

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
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**A STUDY ON THE ENGLISH FOR ETHIOPIA GRADE 11 STUDENTS' BOOKS:
THE CASE OF WELDU NUGUS SECONDARY SCHOOL– QUIHA**

BY
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**A Study on the English for Ethiopia Grade 11 Students' Books:
The Case of Weldu Nugus Secondary School– Quiha**

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ABSTRACT

The purpose of this study was to evaluate the level of quality of the English for Ethiopia grade 11 students' textbooks.

To achieve the above purpose, qualitative and quantitative research methods were used. For this study, sixty grade eleven students, ten English teachers and fifteen external evaluators involved. The students were selected using systematic random sampling. Where as the English teachers were selected purposefully.

Both students and teachers were from Weldu Nugus secondary school- Quiha. The external evaluators were second year graduate students in teaching English as a foreign language (TEFL). All of the external evaluators had used the text books while they were in high schools.

The instruments used to collect data were questionnaire and text book analysis using checklists. The data obtained from the participants were analyzed by using percentages. On the other hand, the data from open ended questions and from text books inspection were analyzed qualitatively.

The study revealed that text books are not with good level of quality. For instance, some of the exercises are not design for genuine communications; some of the skills are not presented in the way the learners' need to practice; and significant numbers of topics and contents are not in harmony with the learners' interest and culture.

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 groups, the short comings identified in the textbooks should have been taken in to consideration

CHAPTER ONE

INTRODUCTION

1.1. Background

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) suggest:

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

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. Haycroft (1998), for example, suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Another advantage identified by 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, 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, Allwright (1982), for instance, has written a scathing commentary on the use of textbooks in the ELT classroom. He suggests that textbooks are too inflexible and generally reflect the pedagogical, psychological, and linguistic preferences and biases of their authors, subsequently the educational methodology that a textbook promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potential incongruent instructional paradigms on the teachers who use them. In this fashion, therefore textbooks essentially determine and control the methods, processes and procedures of language teaching and learning.

Whether one believes that textbooks are too inflexible and biased to be used directly as instructional material or that they actually help teaching and learning there can be no 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. According to 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.

1.2. Statement of the Problem

English language instruction has many important components but the essential constituent to EFL classroom is the textbook and instructional materials.

In the Ethiopian context, English language teaching is currently based heavily upon textbooks. Most teachers and students perceive the textbook as a vital and inevitable tool for their instruction and teaching purposes.

On the teacher's side, textbooks are best seen as a resource in achieving aims and objectives of the course. Thus textbooks save time, give directions to the lesson, guide discussion, make teaching easier, and better organized, more convenient and make learning faster etc.

In addition, students in Ethiopia have little chance to use the target language in their daily lives. Thus textbooks undertake a special opportunity for students to practice and function in the target language. So, learners see the textbook as a framework that helps them to organize their learning both inside and outside the classroom, during discussions on the lesson, while doing activities and exercises, studying on their own, doing homework, and preparing for tests. Therefore, in many cases students learn what is presented in the textbooks and the way the textbooks presented the lessons.

The related research has also underlined that improvement in the quality of education depends to greater extent on whether or not relevant and high quality textbooks and other learning materials can be made available to teachers and students.(Menoz,1999:18) When there are difficulties in learning process, in most cases, the textbook is the first factor to be held responsible. So, it is possible to say that the problem of textbook quality has important implications in educational policies.

However, in the Ethiopian context, complaints have been lodged both on the potential and the limitation of textbooks for guiding students through the learning process as well as the needs and preferences of teachers who are using the textbook. Other issues that have arisen include: the content of the existing textbooks is not in harmony with the learners current and changing perception of their language learning needs. In other words, they impose learning styles on classes and teachers alike. Therefore, to carry out this research on textbooks is timely and vital.

