

ADAMA SCIENCE AND TECHNOLOG UNIVERSITY

SCHOOL OF HUMANITY AND LAW

DEPARTMENTS OF ENGLISH



AN INVESTIGATION IN TO THE LEVEL OF QUALITY, USEFULNESS AND  
APPROPRIATENESS OF ENGLISH FOR ETHIOPIA

GRADE 11 STUDENT'S TEXTBOOK

MA THESIS

BY

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ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

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TEXTBOOK

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## **ACRONYMS AND ABBREVIATIONS**

CAP	Cognitive, Affective and Psychomotor
EFL	English as foreign language
ELT	English language teaching
ESL	English as second language
EUEE	Ethiopian University Entrance Exam
FTIC	Fast Track Initiative Catalytic Fund
GEQIP	General Education Quality Improvement Project
IDA	International Development Associations
MA	Master of Arts
NEAEA	National Education Assessment and Examination Agency
SMART	Specific, Manageable, Achievable, Reliable and Time bound

## Abstract

*The purpose of this study was to investigate the level of quality of English for Ethiopia grade 11 Students' text book. To achieve the above objective, both quantitative and qualitative research methods were employed. For this study, 20 grade 11 Students, four teachers and eight External evaluators were involved. Twenty (20) Students from grade 11 were selected using lottery method of simple random sampling technique, whereas four (4) teachers were selected using availability sampling technique. Eight External evaluators were selected from grade 12 purposively. Due to the fact that, they had used the material while they were in grade 11. The instruments used to collect data were questionnaires and textbook analysis using check lists. Accordingly, three questionnaires with the same items were used; for teachers, students and External evaluators. The data obtained through questionnaires were analyzed quantitatively using percentages. On the other hand, data obtained through open ended questions and textbook evaluations were analyzed qualitatively. The study revealed that, textbook is not with good quality. For instance, the exercises were not designed for genuine communications; some skills are not presented in the way the learners need to practice; significant numbers of contents and topics are not presented in harmony with the learners' interest and cultures. Finally, on the basis of the findings; it was recommended that in order to achieve the Language learning objectives of the program for the target learners, the short comings identified in the textbook should be taken in to account.*

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the study**

ELT materials play a very important role in many language classrooms .Whether the teacher uses prescribed textbook, institutionally prepared materials, or his/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: 315) suggest that,” The text book is an almost universal element of an 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.” Therefore, teaching and learning process needs to select the relevant, appropriate and useful textbooks.

Other theorists such as Sheldon (1988) similarly suggest that textbooks not only “represent the visible heart of any ELT program” (p. 237) but also offer considerable advantages for both students and the teacher when they are being used in the ESL /EFL classroom. Hay croft (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 Cunnings worth (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, an effective resource for presentation material, a source of idea and activities, and 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.

While many of the afore-mentioned theorists are quick to point out the extensive benefits of using ESL/EFL textbook, there are many other researchers and practitioners who do not necessarily accept this view and retain some well- founded reservation on the subject, All wright (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 fashion, the 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 denying 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. Cavedet (2005) suggest that teachers need to gain the ability to evaluate the textbooks which they are supposed to use based on some principles. Furthermore, they need to come to terms with the procedural steps necessary for evaluating the textbook in order to make the very best use of its assets which also compensate for its possible limitation. McDonough and Tomlinson (1996) also argues that the process of material evaluation can be seen as a way of developing our understanding of the way in which it works and in doing so of contributing to both acquisition and pedagogical practices.

English for Ethiopia Grade Eleven Students textbook and its teacher guide were written by Barbara Webb, ELT advisor was cooperating with four Ethiopian ELT evaluator such as: Asefa Kasa, Ejeta Negara, Getahun Gebremedhin and Tesfaye Gebreyes. It also developed and distributed federal Democratic Republic of Ethiopia, Ministry of Education and printed by Pearson Education limited Edinburgh Gaiter, Harlow and Essex England in collaboration with Shama Books as the first edition in 2011. P.O.BOX 15. Addis Ababa, Ethiopia. Then it is also printed more copies that has been funded through the General Education Quality Improvement project (GEQIP) and received from the International Development Associations(IDA), the fast Track Initiative catalytic Fund(FTICF).

## **1.2 Statement of the problem**

Textbooks play a vital role in the EFL classrooms all over the world. The textbook is an almost universal element of teaching. English language instruction has many important components but

the essential constituents to EFL classrooms are the text books and other instructional materials (Hutchinson and Torres 1994). They also added, most teachers and students perceived that the textbooks are as the pivotal and inevitable tools for their instructions in teaching process.

According to Sheldon (1988) Course books are perceived by many to be the route map of ELT program. Accordingly, Skier so (1991) states even teachers are never completely satisfied with a textbook, most still use one in their teaching. Since, textbooks are essential component of teaching and learning, no textbook fully satisfy the teaching requirement in all contexts.

According to Sheldon (1988), we need to evaluate textbooks for two reasons. First, the evaluation will help teachers or program developer in making decision on selecting the appropriate textbook. Furthermore, the evaluating of the merits and demerits of a textbook will familiarize teachers with its probable weakness and strengths. This will enable teachers to make appropriate adaptations to the material in their future instructions.

The related research has underlined that improvement in the quality of education depends to the greater extent on whether or not relevant and high quality of the text books and other learning materials can be made available to teachers and students. The problems in the quality of text books have important implications in educational policies and strategies (Menoz, 1999).

There were some local Studies in the areas of textbook evaluation at post graduate level. The one remarkable research conducted by Leul Kinfu. (2007) at St. Mary's University and Alpha University colleges on English Language course books emphasizing on its grammar and written texts in the while and posts use methods of materials evaluation.

The second study was conducted by White (2011) on evaluation of English course books in the Korean education systems focused on oral production skills, extensive English grammar items and vocabulary extensions in their preparatory schools. He has also made this study in the multi syllabus approaches in the retrospectives appraisal that has evaluated Language as uses such as: functional context and more formal Linguistic items. The findings of this study were identified grammar and vocabularies not have good quality and suitability of the course book. But the oral production skills were easily adaptable to more precisely fit his focus given the autonomy of individual exercises which can be modified or deleted (Mc Donough and Show (1993:51).

The third research was conducted on the evaluation of English for Ethiopia grade eleven students' text books (volume one and two) by Hailu Abraha in Quiha preparatory school in Tigray regional State. He emphasized on the Language skills, Language items and physical appearances of these materials in partial check list of McDonough and Show (2003) and used the external, internal and in use of text books appraisal. He found that the four language skills (writing, reading, listening and speaking) and language items (grammar, vocabulary and pronunciation works) were not organized in the systematic ways in both books the physical appearances of these materials were also not attractive in having of good layout and design and appealing of cover pages. He has not assessed the text books in terms of the illustrations, instructions, objectives (general and specific), subject matters and contents, variety of activities, meaningful Language inputs and humanistic nature of the text books. But, this study included the above mentioned components in the process of evaluating of English for Ethiopia grade eleven text books.

The fourth study was conducted by Selamawit Tesfaye (2008) she has evaluated the English for Ethiopia grade 8 student's textbook in the elementary schools of Hawasa city in SNNP (Southern Nations Nationalities and peoples) regional state. She has been used the particular and selective criteria of evaluating this book which focused on written and spoken language components by taking four sampling chapters out of fourteen in the pre-use assessment. She identified that the presented written and spoken texts were not have good quality and interesting for learners and teachers.

The last research was conducted by Bijiga Adugna in 2010 through assessing the quality of English for Ethiopia grade 10 student's textbooks (Volume 1 and 2) in selecting five units from twelve. This researcher applied the criteria of Sheldon (1987) and Tomlinson (1998) by re-arranging and reducing into 14 points to examine the appropriateness of social and cultural contexts in these books. Finally, he has found 70 percent of the materials in terms of social and cultural values were appropriate to language programs while the rest 30 percent of it needed to adapt by school teachers.

The above mentioned English material researchers have failed to consider the general, self-improvement and combining criteria for evaluating of English Language textbooks (ELT) which

by mixing of the initial, detailed, in-use, external and in-depth investigations of student's textbook. Some prominent theorists in the field of ELT textbook design and analysis such as Williams(1983),Sheldon(1988),Tomlinson(2003 and Cuning worth (1995) agreed on using of basic, combined, self-modified and diversified checklists for evaluating of the course materials. The second problem with their evaluations ware they did not take more than half units from the given material. The third problem related with pre-listed studies were absence and lack of inclusion of cost, layout and design, illustrations, objectives, subject matters and contents, language skills and language items, instructions, variety of activities, meaningful language inputs, humanistic nature and cultural and social values in textbooks.

Thus, this study tried to fill the above listed research gaps that included layout and design, illustrations, objectives, subject matters and contents, language skills and language items, instructions, variety of activities, meaningful language inputs, humanistic nature and cultural and social values in textbooks. conducted by using combined, basic, self-modified and diversified of criteria for evaluating of English for Ethiopia grade eleven learner's textbook to examine all units in terms of Linguistic, technical, pedagogical and Language Curriculum development and Implementation.

### **1.3 Objectives of the study**

The general and specific objectives are formulated as follows.

#### **1.3.1 General objective**

The general objective of the study is to assess quality, usefulness and appropriateness of English for Ethiopia grade eleven students book in preparatory school.

#### **1.3.2 Specific objectives**

More specifically, this study attempted to achieve these objectives.

- 1 To investigate the level of quality of English for Ethiopia grade eleven student's textbook.
- 2 To review the usefulness of English for Ethiopia grade eleven student's text book
- 3 To assess the appropriateness of this English text book.
- 4 To analyze the weak sides of this text book.

#### **1.4. Research Questions**

In order to attain the above objectives, this study attempted to answer the following questions.

- 1 What is the level of quality, usefulness and appropriateness of English for Ethiopia grade eleven students textbook?
- 2 What are the weak sides of this text book?
- 3 How does the text book affect teaching and learning of English Language in grade eleven

#### **1.5 Significance of the Study**

The finding of this Study aimed to provide the following Significances: The primary importance of this Study was to investigate the level of quality, usefulness and appropriateness of English for Ethiopia Grade eleven Student's text book. Secondly, the study is hoped curriculum developers and designers to benefit from the finding. It also aimed to help course designers will look into the students' needs before they write the textbooks. The study is also hoped to promote teachers and curriculum designers to identify the strong and weak sides of this text book. Finally, this Study tries to fill the previous research gaps in English text book evaluation.

#### **1.6 Scope of the Study**

Though there are other English textbooks, study is confined to only one textbook to investigate the level of quality, usefulness and Appropriateness of English for Ethiopians grade eleven student's text book designed by the ministry of Ethiopian education. This is because the researcher himself has been using this material in teaching English at this grade level. .

#### **1.7 Limitations of the Study**

The study has some important limitations that can affect its generalizability. The study used the samples only from one school in the same context so that comparisons were not made. Moreover, it was based only on investigating quality, usefulness and weak sides of grade eleven students' textbook. Constraints of finance, time and capacity have attributed to these limitations. Thus, cautions should be taken in generalizing the results.

