	The textbook has a complete and detailed table of contents					
2	The layout and design of the textbook is suitable and clear					
3	The textbook provides a useful content of tables, glossary, and index					
4	The textbook is free of mistakes					
B	Selection and organization of the contents					
4	The tasks and activities in the textbook are organized from simple to complex					
5	The text selections represent the variety of literary, genres, and contain multiple sentence structures?					
C	Content and subject matters					
6	The subject and content of the textbook is interesting, challenging, and motivating					
7	The subject and content of the textbook is relevant to my needs					
8	The topics covered in the units encourage students to					

	communicate with each other with the target language					
D	Exercise and activities					
9	The exercises and activities incorporate individuals, pair, and group work					
10	The textbook provides a variety of meaningful and mechanical exercises and activities to practice language items and skills (for example, there is an appropriate distribution of inputs vs. output-based tasks).					
11	The textbook provides a balance of activities and exercises that focus on both fluency and accuracy production					
12	The exercises and tasks are adequate, purposeful, and interesting					
E	Balance of language skills					
13	The material provides an appropriate balance of language skills					
14	The reading and listening passages are associated with pre/while/post activities that can engage students cognitive and effectiveness					
15	The reading section/s provide the context for new vocabulary and encourage students to infer the meaning of unfamiliar words					
16	The listening exercises focus on linguistic competence such as stress, intonation and pronunciation.					
17	There are sufficient materials for spoken English (e.g. dialogue, role-play and communicative activities) which help to discuss debate, agree/ disagree, ask for and give information.					
18	The writing texts incorporates the controlled, guided, and free activities					

19	The writing activities aim to develop a range of writing including descriptive, narrative, expository and argumentative texts					
F	Language					
20	The language used in the textbook is authentic i.e. like real- life English					
21	The language used is at the right level of learners current English Ability					
22	The grammar lessons are often derived from reading and listening passages					
23	The grammar rules are presented in a logical manner and in increasing order of difficulty					
24	The loads (number of new words in each lesson) are sufficient and appropriate to the linguistic level of students					
25	There is specific methods to teach new vocabulary words					
G	Clear Objectives					
26	The textbook fulfills the general objectives of teaching English language at the specified educational institute.					
27	Objectives are provided in all activities/tasks in the textbook					
H	Methodology					
28	The activities can be exploited fully and can embrace the various methodologies in ELT.					
29	The activities being used allow various teaching methodologies					
30	Activities can work well with learner- centered methodology					
I	Supportive Sources					
31	The textbook is supported efficiently by audio- materials					
32	The workbook is available to give useful guidance					
33	There are cassettes and CDs for pronunciation practice					
J	Proposed Time Table					

34	The time allotted for teaching the material is sufficient.					
35	The students can complete the activities within the allocated time					
K	Social and cultural context					
36	The textbook includes the topics that reflect learners culture as well and provide opportunities to localize and personalize the activities					
37	The context of the textbook is free from stereotypical images and information					
L	Over all					
38	The textbook is suitable for grade 12 students					
39	The textbook satisfies the learners in preparing them for the entrance examination					

Part III: Please add any constructive comment on the strong and weak sides of the textbook

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SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POSTGRADUATE PROGRAM

APPENDIX-III

Checklist to be Used by the Researcher for Textbook Analysis

A. Layout and Design
Does the textbook have a complete and detailed table of contents?
Is the layout and design of the textbook suitable and clear?
Does the table of content show a logical arrangements and development of subjects?
Does it provide a useful table of contents, glossary and index?
Is the textbook free of any mistakes?
B. Selection and organization of the contents
Are the tasks and activities organized from simple to complex?
Does the text selection represent the variety of literacy, genres and contain multiple sentence structures?
C. Subject and Content Matter
Are the subject and contents of the textbook interesting, challenging and motivating?
Are the subjects and contents of the textbook relevant to the learners needs?
Are there sufficient varieties in the subjects and contents of the textbook?
D. Exercise and Activities
Do the exercises incorporate individuals, pair and group work?
Does the textbook provide a variety of meaningful and mechanical exercises and activities to practice language items and skills (e.g. input and out puts based tasks)?
Does the textbook provide a balance of activities and tasks that focus on both fluent and accuracy productions?
Are the exercises in the textbook adequate, purposeful, and interesting?

E. Balance of Skills
Does the material provide an appropriate balance of the four skills?
Are the reading and listening passages associated with pre/ while/ post activities that can engage students with cognitive and effectiveness?
Do the listening exercises focus on linguistic competence such as stress, intonation?
Are there sufficient materials for spoken English (dialogue, role-play and communicative activities) which helps to discuss, debate, agree/ disagree and ask for and give information?
Do the writing texts incorporate the controlled, guided, and free activities?
Are the writing activities aimed to develop a range of writing including descriptive, narrative, expository and argumentative texts?
F. Language
Is the language used in the textbook realistic and at the right level of learner's current English ability?
Are the grammar sections presented with brief and easy examples and explanations?
Are the vocabulary exercises adequate and appropriate to the linguistic level of students?
Is the subject and content of the materials relevant to the student's need?
Does the textbook provide material for pronunciation work?
G. Clear objectives
Does the textbook fulfill the general objectives of teaching English language at the specified educational institutes?
Are the objectives provided in all activities and tasks in the textbook?
H. Methodology
Can the activities be exploited fully and embrace various methodologies in ELT?
Can the activities work well with the learner- centered methodology?
I. Supportive sources
Do audio materials support the textbook?
Is the workbook available in the textbook to give useful guidance?
Are the cassettes that accompany the textbook available?
J. Proposed Time Table
Can the textbook be covered in the proposed time?
Can the students complete the activities on the given time?
K. Social and Cultural Context
Does the textbook include the topics that reflect learner's culture and provide opportunities to localize and personalize the activities?
Is the context of the textbook free from stereotypical images and information?