Furthermore, there have not been many research works on textbook evaluation at postgraduate level locally. However, some student researchers have made an attempt to evaluate different ELT local textbooks and course books for the fulfillment of Bachelor of Art (BA Thesis) in Addis Ababa University. For example, Tezera Kidane (1987) has evaluated English for Ethiopia Grade 7 students' textbook. Selamawit Tesfaye (1991) has evaluated the Freshman English course 101. Besirat Petros (1998) has evaluated English for Ethiopia grade 10 students' book. However, these researchers failed to consider the most important criteria for evaluating ELT materials. Preeminent theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), and Cunningsworth (1995) agreed on using basic checklists in evaluating course materials. The only remarkable local research made by a postgraduate student is on self-access materials by Leuel Kinfu (2007). He has evaluated the modules prepared by St. Mary's University College and by Alpha University College. Thus, this study will not be only different in setting and content from the above mentioned local research studies but also will fill the research gap that exists in ELT material evaluation in our context. Besides no two evaluations can be the same as the needs, objectives, backgrounds and preferred styles of the participants differed from context to context.

1.3. Objective of the Study

The objectives of the study were:

1. To evaluate the level of quality of English for Ethiopia grade 11 students' books.
2. To identify some of the strong and weak sides of the textbooks.

Research Questions

In order to attain the above objectives, this study attempts to answer the following questions:

1. What is the level of quality of the English for Ethiopia grade 11 students' textbooks in terms of: layout and design, relevant illustrations, clear objectives, clear instruction, variety of activities, balance of skills, meaningful language input, specific subject and content, social and cultural values and humanistic nature?
2. What are the strong and weak sides of the textbooks?

1.4. Significance of the Study

Though exclusive criteria can not be prescribed to determine the quality of textbooks this study can:

- Provide information on the level of quality and appropriateness of the existing textbook
- Fill the research gap that exists in EIT material evaluation; and
- Stimulate researchers to carry out similar studies on other materials and settings.

1.5. Limitation of the Study

Evaluation of textbook requires a critical analysis of every unit by a group of experts. This would have been possibly done with an available resource and time. However, due to shortage of resource and time the researcher couldn't participate experts in the detailed analysis of every unit of the English for Ethiopia grade 11 students' textbooks.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Defining Textbook

A textbook is considered to be one of the major tools for a foreign language teaching. As textbooks are so many and so varied in purpose, it becomes difficult to make accurate generalization about them. As a result, language practitioners have come up with their own definition and description of it. For instance Ur (1996), used the term course book to refer to a textbook of which the teacher and usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course. Similarly, Hutchinson and Torres (1994) also consider textbooks as providers of input in to classroom lessons in the forms of texts, activities, explanations and so on.

In the same vein, Sheldon (1987) defines textbook as a published book whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability.

The above mentioned definitions characterized textbook as a constant companion of a learner, provider of classroom input, and a generative device for educational interaction. On the other hand, Grant (1987) categorizes textbooks as traditional textbooks and communicative textbooks. The traditional textbook tries to get students to learn the language as a system. The main emphasis is the forms or patterns of the language. Whereas the communicative textbook emphasizes the communicative functions of the language (Ibid).

Though there are different stances on the definition of textbooks, it seems that there is no strong position that disregards them from teaching learning process. Textbooks are considered to be the most important ingredients available in a foreign language classroom.

Similarly, in the Ethiopian context, textbooks play a crucial role in providing a base of materials for both teachers and students. Most teachers follow at least one textbook as their main source of guidance in the process of language teaching. Much of the language teaching that occurs through the country could not take place without the extensive use of textbooks.

2.2. The Role of Textbook in EFL/ESL Classroom

Textbooks are also critical ingredients in learning the intended curriculum. They are a media through which teacher and pupils communicate with each other in an effort to forward the teaching and learning process. The principal advantages of textbook in EFL/ESL classroom forwarded by Richards (2001) and Ur (1996) are: (1) They provide structure and syllabus for a program (2) They help standardize instructions; (3) They provide a variety of learning resource; (4) They can provide effective language models and input (4) Provide ready made texts and tasks.

In most educational systems, the relationship that may exist between teacher, students and textbook is extremely important. To this end, Allwright (1990) asserted that materials should teach students to learn that they should be resource books for ideas and activities for instruction and that they should give teachers rationales for what they do. In addition, Cunningsworth (1995) stated that textbooks can be used as guidance for teachers who are inexperienced or occasionally unsure of their knowledge of the language and as a medium of initial teacher training.