## **1.8 Definition of Operational Terms**

**Quality** – Refers to the text book with high educational standard in terms of printed easy to read, Layout, illustrations, instructions, objectives, variety of tasks, topics and language Skills in the given text book

**Appropriateness** -indicates the suitability, acceptance and creativeness of the text book for English language teaching and learning process

**Usefulness** -refers to the State of being useful (possibility) of the material to use it easy for Teachers and learners

**Values** -indicates the moral Standard of behavior of people in their social lives.

**Authentic** -the quality of text book is known to be true or reflects the topics are based on real Situations

**Integration** -having of complete Language Skills and elements in the English text book.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

This chapter presents the review literature that has connection with the title under study. Thus, definition of textbook, role of textbook in EFL classrooms, textbook evaluation, criterion of textbook's evaluation, justification and schemes of textbook's evaluation.

### **2.1 Definition of Textbook**

A textbook is believed to be one of the major instruments for an English language teaching. The textbook is so many and so varied in purposes. As a result, different foreign language scholars have come up with their own definitions and descriptions of it. For example Ur (1996), used the term course book to refer to a book which the teacher and student have a copy/copies as principle to be followed systematically and basis for a language course. Similarly, Hutchinson and Torres (1994) also consider textbook as providers of inputs of classroom lessons in the form of texts, activities and explanations. 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 abilities. The above mentioned definitions characterized textbook as a constant companion of a learner, provider of classroom in puts, and a generative device for educational interactions.

On the other hand, Grant (1987) textbook is categorized as traditional and communicative textbooks. The traditional textbook tries to get students to learn the language as a system. The main emphasis of the former is consisting of the forms or patterns of the language items whereas the latter emphasizes on the communicative functions. Textbook is considered to be the most important ingredients available in the foreign language classrooms. Similarly, in the Ethiopian context, textbook plays a crucial role in a providing a base of material for both teachers and students. Most teachers follow at least one textbook as their main source of guidance in the process of language teaching procedures. Much of the language teaching that occurs through this country could not take place without the extensive use of textbooks.

## **2.2. The Role of Textbook in EFL/ESL Class room**

Textbook is also critical ingredients in learning the intended curriculum. It is a media through which teachers and pupils communicate with each other's in an effort to forward the teaching and learning process. The principal advantages of textbook in EFL/ESL classroom forwarded by Richards(2001) and Ur(1996)are it provides structure and syllabus for a program, it helps standardize instructions, it provides a variety of learning resources it can provide an effective language models and inputs and it provides readymade text and tasks. To this end, All Wright (1990) stated that material should be necessary for teachers to teach and students to learn that it should be resources book for ideas, concepts, facts and activities for instruction and that it should give teachers rationales for what they do. In addition, Cunning worth (1995) stated that textbook can be used as guidance for teachers who are in experienced or occasionally unsure of their knowledge of language and as medium for teacher training.

As with all examples in favor of textbook, it also potentially negative effects forwarded by scholars in using textbooks in EFL classrooms. For instance, Richards (2001) stipulated that if teachers use textbook as the primary source of their teaching, the teacher's role can 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 their own need's no single course book can possibly supply these satisfactorily. For this reason, materials do not usually cater for the variety of learners' abilities knowledge in most classes. In addition, Show (2004) criticizes that textbook for presenting not authentic languages. Because text has not included contents of written and spoken (dialogues) which can represent real language items.

To sum up, the role of the textbook in the language classroom is a difficult one to define perfectly because as Cunning worth (1984) confirmed no course book will be totally suited with a particular teaching situation. However, the role of the course book is to be the service of teachers and learners but not to be their masters. So the relationships between teachers and the material is partnership which shares common goals to which each side brings its special contributions. Besides, the aims of the course book should seek to meet the needs of the learners to the highest degree.

## **2.3 English Text book Evaluation**

According to Sheldon (1988), we need to evaluate textbooks for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This will enable teachers to make appropriate adaptations to the material in their future instruction.

In this line, Cunnings worth (1995) and Ellis (1997) propose that textbook evaluation can be of three types, namely „pre-use“, „in-use“, and „post-use“ evaluations. Evaluation of textbooks for pre-use, or predictive, purposes helps teachers in selecting the most appropriate textbook for a given language classroom by considering its prospective performance. The second type of evaluation aids the teacher to explore the weaknesses or strengths of the textbook while it is being used. Finally, post-use, or retrospective evaluation helps the teacher reflect on the quality of the textbook after it has been used in a particular learning-teaching situation.

## **2.4 Types of Material Evaluation**

It is possible to apply basic principles of material evaluation to all types of evaluations but it is impossible to make generalization about procedures which apply to all. Evaluation differs: For example, in purpose, in personnel, in formality and timing.

### **2.4.1 Initial, Detailed and In-use Evaluation**

Grant (1987) and Tomlinson (2003) regard material evaluation defines as ongoing process and suggest three stages or types of evaluation. According to Tomlinson (2003), the initial evaluation involves making predictions about the potential values of material for its users. The whilst-use evaluation involves measuring the value of materialist whilst using it or whilst observing it.

Tomlinson (2003) has listed some basic points that can be taken into consideration in a whilst-use evaluation. These are: clarity of instructions, clarity of layouts, comprehensibility of texts, credibility of tasks, achievability of tasks, achievement of performance, objectives potential for localization, practicality of the material, teaching ability of the material, flexibility of the material, appeal of the material, motivating power of the material and impact of the material.

As Tomlinson (2003) and Grant (1987) stated post-used evaluation is probably the most valuable (but least administrated) types of evaluation as it can measure the actual effect of the material on the users. Ways of measuring the post use effect of material include: test of what has been taught by the materialist, test of what students can do examinations, interviews, questionnaires, criterion-referenced evaluation by users, post course diaries and post course reports.

## **2.4. 2 Internal and External Evaluations**

According to some scholars like McDonough and Show (1993) comments that there are two kinds of textbook evaluation: External and internal assessments of ELT material. The models which they suggest are based on the view that it is useful to perform an external evaluation of material. First in order to gain an over view of the organization principles involved. A brief external analysis includes criteria which gives an over view of an organizational foundation of it.

From outside (outer coverage), as stated explicitly by the publisher though cover pages (attractive layout print easy to read), introduction (e.g. objectives explicitly laid out what approaches to language teaching are taken by the textbook?) and table of contents (how is the content organized?) How the content is sequenced? And how comprehensive are the content covers? Following this is an in-depth internal investigation of the textbook by consisting of the presentation of language skills and elements in the materials (are all language skills) elements covered proportionally? Are the skills/elements treated discretely or in an integrated ways? Are all four language skills included? If so it balanced?, language contents or topics (do the textbook cover the main grammar, vocabulary and phonology items? are they varied/suitable for the age groups/link in with other subjects.

## **2.5 Criteria for Text book Evaluation**

### **2.5.1 Layout and Design**

Layout and organization of textbook has a great influence/impact on learning of the basic information in the text. Teaching material with clear layout and structure has a noticeable effect on learning. Learner's curiosity and attention are attracted when the material is visually

attractive and well-organized. Besides, learners feel more comfort material with lots of white space and any other different attractive colors.(Sheldon, 1988).

### **2.5.2 Clear Objectives in the Book**

The first important feature to be treated in material evaluation is to check the presence of objectives in the textbook and to examine their quality. Ur (1996) identifies the need for the rough coverage of the course objectives in the text book .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 ones. 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 as a result of learning the units or section. So it is essential for learners to be clear about the objectives of the learning units 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 UN ambiguous, jargon free and concise for the sake of precision

### **2.5.3 Clear Instructions in the English Material**

The other essential criterion for evaluating ELT material is checking the presence and effectiveness of the learning instructions. According to Show (2004), English text book should have clear instructional procedures, that is, the teachers and students should be able to understand what is expected in each lesson and each activity. Penman (1985) cited in Tomlinson(2003) noticed that instructions can facilitate both natural language acquisition and learning process if it coincides with learners' readiness and can lead to increased speed and frequency of rules in a wide range of linguistic contexts. On the other hand, premature instruction can be harmful because it can lead to the production of erroneous forms. In relation to this, Dickinson(1991) pointed out that learners should be informed on the order in which various activities should be done how they are to be done(individually, in pair and in group works), and what medium they should be done in(e.g. Orally first, then in written):how much time they might take and so on. Tomlinson (1998) also suggested that part of pedagogical realization of material is efficient and effective writing of instruction. Poor instruction for use may waste a lot of

valuable student time. Therefore, ELT material is expected to incorporate simple and clear instructions.

#### **2.5.4 Illustrations in the Text book**

Different concepts may not be easily communicated and, made compressive to the learners. By understanding the essence of the concepts, ideas, thoughts and the interests or emotion of his/her audiences, an author can effectively communicate to his/her reader through pictures, diagrams or other pictorial devices. Regarding this, Sheldon (1987) elaborates that one picture may be worth than a thousand words. He also claimed that illustrations should serve a function than are simply decorative and should be clear for their intended purposes, Hartley(1985:81)suggested that illustrations may fulfill one or more the following roles in instructional texts; affective role-enhancing, interest and motivation, attention role-attracting and directing attention, role-facilitating learning by showing rather than telling and providing additional information.

. Good textbook should be equipped with tasks that engage learners to use their skills related to general and specific language learning objective. Richards (2000) elaborates that the tasks in the text book should be flexible and appeal to different styles and strategies and should not favor one type learner over another.

Show (2004) asserts that text book should include variety of exercises that give students opportunities to practice and extend their language skills. Ur (1996) summarizes that tasks in the textbook should provide opportunities for plenty use of the target language be heterogeneous, allowing for responses at different level; cover a satisfactory range of language items and skills; relevant and useful for the classes, and balance between accuracy and fluency practices in the English instructions.

#### **2.5.5 Balance of Language Skills and Elements**

The most important point in most circumstances is to look for a balance of skills which reflects the aims of your teaching and to check that the textbook provider material for appropriate integrated skills. According to Harmer (1991) and Jan, Bell and Roger Gower cited in Tomlinson (1998), language is a combined skill. So, teaching material should try to reflect this. For

example, when students practice reading, the text should help as a spring board for practicing other skills. Nunan (1989) and McDonough and Shaw (1993) suggest that some effective language lessons that help to develop the integration of language skills and elements practice in a given contexts. These are: task continuity, real world tasks, language practices, problem solving skills, project works, role playing, and information gaps.

Thus, ELT material should try to incorporate these skills (elements for the integration of the productive (speaking and writing) and receptive skills (reading and listening)). The listening and reading skills are practiced make prediction, scanning or listen for detailed information, skimming or listening for gist, extracting detailed information, recognizing functions and discourse pattern/markers and for deducting/infering meaning from context. As far as the productive skills is concerned, speaking practice takes place through oral presentation and practices of new language items in dialogues activities, role-plays, group and pair work activities. Writing activities can focus on controlled, guided and free activities. Generally, the skills integration should develop naturally from the tasks that the learners are asked to complete and then the tasks in the textbook should enable the students to use the skills effectively and elements where everything depends on everything else. It is true that one skill/element cannot be performed without another. In many cases the same experiences or topic leads to, the use of many different skills and elements. (Nunan, 1989).

### **2.5.6 Meaningful Language Inputs**

As text book is concerned with teaching and learning of the language itself, in some or all of its aspects they should have correct, recent and standardized English as well in it. The language inputs in instructional must be comprehensive and should match the abilities of the students. Krashen (1985) makes a strong claim that comprehensible inputs in the target language is necessary and sufficient for acquisition that language provides learners and effectively disposed to let in the input they comprehend. To this end, Cunningsworth (1995) and Tomlinson (1998) stated that teaching material can be enriching through authentic language inputs. They claim that textbook can promote autonomy and self-reliance of students by using authentic materials creating realistic interactions and encouraging them to participate in activities can develop their communicative skills and strategies. Richards (2001) elaborates the advantages claimed for

including authentic languages in ELT material. These are: they have positive effect on learners motivators they provide exposure to real language, they support a more creative approach to language teaching and they provide authentic cultural information about the target culture.

### **2.5.7 Subject Matters and Contents in the Book**

Other key concern for evaluating the relevance of material is the appropriateness of their contents to the personal interest of learners. According to Sheldon (1987), if learners are genuinely interested in the subject matter, the topics and themes referred to and expressed by the language data in the materials then they are likely to be motivated to make sense of those data and seek meanings from them. Tomlinson (1998) also elaborated that the contents of any material should be integrated with topics of interest to the target learners, topics which offer the possibility of learning something new, engaging stories, universal themes and local references. On the other hand, Cunningsworth (1995) claimed that since learners come to the class with another attributes, knowledge, attitudes, skills, cognitive abilities, curiosity and experiences, textbook can expand students' interest by including other subject matters which are informative, challenging, amusing and exciting. Therefore, the contents of English textbook are required to be meaningful and interesting for students. Though no single subject will be interesting to all students, material should be chosen based what students in general are likely to find interesting and motivating them

### **2.5.8 Social and Cultural Values Represented People**

On a more practical plan we need to ensure that the course book sets its material in social and cultural contexts that are compressible and recognizable in terms of location, social and age groups. Cunningsworth (1995) stated that course book will directly or indirectly communicate sets of social and cultural values. According to 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 into account. Moreover, the course book topics and contents should be consisted of the relevant cultures for the students. Issues which may inhibit or damage their self-confidence must be avoided and the texts' illustrations and pictures should be culturally suitable.

### **2.5.9 Humanistic Nature to Respect Learners as Human being**

Another perspective which has gained increasing prominence in language teaching is that of the student's as a whole person. In other words, language teaching is not just about teaching only language, it is about helping students to develop themselves as a people (Harmer, 1991). Humanistic material, according to Tomlinson (2003) is one which respects learners as human beings and help to exploit their capacities for learning through meaningful experiences. In such methodologies, the experience of the students is what counted and development of their personality and encouragement of positive feelings are seen as important aspects in their learning language. In order to achieve effective and durable learning language, learners need to relax, feel as ease, develop self-confidence and self-esteem, and develop positive attitudes towards their learning experiences. This implies that materials should add activities which help to make the language learning process a more effective experiences and finding ways of helping the learners to connect what is in the book to what is in their minds?

### **2.6 The justification for the Text Book's Evaluation**

The idea of evaluating text book is seen by some closely linked to the selection of English books. Then evaluation helps for selection process which serves as an important decision making steps. Sheldon (1988) describes that the selection of particular core volume signal as executive educational decisions in which there are considerable professional, financial and even investments. The high profile means that the definition and application of systematic criteria for assessing course book is vita.

### **2.7 The Text Evaluation Schemes**

If one accepts the value of the textbooks in ELT, then one should be able to trust that they are of an acceptable level of quality, usefulness and appropriateness for the contents of people with whom they are being used. Although Sheldon(1908) suggests that no generalist of criteria can ever really be applied to all teaching and learning contexts without considerable modification, the standardize evaluation check lists contain similar components that can be used as helpful points for ELT practitioners in a variety of situations. Prominent theorists in the field of

Textbook's design and analysis such Cunningsworth(1995),Harmer(1996),McDonough and Show(1993) and Sheldon(1988),all agree for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of the text book such layouts, organizational, and logical characteristics.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.0 Introduction**

This part of the study includes research design, research sites, source of data, target population and sampling techniques, instruments of data collection, procedures for data collection and methods of analysis and presentation.

### **3.1 Research Design**

A descriptive survey research design in which both quantitative and qualitative methods used were employed for this study. This design was selected on the assumption that it can help the researcher to gather a large variety of current data related to the subject under study (Elliott et al. 2000).

### **3.2 The study site**

This research conducted at Chewaka preparatory school. This is located in the chewaka Worada, in Ilubabor Zone. The worada is 346km far from Addis Ababa.

### **3.3 Sources of the Data**

Both primary and secondary sources of data were employed in this study. It was data gathered from English teachers and Students which were primary sources. Whereas data gathered from , criterion of book evaluation check list, data from references and internet were secondary sources.

### **3.4 Target population and Sampling techniques**

In this study, the researcher employed lottery and availability methods of simple random sampling technique and purposive sampling technique. Lottery method of simple random sampling was used to select twenty (20) students from forty (42) students from the two sections of the school, whereas availability method of simple random sampling was used for the existing four (4) teachers of the school. Besides, the researcher purposively selected eight (8) students as external evaluators of the material, who ranked the first four in their class from the two sections of grade twelve (12). Due to the fact that these students were already taught from the material

and would provide me adequate information relative to their classmates. In selecting the twenty (20) students as a sample, the researcher followed the following procedures: first the researcher collected and recorded the roll numbers of all grade 11 students with their sections on papers and turned them into separate strips. Then the strips were put in a container and mixed them up carefully. Finally the needed strips were pulled out randomly. In this lottery method of simple random sampling technique, individuals were chosen in such a way that each member of the population had equal chance of being selected.

### **3.5 Instruments for Data Collection**

There were two (2) data collection instruments applied in this study. It consisted of questionnaire for teachers, students and external evaluators and textbook evaluating check list.

#### **3.5.1 Questionnaires.**

Many scholars such as Cunnings worth (1995), Sheldon (1987), Ur (1996), Tomlinson (1998) and Richards (2001) suggested that in order to determine the relative strengths and weakness of the book and ultimately decide how well it suited the desired and attainable goals of the learners a series of textbook evaluation survey questionnaires should be used. In this study, three questionnaires were employed and administered to teachers, students and External evaluators but questionnaires have the same items for all respondents. This was done so as to minimize the personal bias that might occur among different groups in the study and to find a collective reliability and credible data. They included physical appearances, illustrations, instructions, objectives, variety of activities, Language skills and elements, subject matters and contents to determine the relative quality, strong and weak sides of this textbook.

Most of the items in the questionnaires were adapted and modified from the checklists and criteria's used to evaluate ELT material by Sheldon (1987), Tomlinson (1998), Cunnings worth (1995), Harmer (1996) and Richards (2001). Besides, the questionnaire format by Leuel Kinfie (2007) was referred too but as his questions were designed to evaluate a self-access materials so the format was slightly adjusted and used.

More than 99% of the questionnaires were close ended. The respondents were asked to put only a tick mark in the column of their choice or that represents their perceptions the rating scales. The rating scales range from one up to five where 1=strongly disagree, 2=disagree, 3=undecided 4=agree 5= strongly agree. In the data analysis, the researcher has combined strongly disagree (1) and disagree (2), and strongly agree (5) and agree (4) together. However, those participants who rated undecided (3) were not included in the data analysis because their opinions were not known to either side.

### **3.5.2 English Textbook evaluation Check list.**

The English textbooks designed by the Ethiopian Ministry of Education for grade 11 students were analyzed by the researcher and the results were compared and contrasted to the data obtained from the participants' responses. As suggested by many scholars such as Cunningsworth (1995) and McDough and Show (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. But in this study, the researcher has analyzed all units (12) of the textbooks based on the checklists. The checklists were adapted from Ur (1996), Sheldon, (1987), McDough, and Show (1996) and Cunningsworth (1995).

### **3.6 Data Collection Procedures**

The researcher followed these procedures for gathering data in this study. First of all, the researcher prepared questionnaires for teachers, students and external evaluators with the same components and textbook evaluating checklist .Secondly, the researcher distributed the questionnaire to collect data from the respondents.

### **3.7 Data Analysis and Presentation**

Data gathered through different instruments analyzed using quantitative and qualitative data analysis. Accordingly, the data gathered through questionnaires were analyzed quantitatively using frequency distributions and percentages. Whereas, data from check lists of evaluating textbook and some open-ended questionnaires were analyzed qualitatively in thematic and narrative ways.

## **CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSIONS OF DATA**

This chapter presents the results and discussion for synthesizing and interpreting the conducted research. This included the data collections through questionnaire, rating scales and checklists for evaluation of textbook in the tables through quantitative and qualitative data analysis methods. It also included descriptions of the textbook, level of quality of the book, weak and strong sides of this material and stating some ways in which the textbook affect teaching and learning English language.

### **4.1. Descriptions of the Textbook**

#### **4.1.1 Objectives given in the textbook**

As Stated in the introduction of the Learner's book the course is designed to meet the requirements of the English syllabus and to prepare the students for achieving their English language learning competencies and recording high grades in English language in Ethiopian University Entrance Examination (EVEE) Which has been preparing and administering to them annually by National Education Assessment and Examination Agency (NEAEA). It also aims to consolidate the work done so far in developing the students' English language Skills and elements required for successful learning at school and the tertiary level.

#### **4.1.2 The Course Components**

There is one student's book for two semesters. The student's book is divided into two parts in twelve Chapters. Part A: the lessons are mainly based on the general Overviews of topics in theoretical means. And Part B: the lessons emphasized the practical exercising of language focus, grammar revisions. Both parts are topic-based textbook. Each of the unit is divided into sub lessons as follows: introduction, listening, reading, language focus, study skills, vocabulary, writing and speaking skills. There are about 125 Language skills(writing:22, reading:26, listening:24, and speaking:53)and 67 Language Elements(vocabulary:33, grammar:34) as well as 20 study skills in this material. It has contained 212 Language skills, elements and items.

### 4.1.3 The Course's Implementation

As it stated in teacher's book, each unit is expected to take about more than two and half weeks to complete. It also claimed that, although the course is comprehensive and self-contained it is not intended that it should be prescriptive. Teachers are encouraged to use additional and alternative materials taken from other books as well as materials which they have produced.

### 4.2. Data Analysis and Presentations

There were items, numbers of respondents, alternative Scales, percentages and frequency distributions in tables with the thematic and narrative formats in triangulation means.

**Table 1:** Respondents perception on the price and accessibility of the book

No	Items	Respondents		Strongly	Disagree	Disagree	Undecided	Agree	Strongly	Total
				Disagree	Disagree	Undecided	Agree	Agree		
1	The price of the book reasonable	Students	F	1	0	1	2	16	20	
			%	5	0	5	10	80	100	
		Teachers	F	0	0	0	1	3	4	
			%	0	0	0	25	75	100	
		External evaluators	F	2	2	4	0	0	8	
			%	25	25	50	0	0	100	
2	The book is easily accessible and available	Students	F	1	1	0	10	8	20	
			%	5	5	0	50	40	100	
		Teachers	F	0	0	0	3	1	4	
			%	0	0	0	75	25	100	
		External evaluators	F	0	0	0	2	6	8	
			%	0	0	0	25	75	100	

As observed in Table1, the majority of the students (90%) suggested that the book is not expensive. Regarding accessibility and availability of the material, 90% of students, 100% of the teachers and 100% of Curriculum Committee replied that the textbook was available and accessible in the local areas. Similarly, in the close inspection of the book indicated that the price of the book was cheap; that was 36 ETB. Besides, it has been observed that the material was easily accessible and available. This was due to the fact that the students and teachers were given a copy of the book from the book stores and libraries

## **Quality of the Textbook**

### **Discussion**

As we observed from the above data analysis for the first objective of the study, respondents judged that textbook was available and accessible in their school level this was due to the fact that the students and teachers were given copies of the text from the book stores and libraries. Concerning the price of the book it has been observed that the book was cheap that it was 36 ETB. With regard to this, Ur (1996) used the term course book to refer to a book which students and teachers have a copy/copies as principle to be followed systematically. However, the researcher could not decide about the price of the book because there is no limited rule for the price of textbook weather price indicated above is fair or not.