As with all examples in favor of textbooks, there are also potential negative effects forwarded by scholars in using textbooks in EFL classrooms. For instance, Richards (2001) stipulated that if teachers use textbooks as the primary source of their teaching, the teacher's role 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 needs; no single

course book can possibly supply these satisfactorily. For this reason, materials do not usually cater for the variety of levels of ability and knowledge or of learning styles and strategies that exist in most classes.

In addition, Sahu (2004) criticizes textbook for presenting inauthentic languages. Because texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points, and are often not representative of real language use.

To sum up, the role of the textbook in the language classroom is a difficult one to define perfectly because as Cunningsworth (1984: 6) 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 master. So the relationship between teacher and the material is a partnership which shares common goals to which each side brings its special contribution. Besides, the aims of the course book should seek to meet the needs of the learner to the highest degree.

2.3. Textbook Evaluation

2.3.1. 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. Grant (1987) and Tomlinson (2003) regard materials evaluation as on going process and suggest three stages/types of evaluation. These are:

1. Initial (pre-use) evaluation
2. detailed (while-use) evaluation
3. In-use (post-use) evaluation

According to Tomlinson (2003), the **initial evaluation** involves making predictions about the potential value of materials for their users. In order to accomplish this aim, Grant (1987) purposed a practical test called 'CATALYST' simply speaking the eight letters represents the eight criteria by which we can decide whether a textbook fits its purpose and the practical needs of the students. For this reasons, the teacher should shortly ask the key question represented by the word CATALYST.

- C** Communicative?
- A** Aims?
- T** Teachable?
- A** Available?
- L** Level?
- Y** Your impression?
- S** Students interest?
- T** Tried and tested?

The **whilst-use evaluation** involves measuring the value of materialist whilst using them or whilst observing them. Tomlinson (2003) has listed some basic points that can be taken in to consideration in a whilst-use evaluation. These are: clarity of instruction, clarity of layout, comprehensibility of texts, credibility of tasks, achievability of tasks, achievement of performance, objectives potential for localization, practicality of the materials, teachability of the materials, flexibility of the materials, appeal of the materials, motivating power of the materials and impact of the materials.

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

In addition to the above leading scholars, McDonough and Show (1993) offer a working model which they hope will be an effective one to use for teachers working in a variety of context. The models which they suggest is based on the view that it is useful to perform an external evaluation of materials first in order to gain an overview of the organization principles involved. After this, teachers can move on to a detailed internal evaluation of the material in question match up with author's claims as well as the aims and objectives of a given teaching program.

The framework by McDonough and Show (1993) suggests that teachers begin with an 'external evaluation,' consisting of an examination of the claims made on the cover of the students and teachers book, the introduction and the table of contents. This will help to determine the intended audience, the proficiency level, the context in which the writers of the materials intend them to be used, the way the language has been organized into teachable units and the writers view on language and methodology. In the same taken, Tomlinson (1998) has named this aspect a *publication* and relates it to the 'tangible' or physical aspects of the materials and how they appear as a complete set or book.

The second section in the framework, 'internal evaluation', requires an in-depth look at two or more units in order to investigate the presentation of skills in the materials, the grading and sequencing of the materials, the kinds of texts used and the relationship between exercises and tests. McDonough and Show (1993).

Taken together, the areas, listed in the framework should provide a comprehensive coverage of the methodological and content aspects of any set of material. Armed with such an analytical description of a set of materials, teachers, material designers, educational administrators and, indeed, learners would be in good position to take decisions about the usefulness and desirability of the materials.

2.4. Criteria for Textbook Evaluation

2.4.1. Layout and Design

Layout and organization of textbooks has a great influence on learning of the basic information in the texts. Teaching materials with clear layout and structure have a noticeable effect on leaning. Learners' curiosity and attention are attracted when the material is visually attractive and well organized. Besides, learners feel more comfort with materials with lots of white space and attractive colors.