**Table 2 Respondents on the Layout and Design of the textbook**

No	Items	Respondents		Strongly	Disagree	Disagree	Undecided	Agree	Strongly	Total
				Disagree	Disagree	Undecided	Agree	Agree		
3	The layout and design of this book is clear	Students	F	3	0	0	10	7	20	
			%	15	0	0	50	35	100	
		Teachers	F	0	1	0	2	1	4	
			%	0	25	0	50	25	100	
		External evaluators	F	2	0	0	2	4	8	
			%	25	0	0	25	50	100	
4	The cover of the book is attractive to learners	Students	F	1	2	0	9	8	20	
			%	5	10	0	45	40	100	
		Teachers	F	1	0	0	1	2	4	
			%	25	0	0	25	50	10	
		External evaluators	F	0	0	0	0	8	8	
			%	0	0	0	0	100	100	

As it indicated in table2, 85% of the students, 75% of teachers and 75% of the External evaluators found that the layout and design of the book was clear. As shown in table2, item4, 85% of the students, 75% of teachers and 100% of External evaluators suggested that the cover of the material was attractive. In the close inspection of the material, it has been indicated that the layout and design of the book was clear in the whole book. They were organized around topic-based units, and the units are divided into lessons in each part. Moreover, the presentation of each lessons around the units were not different. Each page followed the same format from the beginning up to the end. The cover of the book was also much attractive. Thus, it was good for students and teachers in their language exercises.

Besides, the book was not durable as can be seen from the cover, binding and type of sheets. Here, it is worth examining that visual appeal of a text book can be served as integral part of instructions. Concerning to the above discussions some scholars such as McDonough and Show (1993) stated that layout and design of textbook has great influence or impact on learning of basic information in the textbook. They also claimed that Learners were interested to use the textbook which attract their attentions. The potential durability of the material was also another important factor in teaching contexts where the book serves for Years for several groups as in the case of Ethiopian contexts. Additional useful component of the overall layout and design were a provision of table of contents, glossary and index that served as the clear pictures in the textbook.

With respect to the glossary and index, the result from close-inspection shows that the book includes extensive lists of vocabularies, list of some common irregular verbs, grammatical terms, some useful phrasal verbs, a list of miss spelt words, and useful abbreviations

**Table 3** Respondents Perception on the Illustrations of the book.

No	Items	Respondents		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
5	There are adequate illustrations in this book	Students	F	1	1	4	8	6	20
			%	5	5	20	40	30	100
		Teachers	F	0	0	1	2	1	4
			%	0	0	25	50	25	100
		External evaluators	F	0	2	2	4	0	8
			%	0	25	25	50	0	100
6	The illustrations are relevant and functional	Students	F	0	3	2	10	5	20
			%	0	15	10	50	25	100
		Teachers	F	0	1	2	1	0	4
			%	0	25	50	25	0	100
		External evaluators	F	2	4	2	0	0	8
			%	25	50	25	0	0	100

As indicated in Table3, item5, 70% of the students, 75% of teachers and 50% of External evaluators stated that the illustrations of this book were equipped with adequate visual materials. Regarding the functionality and relevance of illustrations, 75% of students stated that they were adequate and functional in this material. In contrast, the majority of the respondents (75%) teachers and 70% of External evaluators suggested that the illustrations were not purposeful and relevant to the aims of English language teaching and learning process at this grade level. These needed to modify in ways of giving function and relevant in the written and spoken texts.

## **The usefulness of the textbook**

### **Discussion**

Concerning illustrations in the textbook, the majority of respondents answered that the textbook was equipped with adequate visual materials. Regarding the functionality of illustrations, they were functional for receptive skills. In contrast, the other respondents judged that the illustrations of the textbook were not purposeful and relevant to the aim of English language teaching and learning process at this grade level. With regard to this, Sheldon (1987) elaborated that one picture may worth than thousand words.

In closed evaluation of the textbook indicated that, there were some illustrations in the textbook that have been counted by the researcher. For instance, about 238 illustrations in the textbook (graphs, photos, pictures and diagrams) have been found related to the topics in which they were placed by integrating with the written and spoken contents as much as possible. In this regard, Hartley (1985:81) suggested that illustration may fulfill one or more roles in instructional texts such as effective role, enhancing interest and motivations. Therefore, based on the above discussions we concluded that the textbook was included some illustrations that related to some activities especially to the receptive skills such as reading and listening. However, they were not functional for the spoken and written activities that need modifications. Regarding this, Sheldon (1987) recommended that illustrations should serve a function than are simply decorative and should be clear for their intended purpose.

**Table 4:** Respondents Perception on the Objectives presented in this book

no	Items	Respondents		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
7	Objectives are provided in all activities in the textbook	Students	F	2	1	0	9	7	20
			%	10	5	0	45	35	100
		Teachers	F	0	0	0	1	3	4
			%	0	0	0	25	75	100
		External evaluators	F	0	0	0	0	8	8
			%	0	0	0	0	100	100
8	The objectives in the book are written in clear and specific terms	Students	F	6	9	3	1	1	20
			%	30	45	15	5	5	100
		Teachers	F	2	1	1	0	0	4
			%	50	25	25	0	0	100
		External evaluators	F	0	6	2	0	0	8
			%	0	75	25	0	0	100

As it can be seen from Table4, item7, 80% of the students and almost all other participants of the study judged that the objectives were included in all activities and tasks in the textbook. In case of clarity of the objectives in this textbook, 75% of students, 70% of teachers and 75% of External evaluators replied that objectives were not written in specific and clear terms. In this aspect, Richards (1994) pointed that the importance of objectives in textbook for learners to check understanding of them at the end of lessons. He indicated that objectives are important as they provide learners with clear statement where they have intended to achieve at the end of units or sections.

## **Discussion**

As indicated in the above data analysis, the respondents judged that the objectives were included in all activities and tasks in the textbook. With regard to this, Ur (1996) stated that the need for textbook 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.

In closed evaluations of the textbook concerning the above objective indicated that the intended general objectives have been stated more clear in the teacher's guide which helps teachers to teach the given contents. It has been found that majority of the objectives in this textbook were not described in terms of the cognitive, affective and psychomotor domains may not have strong interrelationships in equal emphasis through specifying the learning experiences of the students in the SMART and were not written with behavioral verbs. Regarding this, Richards (1994) stated that objectives are important as they provide learners with clear and specific statement of where they are going and what they expected to achieve as a result of learning the unit and section

**Table 5:** Respondents Perception on the Instructions in the book

No	Items	Respondents		Strongly Disagree	Dis agree	Undecided	Agree	Strongly Agree	Total
9	The instructions are simple and clear	Students	f	1	3	4	7	5	20
			%	5	15	20	35	25	100
		Teachers	f	1	2	0	1	0	4
			%	25	50	0	25	0	100
		External evaluators	f	4	0	0	0	4	8
			%	50	0	0	0	50	100
10	The instructions provided sufficient advice	Students	f	3	10	0	3	4	20
			%	15	50	0	15	20	100
		Teachers	f	1	0	0	1	2	4
			%	25	0	0	25	50	100
		External evaluators	f	4	4	0	0	0	8
			%	50	50	0	0	0	100

Based on Table5, item9, 60% of students, replied that the instructions were clear and simple to their learning activities (experiences) However, 75% of teachers and 50% of External evaluators were dissatisfied with the clarity and simplicity of the instructions. Regarding the provision of sufficient advice of the textual instructions, the majority of the students (65% and External evaluators (100%) indicated that most of the instructions in the textbook were not provide a sufficient advice and show directions in what activities should be done and how they are to be done. On the opposite direction, 75% of teachers stated that the given instructions were provided enough advice for readers, and users of this textbook

## Discussion

In this respect, the close evaluation of the textbook indicated that most of the instructions were not clear, simple and effective to the user. There were 26 reading passages and 125 reading tasks which were designed to be carried out only when the teachers have walking around the learners in their English classrooms. The above analysis has not coincided with show (2004) and penman (1985) indicated that English textbook with good quality have clear and simple instructional procedures both for teachers and students and can facilitate natural language acquisition and learning process if it coincides with learners readiness and can lead them to increased speed and frequency of application of rules in a wide range of linguistic functions and contexts.

**Table 6:** Respondents Perception on the Variety of Activities in the textbooks

No	Items	Respondents		Strongly	Disagree	Disagree	Undecided	Agree	Strongly	Total
				Disagree	Disagree	Undecided	Agree	Agree		
11	There are variety of Activities in this book	Students	F	3	2	6	0	9	20	
			%	15	10	30	0	45	100	
		Teachers	F	0	0	0	3	1	4	
			%	0	0	0	75	25	100	
		External evaluators	F	0	6	0	2	0	8	
			%	0	75	0	25	0	100	
12	The activities of this book encourage learners for genuine communication purpose	Students	F	0	0	4	11	5	20	
			%	0	0	20	55	25	100	
		Teachers	F	0	0	0	3	1	4	
			%	0	0	0	75	25	100	
		External evaluators	F	0	4	0	0	4	8	
			%	0	50	0	0	50	100	
		Students	F	0	7	0	8	5	20	

13	The activities incorporate with individual, pair and group works		%	0	35	0	40	25	100
		Teachers	F	0	0	0	1	3	4
			%	0	0	0	25	75	100
		External evaluators	F	0	0	0	0	8	8
%	0		0	0	0	100	100		
14	The tasks of this book are represented real world contexts	Students	F	0	0	7	9	4	20
			%	0	0	35	45	20	100
		Teachers	F	0	0	1	0	3	4
			%	0	0	25	0	75	100
		External evaluators	F	0	2	2	2	2	8
			%	0	25	25	25	25	100

As depicted in Table6, the subjects were asked to give their perception on the distribution different learning exercises in the book. As the result indicated, 45% of the students and 100% of teachers believed that this book has variety of activities. However, 75% of External evaluators were not revealed variety of activities in the book. Regarding the activities for genuine communicative purposes, 80% of the students, 100% of teachers and 50% of External evaluators indicated that the given activities were designed to promote meaningful communication purpose.

Concerning the existence of tasks which promote for individual, pair and group works, 65% of students, 95% of teachers' and 100% of External evaluators replied about the incorporation of activities suitable for single, pair and group works in their classroom performances. Under this column, concerning item14, 65% of students, and 75% of teachers criticized that the representations of textual tasks as authentic natures. This shows that different tasks in the material cannot be represented the real world situations. In contrast, 50% of External evaluators was recognized the representation of given activities in the book that fits with real world contexts rather than imagination of author.

## **The quality of the textbook**

### Discussions

As observed from the above data analysis concerning variety of activities in the textbook, the following discussions were made. Though, there were the variety of activities in the text book, most of them were not designed to foster genuine and meaningful communication purposes. Besides, the material has more coverage of oral tasks where teacher directed and did not incorporating into a wide range of role play activities, information gap tasks as well as several open-ended questions which allow students to personalize their responses, share information, and express their thoughts and experiences in English. There were no pre-listening activities or pre-reading comprehension questions included in the textbook throughout its topics. With regard to this, Show (2004) asserted that textbook should include variety exercises that give students opportunities and extend their language skills.

To sum up, the quality of a textbook is determined by the availability and distribution of variety of learning activities in the material. Thus, textbook is expected to provide meaningful activities that encouraged learner's genuine communicative skills' development. Regarding this, Ur (1996) summarizes that tasks in the textbook should provide opportunities for plenty use of the target language.

**Table 7** Respondents Perception on the Balance of Language Skills and Elements

no	Items	Respondents		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
15	The material provide an appropriate balance of skills and elements	Students	F	4	0	0	10	6	20
			%	20	0	0	50	30	100
		Teachers	F	0	0	0	1	3	4
			%	0	0	0	25	75	100
		External evaluators	F	0	4	0	2	2	8
			%	0	50	0	25	25	100
16	The reading passages are associated with pre/while and post reading activities	Students	F	0	10	1	5	4	20
			%	0	50	5	25	20	100
		Teachers	F	0	3	0	1	0	4
			%	0	75	0	25	0	100
		External evaluators	F	4	4	0	0	0	8
			%	50	50	0	0	0	100
17	The material for listening are accompanied pre/while/post listening activities	Students	F	3	0	3	10	4	20
			%	15	0	15	50	20	100
		Teachers	F	0	0	0	1	3	4
			%	0	0	0	25	75	100
		External evaluators	F	0	0	2	6	0	8
			%	0	0	25	75	0	100
18	The material for spoken English are designed to equip learners for real life interactions	Students	F	7	10	1	2	0	20
			%	35	50	5	10	0	100
		Teachers	F	1	3	0	0	0	4
			%	25	75	0	0	0	100
		External evaluators	F	6	0	2	0	0	8
			%	75	0	25	0	0	100
19	The book pay attention to writing activities	Students	F	1	1	4	9	5	20
			%	5	5	20	45	25	100
		Teachers	F	0	0	0	3	1	4
			%	0	0	0	75	25	100
		External evaluators	F	0	4	0	0	4	8
			%	0	50	0	0	50	100

Regarding the balance of Language Skills and Elements, as indicated in Table7, item15, 80% of students, 100% of teachers and 50% of External evaluators stated that all language skills and elements were not really treated in balance ways. In the item16, 75% of teachers almost all External evaluators (100%) stated that the reading passages in this textbook were not associated with pre, while and post reading comprehension questions and activities. In table7, item17, 70% of students, 100% of teachers and 75% of External evaluators suggested that the material's listening texts were accompanied by back ground in formations of learners to grasp questions and activities related with listening skills. According to table7,item 18,85% of students,100% of teachers and 75% of External evaluators believed that the material for spoken English were not designed to equip learners for their real life interactions. In this study, as indicated in table7,item19,70% of students, almost all teachers(100%) and 50% of External evaluators suggested that the book was paid an adequate attention to writing activities(e.g. control, guided and free writing process).

## **Appropriateness of the textbook**

### **Discussions**

Concerning balance of language skills and elements in the textbook, respondents' answered indicated that the language skills in textbook activities were not presented in the appropriate balance. With regard to this, Tomlinson (1998) elaborated that the language is a combined skills and elements where everything depends on everything else. According to the above data analysis, it indicated that however different activities included in the textbook, they were not presented in the equal proportions and in the way the learners need to practice. They also judged that the textbook failed to encourage the students in practicing most of the specific strategies of reading such as skimming and scanning which help them in developing their receptive and productive skills. In this regard, Show (1993) stated when students practice reading; the text should help as a spring bond for practicing other skills.

In closed evaluation of this book indicated that the language activities in the textbook were not presented in the equal proportion of four Language skills and in the way the learners needed to practice. For instance if we take the receptive skills in all units, most of the pre-reading and pre-listening and comprehension questions and activities were excluded from the material. These

activities have been left to the teachers to decide whether to practice it or omitted in most of the reading passages. There were more and more speaking exercisers in each unit rather than others. For instance, the book has 53 speaking, 22 writing, 24 listening and 26 reading tasks. However, all of them were set up for realistic interactions through the use of communicative activities such as role plays, problem solving skills, information gaps and dialogues. Like other activities in the textbook such as the oral communicative activities were also presented in teacher-center approach. Some spoken related topics were expected to accomplish the task based on what their teachers direct the learners to do. To this end, Nunan (1989) and McDonough and Show (1993) suggested that some effective language lessons help to developed the integration of language skills and elements in the given contexts.

Thus, it would have been better if the students were given model spoken tasks in order to tackle the given exercises without the teacher's interference. As far as writing is concerned, the book gives due emphasis to the practice of writing. Most of the activities were varied and not challenging to the students in their control, guide and free writing activities. Some of the writing exercises included in the sample units were consisted of: note making, describing people, process and writing a composition summary writing and punctuation works. With regard to this, Tomlinson (1998) suggested the contents of materials should be integrated.

**Table 8: Respondents Perception on the Meaningful Language inputs in the book**

no	Items	Respondents		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
20	The language in the book is authentic	Students	F	3	1	3	7	6	20
			%	15	5	15	35	30	100
		Teachers	F	0	0	0	3	1	4
			%	0	0	0	75	25	100
		External evaluators	F	2	4	0	0	2	8
			%	25	50	0	0	25	100
21	The language of this textbook is at the right level of the students	Students	F	5	10	0	0	5	20
			%	25	50	0	0	25	100
		Teachers	F	1	3	0	0	0	4
			%	25	75	0	0	0	100
		External evaluators	F	6	0	0	0	2	8
			%	75	0	0	0	25	100
22	The progression of vocabulary items are appropriate	Students	F	1	2	1	6	10	20
			%	5	10	5	30	50	100
		Teachers	F	3	1	0	0	0	4
			%	75	25	0	0	0	100
		External evaluators	F	0	8	0	0	0	8
			%	0	100	0	0	0	100
23	The grammar points are presented with brief and easy examples	Students	F	6	10	4	0	0	20
			%	30	50	20	0	0	100
		Teachers	F	3	0	0	0	1	4
			%	75	0	0	0	25	100
		External evaluators	F	4	4	0	0	0	8
			%	50	50	0	0	0	100
24	This book includes topics for pronunciation works.	Students	F	0	9	8	3	0	20
			%	0	45	40	15	0	100
		Teachers	F	0	0	0	3	1	4
			%	0	0	0	75	25	100
		External evaluators	F	0	0	0	2	6	8
			%	0	0	0	25	75	100

As it indicated in table8, 65% of students, 75% of teachers judged that the textbook was enriched with authentic materials in this book. But, 75% of External evaluators responded that the textbook was not enriched with authentic materials. In the way as indicated in table8, item21, 75% of students, 75% of teachers and 70% of External evaluators answered that the language used in the material were not fitted at the right level of the students. As it clearly revealed in table8, item22, 80% of students were happy concerning with the progressions of vocabulary in the textbook. However, all teachers and External evaluators were not happy with the progression of vocabulary items. On the other hand, the majority of the participants (80%) of students, 75% of teachers and full percentages of External evaluators criticized that the material was ignored grammatical elements. Regarding pronunciation works, 45% of students revealed that they were not included at all. In the opposite manner, 100% of teachers and almost all External evaluators revealed that the pronunciation works were included in the given material.

## **Discussions**

Concerning the meaningful language inputs based on the above data analysis, respondents answered that textbook was enriched with the authentic materials. Concerning the level of text, they were judged that textbook was not fitted at the right level of students. Regarding the grammar points that presented in the textbook were not briefly explained. Regarding this, Krashen (1985) makes a strong claim that comprehensible input in the target language is necessary and sufficient for acquisition of the language that learners are effectively disposed to let in the inputs they comprehend.

In closed evaluation, the textbook was included the combinations of some authentic(real-life interactions).For instance, in unit one, the ordinary session of the Assembly of the African Union held at Addis Ababa in January 2011(page 12),there were some news articles in its reading text for practicing, note-making, filling tables and writing summary of the text. This was good examples of exposing learners to real life (authentic) materials. Some of the reading and listening passages were also authentic materials taken from literature books and magazines. Textbook was included some tasks and exercises which help learners to extend and develop their vocabulary knowledge in the purposeful ways. Besides, the material has approached vocabulary extensions in variety of ways. These were synonyms and antonyms, homonyms, phrasal verbs, idiomatic expressions, words that were often confusing and miss-spelt words. Students were also

encouraged to guess the meaning of UN familiar words by using contextual clues and their past knowledge of the basic principles of word formations. However, it is reviewed that grammar lessons were incorporated in language focus and pronunciation works have been discarded in the student's textbook. To this end, Cunningham (1995) and Tomlinson (1998) stated the teaching materials should enrich through authentic language input

**Table 9** Respondents Perception on the Subject matters and Contents in the book

no	Items	Respondents		Strongly	Disagree	Disagree	Undecided	Agree	Strongly	Total
				Disagree	Disagree	Undecided	Agree	Agree		
25	The contents of the material are motivating	Students	F	3	0	2	0	15	20	
			%	15	0	10	0	75	100	
		Teachers	F	0	0	0	1	3	4	
			%	0	0	0	25	75	100	
		External evaluators	F	2	0	0	4	2	8	
			%	25	0	0	50	25	100	
26	There are sufficient variety of subject matters in the book	Students	F	4	10	1	3	2	20	
			%	20	50	5	15	10	100	
		Teachers	F	0	0	0	1	3	4	
			%	0	0	0	25	75	100	
		External evaluators	F	4	0	0	4	0	8	
			%	50	0	0	50	0	100	
27	The subject and the contents are relevant to the learners	Students	F	10	9	1	0	0	20	
			%	50	45	5	0	0	100	
		Teachers	F	3	1	0	0	0	4	
			%	75	25	0	0	0	100	
		External evaluators	F	4	0	2	0	2	8	
			%	50	0	25	0	25	100	

Based on the data, in Table9, item25, 75% of students, 100% of teachers' and75% of External evaluators recommended that most of the contents of the book were motivating for learners at this level. Regarding the presence of sufficient variety of the contents and subject matters in the given book, 70% of students, 100% of teachers and 50% of External evaluators agreed that there were not variety of the subject matters and contents in this book. Concerning with item27, 85% of students, almost all teachers and 50% of External evaluators stated that the subject matters and contents in the textbook were not relevant to the need of the learners.

## **Discussions**

Based on the above data in table9, majority of respondents answered that in the textbook there were variety of subject matters and contents included. Concerning motivation, contents and subject matters were motivating for learners at this level.Incontrast; some participants judged that contents and subject matters in the textbook were not relevant to the need of the learners. With regard to this, Tomlinson (1998) elaborated that the contents of any materials should be integrated with topics of interest to the target learners

Through close evaluations of the textbook, it has been observed that even though variety of subject matters and contents in the textbook, most of them were taken from the other national contexts which were directly linked to other subject that reflect the national focus on science and technology It also included historical, geographical, social, cultural and economic issues related to Ethiopians. It was also included current events (population, human diseases, and environmental concerns) and issues related teenagers (relationships, hobbies, careers and sports) affaires that give strong emphasis to development of students' communication skills and inclusion of contemporary relevant topics helping to ensure learners awareness in this world. On the other hand, Cunning worth (1995) claimed that since learners come to the class with among other attributes, knowledge, attitudes, skills cognitive abilities, curiosity and experiences, textbook can expand students' interest by including other subject matters which are informative, challenging, amusing and exciting.