2.4.2. Clear Objectives

The first important feature to be treated in material evaluation is to check the presence of objectives in the textbooks and to examine their quality. Ur (1996) identifies the need for thorough coverage of the course objectives in the 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. 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 unit or section. So it is essential for learners to be clear about the objectives of the learning unit they are tackling in order to help learners to develop responsibility for their own learning. In this context, we should expect teaching materials to be clear in a sense that they are unambiguous, jargon free and concise for the sake of precision.

2.4.3. Clear Instructions

The other essential criterion for evaluating ELT material is checking the presence and effectiveness of the learning instructions. According to Sahu (2004), English textbooks should have clear instructional procedures, that is, the teacher and students should be able to understand what is expected in

each lesson and for each activity. Pieneman (1985) cited in Tomlinson (2003) noticed that instructions can facilitate natural language acquisition process if it coincides with learner readiness and can lead to increased speed and frequency of application of rules in a wider range of linguistic context. 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 Pairs, in groups), and what medium they should be done in (e.g. Orally first, then in writing): how much time they might take and so on.

Tomlinson (1998: 95) also suggest 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 materials are expected to incorporate simple and clear instructions.

2.4.4. Illustrations

Different concepts may not be easily communicated and made comprehensive to the learner. By understanding the essence of the concept, idea, thought and the interest or emotion of his audience, an author can effectively communicate to his reader through pictures diagrams or other pictorial devices. Regarding this, Sheldon (1987) elaborate that one picture may be worth a thousand words. He also claimed that illustrations should serve a function than are simply decorative and should be clear for their intended purpose.

Hartley (1985: 81) suggested that illustrations may fulfill one or more of the following roles in instructional text (1) an affective role- enhancing interest and motivation, (2) an attention role- attracting and directing attention (3) a didactic role- facilitating learning by showing rather than telling and by providing

additional information, (4) a supportive role-enhancing the learning of less able readers (5) a retention role-facilitating long term recall.

Although illustrations are such an integral part of any textbook, they should appeal to the students; be so simple that they can be easily comprehensible and should be related to the subject matter at hand.

2.4.5. Variety of Activities

In designing instructional materials, it is important to ensure that varieties of activities are included that enable a group of learners achieve the objective of the unit. A good textbook should be equipped with tasks that engage learners in the use of skills and processes related to specific language teaching objectives. Richards (2001: 266) elaborates that the tasks in the textbooks should be flexible and appeal to different styles and strategies, and should not favor one type of learner over another. In the same taken, Sahu (2004) asserted that textbooks should included variety of exercises that give students opportunities to practice and extend their language skills.

Ur (1996) summarizes that tasks in textbooks should (1) provide opportunities for plenty use of the target language; (2) be heterogeneous, allowing for responses at different level; (3) cover a satisfactory range of language item and skills; (4) relevant and useful for the class; (5) balance between accuracy and fluency practice.

On the other hand, Tomlinson (1998) tries to relate tasks with learners' self-confidence. He argues that:

Learners develop confidence through variety of activities which try to push learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating which are problematic but which are achievable too (p. 9).

So the most effective materials are those which provide a variety of activities based on a thorough understanding of learners' needs, i.e. their language difficulties, their learning objectives, their styles of learning etc.

2.4.6. Balance of Skills

The most important point in most circumstances are to look for a balance of skills which reflects the aims of your teaching and to check that the textbook provides materials for appropriate integrated skills work .

According to Harmer (1991) and Jan Bell and Roger Gower cited in Tomlinson (1998), language is a combined skill where everything depends on everything else. It is true that one skill can not be performed without another. In many cases the same experience or topic leads to use of many different skills. So teaching materials should try to reflect this. For example, where students practice reading, the text should help as a spring board for practicing other skills. At the very least we listen and speak together, and read and write together.

Nunan (1989) and McDonough and Show (1993) suggest some effective language lessons that helps to develop the integration of language skills practice in a given context. These are (1) task continuity; (2) real world tasks; (3) language practice, (4) problem solving; (5) project work; (6) role play; (7) information gaps and so on. So a given ELT material should try to incorporate these activities for the integration of the productive and receptive skills.