Therefore, the important key concern for evaluating the relevancy of material is the appropriateness of their contents to the personal interest of learners. According to Sheldon

(1987), if learners are genuinely interested to the topics of the language in the materials, then they are likely to be motivated to make sense of that data and seek meaning from them.

**Table 10:** Respondents Perception on the Social and Cultural Representations in this book

no	Items	Respondents		Strongly Dis agree	Dis agree	Undecided	Agree	Strongly Agree	Total
28	The book represents people in fair and equal ways	Students	F	1	1	0	8	10	20
			%	5	5	0	40	50	100
		Teachers	F	0	0	0	1	3	4
			%	0	0	0	25	75	100
		External evaluators	F	0	0	2	4	2	8
			%	0	0	25	50	25	100
29	The topics of the book are culturally appropriate	Students	F	11	3	3	0	3	20
			%	55	15	15	0	15	100
		Teachers	F	0	3	1	0	0	4
			%	0	75	25	0	0	100
		External evaluators	F	2	2	2	0	2	8
			%	25	25	25	0	25	100

As shown in Table10 item28,90% of students,100% of teachers and 75% of the External evaluators responded that the book was treated the people in fair and equal ways in their social and cultural values, without any social discriminations based on race, sex, color etc. The participants were also requested to forward their views whether the topics are culturally appropriate. To this end, 70% of students, 75% of teachers' and50% of external evaluators judged that the topics were not arranged in harmony with learners' cultural back grounds.

## Discussions

Based on the above data analysis, respondents judged that the textbook was treated people in fair and equal ways in their social and cultural values without any social discrimination based on

race, sex, color etc. With regard to this, Cunningham (1995) stated that course book will directly communicate sets of social and cultural values. According to her, communication might be broken down if cultural constraints are not taken in account. Moreover, the course book topics and contents should be consisted of relevant to cultures of students.

Regarding cultural contexts as the close evaluation of this text indicated that they did not reflect any stereotypes. Therefore, it is clear that in the various categories people were treated almost with equal numbers. For instance, as researcher counted photos or pictures people presented in the textbook. There were 85 female and 120 male included in entire units of this book. However, it has been mentioned above in item 29, most of the topics were not treated culturally specific rather than general in this text. According to Cunningham (1995) issues which may inhibit or damage students self-confidence must be avoided and the texts illustrations and pictures should be culturally suitable.

Therefore, from the above discussion concerning cultural appropriateness of the textbook, it concluded as follows. As respondents for shared their views and evaluations of researcher, the textbook was culturally appropriate and also matched with the ideas of scholars who written about those issues.

**Table 11** Respondents Perception on the Humanistic Nature of this textbook

no	Items	Respondents		Strongly	Dis agree	Dis agree	Undecided	Agree	Strongly	Total
				Dis agree	Dis agree	Undecided	Agree	Agree		
30	The material encourage Learners to make use of their experiences and feelings	Students	F	10	8	2	0	0	20	
			%	50	40	10	0	0	100	
		Teachers	F	3	1	0	0	0	4	
			%	75	25	0	0	0	100	
		evaluators	F	0	6	0	2	0	8	
			%	0	75	0	25	0	100	
31	The material interact with learners like good teachers	Students	F	10	0	8	1	1	20	
			%	50	0	40	5	5	100	
		Teachers	F	0	3	1	0	0	4	
			%	0	75	25	0	0	100	
		External evaluators	F	0	8	0	0	0	8	
			%	0	100	0	0	0	100	
32	The material provide alternative activities according to the learners language learning styles	Students	F	3	2	5	0	10	20	
			%	15	10	25	0	50	100	
		Teachers	F	1	0	0	3	0	4	
			%	25	0	0	75	0	100	
		External evaluators	F	0	0	2	0	6	8	
			%	0	0	25	0	75	100	

As it indicated in Table11 item30, the majority of the respondents dealing with humanistic nature of this material stated that they were not encouraged learners to make use of their life experiences, interests and feelings in their classroom operations. Besides, 90% of students, 85% of teachers and 75% of External evaluators indicated that the material was not interacted enough like the good teachers. Regarding to learning styles, 50% of students, 75% of teachers and 75% of External evaluators responded that the activities in the book were not designed according to the learners' language learning styles and strategies.

## **Discussion**

Based on the above data analysis from table11, it was discussed as follows. Accordingly, respondents' answer and researcher evaluation of textbook concerning humanistic nature of the textbook indicated that the text was not enriched with the humanistic nature which involves the learners in gaining and reflecting their own experiences during language instructions. With regard to Tomlinson(2003) stated that humanistic material is the one which respect learners as human being and helps to exploit their capacities for learning through meaningful experiences. For instance, in the textbook most of the pre-reading and listening comprehension questions and post reading and listening activities which aimed at helping them to articulate and develop their mental representations were not included. Regarding learning styles, it has been observed that the textbook was not provided the bank of tasks for the students to select from. Regarding this, Richards (2001) elaborated that tasks in the book should be flexible to different styles and strategies of learning of the students For example, in the speaking lessons, the book was not listed choices of different types of activities for the students can select from according to their needs and interests. Though it is difficult to bring tasks according the learning styles of each student, it was possible to add the variety of tasks which involve in the learners recalling and recounting personal experiences, thinking about and articulating their own attitudes and views.

**Table 12: Respondents Perception on the Other Views in this books**

no	Items	Respondents		Strongly Dis agree	Dis agree	undecided	Agree	Strongly Agree	total
33	The book satisfy the students language learning interets	Students	f	10	5	2	3	0	20
			%	50	25	10	15	0	100
		Teachers	f	3	1	0	0	0	4
			%	75	25	0	0	0	100
		External evaluators.	f	0	6	0	2	0	8
			%	0	75	0	25	0	100
34	The book is suit able to learners	Students	f	9	6	0	3	2	20
			%	45	30	0	15	10	100
		Teachers	f	1	3	0	0	0	4
			%	25	75	0	0	0	100
		External evaluators.	f	8	0	0	0	0	8
			%	100	0	0	0	0	100

As it can be observed from table12 item33, 75% of students, 100% of teachers and 75% of External evaluators replied the course book was not satisfied the learning interests of students. In addition, 75% of students, almost all teachers and External evaluators judged that the course book was not designed in suitable way for learners as users of this material.

### **4.3 Analysis of Textbook Evaluating Check List**

#### **4.3.1 Layout and Design of the Textbook**

In this regard, in the close inspection of the researcher, it has been indicated that the layout and design of the book are clear. They are organized around topic based units, and the units are divided into different sections. Moreover, the presentation of each items around the units are not varied. Each page follows the same format from the beginning up to the ending. The cover of the book is attractive. Besides, the books are not durable as can be seen from the cover, bindings and types of sheets. Here, it is worth examining that visual appeal of a textbook can serve as integral

part of instructions. Learners are interested to use a book which attracts their attention. They also enjoy the material when the items are varied. Additional useful component of the overall layout and design is a provision of table of contents and appendices. The table of content of a text book serves as a clear picture of the textbook's internal organization. With respect this, the result from close-inspection shows that in the book there are four appendices with extensive lists of vocabularies, list of some common irregular and regular verbs, grammatical terms, and some useful phrasal verbs. For instance, there are about 679 vocabulary lists which picked out from the entire units of the book and lists of listening texts have given at the back of this textbook from pages (306-326).

### **4.3.2 Illustrations in the Textbook**

In the closed inspection, the illustrations in textbook have been counted. As a result, about 238 illustrations have been found in material. However, only few of the illustrations are related to the topics in which they are placed. As a result, majority of them are unable to serve the purpose they are expected to accomplish. Some of them are also difficult to comprehend. Regarding this, Sheldon (1987) recommended that illustrations should serve a function than are simply decorative and should be clear for their intended purpose.

### **4.3.3 Objectives in the Textbook**

In the close inspection, the researcher found out that the intended teaching objectives has been stated only in the Teacher's Book. However, the short term and specific objectives of the tasks and activities remained unspecified in students' book. Almost majority of the objectives in this textbook were not described in terms of the cognitive, affective and psychomotor domains and they may not have strong interrelation ships in equal emphasis through specifying the learning experiences of the students in the SMART (specific, manageable, Achievable, Reliable and Time bound) manners and were not written with behavioral verbs. For example, to speak about how to learn things, to write a short essay of places to visit, to read the passages of leaving Miguel Street to pick out words from these passages, to read different kind of texts. For instance, in textbook reading about Operation rhino, reading about the extract from a tourist brochure, reading about HIV/AIDS in Africa and to summarize about a government health leaflet (pages,111,113,114,122,126,137,151,156 and 157).

These all listed specific objectives were written only in the cognitive domain (mental operations) by action verbs like: speak, write, read, pick out, summarize and listen. The affective and psychomotor domains were not included in the above six specific objectives of this textbook which shows the change in their attitudes (values) and muscular performances of learners in their English classrooms. In this aspect, Richards (1994) pinpoint the importance of objectives in a text book. He indicated that objectives are important as they provide learners with a clear statement of where they are going and what they can expect to achieve as a result of learning the unit or section.

#### **4.3.4 Instructions in the Textbook**

In this respect, the close examination of the textbooks indicates that most of the instructions are unclear and ineffective to the users. For instance, most of the instructions for pre-reading and pre-listening activities are designed and follow the same format throughout the books. For instance, there were 26 reading passages and 125 reading tasks which were designed to be carried out only when the teachers have walking around the learners in their English classrooms. The above analysis has not coincided with show (2004) and penman (1985) indicated that English textbook with good quality have clear and simple instructional procedures both for teachers and students and can facilitate natural language acquisition and learning process if it coincides with learners readiness and can lead them to increased speed and frequency of application of rules in a wide range of linguistic functions and contexts.

#### **4.3.5 Variety of Activities in the Textbook**

In the close inspection of the textbook, it has been examined that the materials have incorporated a variety of exercises. For instance, the type of activities in the entire units include: reading comprehension activities, listening comprehension activities, vocabulary extension, dictation, writing activities, project work and so on. Though there are varieties of activities, most of them are not designed to foster genuine and meaningful communication. For instance, in some of the reading and listening comprehension activities, post-reading activities are not provided adequately. Besides, most of the speaking tasks are teacher directed and do not incorporate a wide range of role play activities, information gap tasks as well as several open-ended questions which allow students to personalize their response, share information, and express their thoughts and experience in English.

To sum up, the quality of a textbook is determined by the availability and distribution of variety of learning activities in the material. Learning tasks are parts of language learning through which the textbook evaluates the progress of the learners. Thus textbooks are expected to provide meaningful activities that encourage learners' genuine communication and skill development.

#### **4.3.6 Balance of Language Skills in the Textbook**

A close evaluation the textbook show, though the textbook is not include equal proportion of all the four language skills. Besides, the language skills are not presented in the way the learners need to practice. For instance, if we take the receptive skills in the entire units, most of the pre-reading and pre-listening activities are excluded from the material. The activities have been left to the teacher to decide whether to practice it or not. The follow up activities that are supposed to be included in the post reading and post listening activities are also omitted in most of the reading passages. The textbook also failed to encourage the students in practicing most of the specific strategies such as skimming and scanning, which help them in developing the receptive skills. Besides, none of the activities are setup for realistic interaction through the use of communicative activities such as role plays, problem solving, information gap and dialogue.

The oral communicative activities are also teacher centered. Some spoken related topics are given, so the students are expected to accomplish the tasks based on what their teacher directs them to do. Regarding this, it would have been better if the student were given model spoken tasks in order to tackle the tasks without the teacher's interference. As far as writing is concerned, both books give due emphasis for the practice of writing. Most the activities are varied and challenging. Some of the writing exercises included in the sample units are: note making, describing people or process, writing a composition, summary, survey, project work and punctuation.

#### **4.3.7 The Meaningful Language Input in the Textbook**

In the close inspection, it has been observed that the textbooks include both a combination of some authentic and non-authentic languages. For instance, in the textbook, there are some news articles for practicing note making and summary. These are good examples of exposing learners to real life languages. Some of the reading and listening passages are also authentic material taken from literature books and magazine. On the other hand, students are not also given

opportunities to use language for communication. They just practice it in situation controlled by the teacher and the material. The textbook include tasks and exercises which help learners to extend and develop their vocabulary in a purposeful way. It approached vocabulary extension in a variety of ways. These are synonyms and antonyms, homonyms, phrasal verbs, idiomatic expressions, words that are often confused, miss-spelt words and so on. Students are also encouraged to guess the meaning of unfamiliar words by using contextual clues and their knowledge of the basic principles of word formation.

### **4.3.8 Humanistic Nature of the Textbook**

In the close examination of the textbook, it has been observed that they are not rich with humanistic materials which involve the learners in gaining and reflecting their own experiences. For instance, most of the pre-reading and pre listening activities are not designed to make the students express their own attitudes. Besides, in most of the reading and listening texts, the post reading and listening activities which are aimed at helping the learners to articulate and develop their mental representations of the text are totally missing. Similarly, in most of the activities in the textbook, students are not given humanistic activities which encourage their personal views, attitudes, feelings and responses. In other words, we cannot see effective tasks that make the students participate actively in learning activities and relate the tasks to their own experiences and personal lives. Regarding learning styles, it is observed that the textbooks do not provide a bank of tasks for the students to select from. For instance, in the speaking sections, the textbook do not provide choices of different types of activities the students can select from according to their needs and interest. Though it is difficult to bring tasks according the learning styles of each student, it is possible to add varieties of tasks which involve learners recalling and recounting personal experience, thinking about and articulating their own attitudes and views. . With regard to this, Tomlinson (2003) stated that humanistic material is the one which respect learners as human being and helps to exploit their capacities for learning through meaningful experiences.

## **4.4 The Overall Aspects of the Textbook**

### **4.4.1 The overall Weak sides in the book**

Responses of students, teachers and External evaluators' indicated that various weak sides of the student's book of Grade Eleven were identified as follows. For instance, there were some

vastness and over burden of reading passages which might be the principal challenges for both teachers and students in order to teach and learn respectively in the allotted period of time. The second problem was not the integrations of Language skills and Elements in the students-centered approach for genuine communicative purposes of Language teaching and learning process.

The third limitation was almost majority of the objectives in this textbook were not described in terms of the cognitive, affective and psychomotor domains and they may not have strong interrelations in equal emphasis through specifying the learning experiences of the students in the SMART (specific, manageable, Achievable, Reliable and Time bound) manners and were not written with behavioral verbs.

The fourth Limitation was the textual instructions could not support the students' attempting to participate and encourage them to perform exactly in some tasks that were prepare them for their recent and future success independently.

The fifth Limitation of this book was not included the pre-reading and pre-listening comprehension questions and tasks that can help teachers for activating what the students already know and think about facts so that they can be more curious about the points discussed and get motivation to learn more in the succeeding sections and help them quickly to brain storm by using their back ground information, to arouse their interests to read/listen in the given texts and can share views and experiences with their friends briefly before reading/listening texts.

The six problems was no equal distribution of silent and loud reading methods in presentation, assessment and revision parts. For instance, both in the teacher's book and students' book the total numbers of silent and loud reading methods were seven and sixteen respectively. This implied that there were no equal distributions in the textbook.

The presence of some long reading passages in this textbook was another weak side of it. For instance, some long reading texts have given in this book were extended more than a single pages like: HIV/AIDS in Africa, Fact sheets about MALARIA, medical innovators, the African Union were mentioned as samples (pages,111,112,113,114,87,68,69,70,71,and 19) .Besides, the other twenty two long reading passages which can take more than a period to teach it through

integrating with other Language skills and Elements(Vocabulary, Grammar and Pronunciation items) can be needed more than two or three periods.

#### **4.4.2 The overall strong sides in the textbook**

Despite the above short Comings, the book has also some strong sides. For instance, writing skills and procedures of writing activities (control, guided and free writing steps, vocabulary extensions, note making and summary activities) were treated adequately.

Incorporating of vocabulary lists which picked out from different reading passages and listening texts were presented at the back of this book with some phrasal verbs and forms of verbs (regular and irregular). For example, there were around 679 vocabulary lists and 1230 words picked out from twelve units (1-326). There were four appendices that have forms of verbs, some important phrasal verbs with their examples and meanings, vocabulary lists and listening texts have given at the back of it from pages(306-326) which the previous books were not included without teachers guide and might be forced them to seek other reference materials.

#### **4.4.3 Ways in which the textbook affecting Teaching and Learning of English Language**

As can be seen from the responses of teachers 'students, and External evaluators, there were some ways in which the textbook affecting teaching and learning of English Language. The objectives were not provided in the clear Statements and attainable which show where the learners are going to and have expected to achieve them at the end of their Lessons and helped by their teachers for checking how much they understand the given topics in the English language programs. The presence of complex and not Clear instructions (directions) that have linked with Variety of tasks can be negatively influenced the students learning experiences (classroom activities) in their both language learning and acquisition process.

The other ways in which the textbook has been affecting teaching and learning of English Language was absence of Variety of activities (exercises) for Learning to practice Language items, and developing their Language skills and elements both in their motivational and integration approaches in the school and in their surround Community. In this textbook there were not integration of different language skills and Elements consisted of the real representations with social and cultural values as seen as hidden curriculum sources and may be

affected teaching and learning of this material. Tomlinson (2003) stated that a number of ways advanced course book which has more humanistic nature in the textbook can be develop students' emotional involvement, mental imaginations, positive attitudes and their interactional practices as human beings during their English Language classroom activities

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION**

This chapter concerns with summary of the major findings, conclusions and recommendations of the study have been presented below

### **5.1. Summary**

The major objective of the study was to investigate the level of quality, usefulness and appropriateness of English for Ethiopia grade eleven student's textbook. To attain this objective, the study attempted to give answer for the following basic questions.

- What is the level of quality, usefulness and appropriateness of English for Ethiopia grade eleven student's textbook?
- What are the strong and weak sides of this textbook?
- How does the textbook make suitable course book for teaching and learning of English Language in grade eleven?

In this study, descriptive survey method was employed and related Literature was reviewed. Both quantitative and qualitative methods of data analysis were used. Based on the data analysis and discussions, the findings of the study were summarized as follows.

- Accordingly, design and layout of the textbook were attractive and decorated by different Colors and the cover pages of this book were also attractive with clear pictures and durable in water prove binding material and having thick type of sheets.
- Objectives were not provided in all activities with the presence of CAP (cognitive, Affective and Psychomotor) domains and less SMART (Specific, Manageable Achievable Reliable and Time bound) in the book.
- There was UN necessary repetitions and low clarity of instructions throughout the material. Many of the activities failed to encourage learners for their meaningful language practices and support them for genuine Communication purposes.
- Some of languages Skills were not presented in the way the learners' need to practice in their language classrooms.
- Most of the given activities which have related to the receptive skills were not associated with the pre/while and post reading and listening activities.

- Most of the activities were not involved as humanistic nature to play important roles in the process of language teaching and learning. They did not provide alternative tasks according to the learners' language learning styles and strategies.

Despite the above short Comings, the book has also some strong sides. For instance, writing skills and procedures of writing activities (control, guided and free writing steps, vocabulary extensions, note making and summary activities) were treated adequately.

- Incorporating of vocabulary lists which picked out from different reading passages and listening texts were presented at the back of this book with some phrasal verbs and forms of verbs (regular and irregular).
- There were four appendices that have forms of verbs, some important phrasal verbs with their examples and meanings, vocabulary lists and listening texts have given at the back of this textbook.

## **5.2 Conclusions**

The issue related to textbook selection affects students, teachers, and the overall classrooms activities. EFL textbooks can play an important role in the success of language programs if the users involved systematically in evaluating and assessing them on the basis of some established criteria. In the study, a close cooperation has been made between students, teachers, external evaluators and the researcher to investigate the level of quality of the English for Ethiopia for grade 11 students' book. So the result obtained from the study indicated that the textbook has Problems of various kinds.

Accordingly, on the basis of the findings and discussions made it can be concluded that

- The design and the layout of the text book lack integrations of variety activities and the covers of the textbook is attractive and durable
- Objectives are not provided in SMART in the textbook
- There are unnecessary repetitions of instructions throughout the book
- Besides clear instructions are not provided in some of the activities
- Most of the illustrations in the textbook are not purposeful
- Many of the activities failed to encourage meaningful practice.

- Some of the skills are not presented in the way the learner's need to practice
- Most of the activities for receptive skills are not associated with pre -reading /pre-listening and post reading/listening activities
- The materials for oral communication are not designed to equip learners for meaningful communication
- Grammar and pronunciation are not briefly explained in the book
- Significant numbers of topics and contents are not in harmony with the learners' interest and culture
- Most of the activities are not humanistic and the materials do not provide alternative activities according to the learners' language learning styles

Despite the above short comings, the textbook has also some strong sides. For instance, the textbook is easily accessible and available: writing, vocabulary, note making and summary activities are treated adequately.

### **5.3 Recommendations**

The English language teaching practices in Ethiopia are currently based heavily up on textbooks. In most schools textbooks are viewed as the only necessary source for an effective language teaching program. On the other hand, as the study shows most problems that occur in English classrooms are also directly linked to the textbook selection process. Once the material is implemented no efforts have been made to evaluate the effectiveness of the books. Besides, the selection has been made without assessing the practical needs in the classroom. As a result in the light of the findings obtained from the study, the following recommendation can be drawn.

- The textbook is not equipped with the basic elements that a quality textbook is required to have. Therefore, it can be inferred that in order to achieve the language learning objectives set for the target groups, the above short comings of the textbook should be taken in to account.
- It would be better to make possible modification which will suit the target goals and the adapting or supplementing when necessary.
- The course book writers and designers' should consider the learners need before they write textbook.

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## **APPENDICES**

### **APPENDIX A Teachers' Questionnaire**

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAM

Dear Teachers,

The questionnaire is designed to collect data for this study on an investigation to the level of quality, usefulness and Appropriateness of English for Ethiopia grade eleven student's book. You are important sources or you have firsthand information since you have been using this material in your English language teaching. Therefore, I trust you that you will fill the questionnaire honestly and truthfully, would like to assure you that any information you provide in this questionnaire will be kept strictly and confidently.