The listening and reading skills are practiced to make prediction, scanning or listen for detail information, skimming or listening for gist, extracting detailed information, recognizing function and discourse patterns/markers and for deducing/infering meaning from context.

As far as the productive skills is concerned, speaking practice takes place through oral presentation and practice of new language items in dialogues activities, role plays, group and pair work activities. Writing activities can focus on controlled, guided and free activities.

It is generally the case that 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 student to use the skills effectively in various combinations depending on the nature of the interaction.

2.4.7. Meaningful Language Input

As textbooks are concerned with teaching and learning of the language it self, in some or all of its aspects they should have correct, recent and Standard English as well. The language input in instructional must be comprehensive and it should match to the abilities of the student. Krashen (1985) makes a strong claim that comprehensible input in the target language is both necessary and sufficient for the acquisition of that language provides that learners are effectively disposed to “let in” the input they comprehend. To this end, Cunningsworth (1995) and Tomlinson (1998) stated that teaching materials can be enriched through authentic inputs. They claim that textbooks can promote autonomy and self reliance by incorporating authentic materials, creating realistic situation and encouraging learners to participate in activities which develop communicative skills and strategies.

Richards (2001) elaborates the advantages claimed for including authentic languages in ELT materials. These are: (1) They have positive effect on learner motivation; (2) They provide exposure to real language (3) They support a more creative approach to language teaching; and (4) They provide authentic cultural information about the target culture.

So far as input is concerned then, we should expect teaching materials to present exponents of language that will serve as a means to offer to learners' routes towards language knowledge and to the language capabilities (which) the course aims at teaching.

2.4.8. Subject and Content

Other key concern for evaluating the relevance of materials is the appropriateness of their content to the personal interests of learners. According to Sheldon (1987), if learners are genuinely interested in the subject matter, the topic 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 meaning from them. Tomlinson (1998) also elaborated that the content of any material should be integrated with topics of interest to the target learner; 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 among other attributes, knowledge, attitudes, skills, cognitive ability, curiosity and experience textbooks can expand students' interest by including subject matters which are informative, challenging, amusing and exciting.

Therefore, the content of English textbooks is required to be meaningful and interesting for students. Though no single subject will be interesting to all students, materials should be chosen based on what students in general are likely to find interesting and motivating.

2.4.9. Social and Cultural Values

On a more practical plan, we need to ensure that the course book sets its material in social and cultural context that are comprehensible and recognizable in terms of location, social mores and age group etc.

Cunningsworth (1995) stated that course books will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up. According to her this is called 'hidden curriculum'.

Many scholars claimed that there is a vital relationship between culture and language. Communication might be broken down if cultural constraints are not taken in to account. Moreover, the course book topics and content should be relevant to the culture of the students. Issues which may inhibit or damage their self confidence must be avoided and the texts illustration and pictures should be culturally suitable.

The representation of men and women in language teaching material will also affect the quality of the text book if it provides unrepresentative negative stereotypes.

Therefore, it is illuminating to look at materials how they represent people according to their ethnic origin, occupation, age, social class and disability.

2.4.10. Humanistic Nature

Another perspective which has gained increasing prominence in language teaching is that of the student as a 'whole person'. In other words, language teaching is not just about teaching language, it is about helping students to develop themselves as a people (Harmer 1991: 35).

Humanistic material, according to Tomlinson (2003) is one which respects learners as human beings and helps to exploit their capacity for learning through meaningful experience. In such methodologies the experience of the student is what counts and the development of their personality and the development of the encouragement of positive feelings are seen to be as important as their learning of a language.

Tomlinson (1998) as quoted in Tomlinson (2003: 162) argues:

In order to achieve effective and durable learning language, learners need to be relax, fell at ease, develop self confidence and self steam, develop positive attitudes towards the learning experience and involved intellectually, aesthetically and emotionally.

This implies that materials should add activities which help to make the language learning process a more of effective experience and finding way of helping the learners to connect what is in the book to what is in their minds.

Tomlinson (2003) has suggested a number of ways of developing course books which are more humanistic.