Thank you for your valuable

Contributions

**Part1:** Show your opinion or evaluation or decision by putting tick (x) in the column of your choice or that represents your opinion.

1=strongly dis agree 2=dis agree 3=undecided 4= agree 5=strongly agree

Table1. Teacher’s Questionnaire

No	Items	Rating scales				
		1	2	3	4	5
<b>A</b>	<b>Practical considerations of the textbook</b>					
1	The price of the textbook is reasonable.					
2	The book is easily accessible and available					
<b>B</b>	<b>Layout and design</b>					
3	The layout and design is appropriate and clear					
4	The cover of the book is appealing					
<b>C</b>	<b>Illustration</b>					
5	. They are adequate illustrations, tables, figures and graphs					
6	Illustrations, tables, figures, graphs and etc are relevant and Functional					
<b>D</b>	<b>. Objective</b>					
7	. Objectives are provided in all activities/tasks in the textbook					
8	The objectives in the textbook are clear and precise for the Learners					
<b>E</b>	<b>Instructions</b>					
9	The instructions in the textbook are written in a simple and clear language					
10	. The instructions in the material provide sufficient advice					
<b>F</b>	<b>Activities</b>					
11	There are varieties of activities					

12	The activities encourage meaningful practice					
13	The activities incorporate individual, pair and group work					
14	. The activities are stimulating					
<b>G</b>	<b>Skills</b>					
15	The material provides an appropriate balance of the four language skills					
16	. The reading passages are associated with pre/while/post Reading activities.					
17	. The materials for listening are accompanied by background information questions and activities which help Comprehension.					
18	The materials for spoken English (dialogues, role play, communication activities etc) are designed to equip learners for real life interaction					
19	The textbook pays attention to writing activities such as controlled, guided and free					
<b>H</b>	<b>. Language</b>					
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 the students' current English ability					
22	The progression of vocabulary item is appropriate					
23	The grammar points are presented with brief and easy examples and explanations					
24	The textbook includes materials for pronunciation work (e.g. individual sound, word stress, intonation etc)					
<b>I</b>	<b>. Subject and Content</b>					
25	. The subject and content of the textbook is relevant to the needs of the students as an English language teacher					
26	The content of the material is interesting, challenging and Motivating					
27	There is sufficient variety in the subject and content of the Textbook					

<b>J</b>	<b>Culture</b>						
28	. The book represents people in a fair and equal way						
29	The topics are culturally appropriate for the students.						
<b>K</b>	<b>. Humanistic Nature</b>						
30	The material encourages learners to make use of their experience of life, their interest, their views, attitudes and feelings						
31	The material interacts with the learner like a good interactive Teacher						
32	The material provides alternative activities to help learners to learn according to their learning styles						
<b>L</b>	<b>Over all</b>						
33	The book satisfies students' interest of learning English Language						
34	. The book is suitable for grade 11 Ethiopian students.						

Part2:write the other remaining strong and weak sides in this textbook-----

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## **Appendix B**

### **Students' Questionnaire**

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAM

Dear Students.

The questionnaires are designed to collect helpful data for this study on investigating the usefulness and quality of English for Ethiopia Grade Eleven student's book. You are important sources or you have firsthand information since you have been using currently this material in Your English language classrooms. Therefore, I trust you that you will fill the questionnaires honestly and truthfully. Would like to assure you that any information you provide in this rating scales will be kept strictly.

Thank you for your Contributions.

**Part1:** show your opinion or evaluation or decision by putting a tick mark or(x) in the column of your choice.1=strongly dis agree2=dis agree3=undecided4=agree5=strongly agree.

No	Items	Rating Scales				
		1	2	3	4	5
<b>A</b>	<b>General over views of the textbook.</b>					
1	The price of the textbook is reasonable					
2	The book is easily accessible and available.					
<b>B</b>	<b>Layout and design</b>					
3	The layout and design is appropriate and clear					
4	. The cover of the book is appealing					
<b>C</b>	<b>Illustration</b>					
5	They are adequate illustrations, tables, figures and graphs					
6	. Illustrations, tables, figures, graphs and etc. are relevant and Functional					
<b>D</b>	<b>Objectives</b>					
7	Objectives are provided in all activities/tasks in the textbook					
8	The objectives in the textbook are clear and precise for the Learners					
<b>E</b>	<b>Instructions</b>					
9	. The instructions in the textbook are written in a simple and clear language					
10	The instructions in the material provide sufficient advice					
<b>F</b>	<b>. Activities</b>					
11	There are varieties of activities					
12	The activities encourage meaningful practice					

13	The activities incorporate individual, pair and group work					
14	The activities are stimulating					
<b>G</b>	<b>Skills</b>					
15	. The material provides an appropriate balance of the four language skills					
16	The reading passages are associated with pre/while/post Reading activities.					
17	The materials for listening are accompanied by background information questions and activities which help comprehension					
18	. The materials for spoken English (dialogues, role play, communication activities etc.) are designed to equip learners for real life interaction					
19	. The textbook pays attention to writing activities such as controlled, guided and free					
<b>H</b>	<b>Language</b>					
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 my current English Ability					
22	. The progression of vocabulary item is appropriate					
23	The grammar points are presented with brief and easy examples and explanations					
24	. The textbook includes materials for pronunciation work (e.g. individual sound, word stress, intonation etc)					
<b>I</b>	<b>Subject and Content</b>					
25	The subject and content of the textbook is relevant to my needs					

26	. The content of the material is interesting, challenging and Motivating					
27	There is sufficient variety in the subject and content of the Textbook					
<b>J</b>	<b>Culture</b>					
28	The book represents people in a fair and equal way					
29	. The topics are culturally appropriate for the students.					
<b>K</b>	<b>Humanistic Nature</b>					
30	The material encourages learners to make use of their experience of life, their interest, their views, attitudes and feelings					
31	The material interacts with the learner like a good interactive Teacher					
32	The material provides alternative activities to help learners to learn according to their learning styles					
<b>L</b>	<b>Over all</b>					
33	The book satisfies my interest of learning English language					
34	The book is suitable for grade 11 Ethiopian students					

Part2: List the other remaining strong and weak sides of this book-----

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## **Appendix C**

### **External Evaluators Questionnaire**

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAM

Dear Evaluator

The main aim of this check list is used to collect the required data for analyzing the quality of the English for Ethiopia grade Eleven student's textbook as external evaluators and as sources of textual information. You should evaluate this textbook based on the general criteria for assessing it for adapting and selecting its practical teaching instructions.

Thank you for your contribution

### **Part 1: Evaluator Questionnaire**

Show your opinion or evaluation or decision by putting a tick mark (√) in the column of your choice or that represents your opinion

1= strongly disagree, 2= disagree, 3= undecided, 4= agree

5= strongly agree

No	Items	Strongly Dis agree	Dis agree	Undecided	Agree	Strongly
		1	2	3	4	5
		<b>A</b>	<b>Practical considerations</b>			
1	The price of the textbook is reasonable					
2	The book is easily accessible and available					
<b>B</b>	<b>Layout and design</b>					
3	. The layout and design is appropriate and clear					
4	The cover of the book is appealing					
<b>C</b>	<b>Illustration</b>					
5	There are adequate illustrations, tables, figures and graphs					
6	Illustrations, tables, figures, graphs and etc are relevant and Functional.					
<b>D</b>	<b>Objective</b>					
7	Objectives are provided in all activities/tasks in the textbook.					
8	. The objectives in the textbook are clear and precise for the					
<b>E</b>	<b>Instructions</b>					

9	The instructions in the textbook are written in a simple and clear language					
10	The instructions in the material provide sufficient advice					
<b>F</b>	<b>Activities</b>					
11	There are varieties of activities					
12	The activities encourage meaningful practice					
13	The activities incorporate individual, pair and group work					
14	The activities are stimulating					
<b>G</b>	<b>Skills</b>					
15	The material provides an appropriate balance of the four language skills					
16	The reading passages are associated with pre/while/post reading activities.					
17	The materials for listening are accompanied by background information questions and activities which help comprehension.					
18	The materials for spoken English (dialogues, role play, communication activities etc.) are designed to equip learners for real life interaction					
19	The textbook pays attention to writing activities such as controlled, guided and free					

<b>H</b>	<b>Language</b>					
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 the students' current English ability					
22	The progression of vocabulary item is appropriate					
23	The grammar points are presented with brief and easy examples and explanations					
24	he textbook includes materials for pronunciation work (e.g. individual sound, word stress, intonation etc.)					
<b>I</b>	<b>Subject and Content</b>					
<b>25</b>	The subject and content of the textbook is relevant to the needs of the students as an English language teacher					
26	The content of the material is interesting, challenging and motivating					
27	There is sufficient variety in the subject and content of the textbook					
<b>J</b>	<b>Culture</b>					
28	The book represents people in a fair and equal way					
29	The topics are culturally appropriate for the students.					
<b>K</b>	<b>Humanistic Nature</b>					

30	The material encourages learners to make use of their experience of life, their interest, their views, attitudes and feelings					
31	The material interacts with the learner like a good interactive teacher					
32	The material provides alternative activities to help learners to learn according to their learning styles					
L	<b>Over all</b>					
33	The book satisfies students' interest of learning English language					
34	The book is suitable for grade 11 Ethiopian students.					

Part2 Can you list the remaining strong and weak sides of this textbook-----

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## APPENDIX D: CHECKLISTS

<b>A. Practical Consideration</b>
Is the price of the material appropriate for the students?
Are there integral parts of the materials? (course book, tapes, teacher's books, Students' books, work book etc.)
<b>B. Layout and design (physical aspects /visual appeal)</b>
Is the layout and design of the material appropriate?
Is the cover of the book attractive?
Does the table of content show a logical arrangements and development of Subjects?
Does it provide a useful table of contents glossary and index
<b>C. Illustrations</b>
Are there adequate illustrations?
Are the illustrations relevant and functional?
<b>D. Objectives</b>
Are objectives provided in all activities/tasks in the book?
Are the objectives in the textbook clear and precise for the learners?
<b>E. Instructions</b>
Are the instructions in the textbook written in a simple and clear language?
Are the instructions in the material providing sufficient advice?
<b>F. Activities</b>
Are there varieties of activities in the material?
Is there a sufficient amount of communicative output in the material under

Considerations?
Are the activities incorporating individuals, pair and group work?
Is new language introduced in motivating and realistic contexts?
Are the activities stimulating?
<b>G. Skills</b>
Are all four skills adequately covered?
Are reading passages associated with pre/while/ post reading activities?
Are the materials for listening accompanied by background information questions and activities
Is the material for spoken English well designed to equip learners for real-life Interaction
Are writing activities suitable in terms of amount of guidance/ control?
<b>H. Languages</b>
Is the language used in the material realistic?
Are the vocabulary words presented in a variety of ways?
Are the grammar points presented with brief and easy examples and Explanation?
Does the course book include material for pronunciation work?
Is the subject and content of the material relevant to the students need?
Are the topics culturally appropriate for the students?
<b>K. Humanistic Nature</b>
Does the material interact with the learner like a good interactive teacher?
Does the material encourage learners to make use of their life experience?