This includes:

- **Engaging affect:** emotional involvement, positive attitudes towards the learning experience and self steam.
- **Imaging activities:** encourage learners to create mental images while processing or producing language.
- **Inner voice activities:** which encourage learners to talk to themselves in an L₂ inner voice while processing and producing in the L₂. Therefore the material should chat with the learners in the way that good interaction teachers do.
- **Kinesthetic activities:** involve learners in momentary mental activity before following instructions in the L₂ in order to perform physical activities such as playing games, miming stories, making models and so on.
- **Process activities:** help learners to create a version of a text themselves before reading or listening to the complete text.

2.5. The Justification for Textbook Evaluation

The idea of evaluating textbook is seen by some to be closely linked to the selection of textbook. Then evaluation helps the selection which serves as an important decision-making process. As Sheldon (1988) puts it:

The selection of particular core volume signals as executive educational decision in which there is considerable professional financial and even political investment. The high profile means that the definition and application of system of systematic criteria for assessing course books are vital. (p.237)

Hutchinson (1987) suggests an interactive view of material evaluation. He emphasizes the deeper level of evaluation by asking the question why materials are the way they are. He claims that

... Material evaluation plays an important role in language teaching that is potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook but also to develop their awareness of their own teaching/learning situation (Ibid: 37-38).

Evaluation of textbook is also considered to function as teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) put forward that textbook evaluation helps teacher's move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook evaluation. Textbook evaluation therefore can potentially be a particularly worthwhile means of conducting action research as well as a form of professional empowerment and improvement. Similarly textbook evaluation can also be a valuable component of teacher training programs.

2.6. Textbook Evaluation Schemes

If one accepts the value of textbooks in ELT, then one should be able to trust that they are of an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used. Although Sheldon (1988) suggests that no general list of criteria can ever really be applied to all teaching and learning context without considerable modification, most of these standardized evaluation checklists contain similar components that can be used as helpful starting points for ELT practitioners in a wide variety of situations.

Preeminent theorists in the field of ELT textbook design and analysis, such as Cunningsworth (1995), Harmer (1996), McDonough and Shaw (1993) and Sheldon (1988), all agree for instance, that an evaluation checklist should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logical characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as organization's overall curriculum.

Moreover, criteria should analyze the specific language functions, grammar and skills content that are covered by a particular textbook, as well as the relevance of linguistic items to the prevailing socio-cultural environment. Finally, textbook evaluation should include criteria to which linguistic items, subjects, content, and topics match up to students' personalities, background, needs and interests as well as those of the teacher/or institution.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1. Research Design and Methodology

This section includes research setting, source of data, sampling size and sampling techniques

3.1.1. Research Setting

For the present study Weldu Nugus Secondary School- Quiha (in southern Tigray) was selected purposefully. It is located in to the South East of Mekelle town and 770kms away from Addis Ababa. As the textbook is the only classroom resource nation wide, any setting that uses the material can suit the study to be carried out.

Besides, in the small towns (such as Quiha) where there is inadequate library service and insufficient supplementary ELT materials, still, schools are basically the only place for exposure to language teaching. To this end, the fact that language teaching and practice takes place only in the classroom puts a tremendous responsibility on textbooks. So, any weakness in the quality of textbooks (these ELT materials) might have a significant effect in the learning and teaching process. So the researcher felt selecting a setting which has a direct relevance to the research problem will make the study reliable and timely. The last but not the least, the researcher believed that his friends who are teachers there would be helpful in facilitating the study and administrating the questionnaire.

3.1.2. Source of Data

While the decision to use and evaluate a particular textbook is sometimes left up to individual teachers, some authors such as Chambers (1997) have pointed out that this activity is usually more beneficial if it is collectively undertaken by everyone involved in the teaching and learning process. In other words, evaluation of the instructional material should consider teachers' as well as students' perceptions towards the materials. So, the participants of this study were grade eleven students and English teachers in Weldu Nugus Secondary School, external evaluators (mainly MA students from AAU) and the researcher.

3.1.3. Sampling Size and Techniques

According to the information obtained from the administration office of the selected high school, there were 246 grade eleven students in four sections. So for the purpose of the study, fifteen students were selected from each section by applying the systematic sampling technique. In the first place, the whole students' names were written according to their alphabetical order in each section, and then by taking every 4th name in list, 60 students were selected from the four sections. Out of these fifty four of them returned the questionnaire. Regarding the teachers, there were ten English teachers in the high school. All of the available teachers were selected purposefully. In this case, it is important to notice that six of the teachers have already used the textbooks but now teaching grade 9 and 10. However, the remaining four teachers have been using the English for Ethiopia grade 11 students' book.

As for the external evaluators, all of them were second year postgraduate students in the department of teaching English as a foreign language (TEFL). Three students were selected from five sections purposefully. In this case, the respondents were those who have used the textbooks in high schools and those who took the course syllabus and material development.

3.2. Instruments of Data Collections

In order to achieve the objectives of the study, the following instruments of data collection were used.

3.2.1. Questionnaire

Many scholars such as Cunningsworth (1995), Sheldon (1987), Ur (1996), Tomlinson (1998) and Richards (2001) suggested that in order to determine the relative strengths and weakness of 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.

Therefore, three types of questionnaires were employed to conduct this study. The first one for the students, the second for the teachers and the other for the external evaluators but the content of the items is the same for all the 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 reliably and credible data.

The questionnaires contained questions that pertained to the practical considerations, layout and design, illustrations and instructions, range and balance of activities, skills integration and appropriateness, subject and content, social and cultural considerations, humanistic and language types represented in the textbooks.

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), Cunningsworth (1995), Harmer (1996) and Richards (2001). Besides, the questionnaire format by Leuel Kiefe (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 include in the data analysis because their opinion were not known to either side.

3.2.2. Textbook Analysis

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 constructed to the data obtained from the participants' responses.

As suggested by many scholars such as Cunninghamworth (1995) and McDoungh 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. So the researcher has analyzed four units of the textbooks based on the checklists used to evaluate a unit of textbooks. The checklists were adapted from Ur (1996), Sheldon (1987), McDoungh and Show (1996) and Cunningsworth (1995). The researcher has selected two units from each textbook. The units have been chosen using simple random sampling. The units selected are: Unit 1 and Unit 4 from the Students' Book 1, and Unit 2 and Unit 7 from the Students' Book 2.

3.3. Data Organization and Analysis

After carefully gathering the appropriate data, using the instruments of data collection mentioned under section 3.2 from all the subjects of the study, the data were analyzed by using different statistical tools and narrations. Thus frequency counting, percentage and description of some qualitative data were used to analyze and describe the data. The data then was analyzed qualitatively and quantitatively as it is presented in unit four.

CHAPTER FOUR

DATA ANALYSIS

4.1. Description of the Textbooks

4.1.1. Objectives

As it is stated in the introduction of the teacher's books, (in both Book I and Book II) the course is designed to meet the requirements of the English syllabus and to prepare the students for entrance into tertiary level institutions. It also aims to consolidate the work done so far but additionally in developing the students' English language skills required for successful learning at school and at the tertiary level.

4.1.2. The Course Components

The course consists of three types of Books: students' books, teacher's books and supplementary readers. There is one students' book and one teacher's book for each semester. But the supplementary reader's book is not available.

The students' book is divided into two parts. Part 1: the units, and part 2: grammar revision. The units are topic based. Each of the units is divided into sections as follows:

- Section 1: Comprehension
- Section 2: Vocabulary
- Section 3: Note making and summary
- Section 4: Speaking
- Section 5: Listening
- Section 6: Writing
- Section 7: Reading

4.1.3. The Course's Implementation

As it stated in the teacher's book, each unit is expected to take about two to two and a half weeks to complete. It is 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 textbooks as well as materials which they have produced themselves.

4.1.4. The Approach

The course employs a text-based, integrated approach to English language teaching. The learning activities in the remaining sections are related to the reading texts.

4.1.5. Author and Publisher

English for Ethiopia grade 11 students' books are written by Robin Taylor, ELT Advisor. The books were published in 1997 by Educational Materials Production and Distribution Enterprise (EMPDE) in Addis Ababa

4.2. Data Analysis

Table 1: Subjects' Perception on the price and accessibility of the textbooks

No	Item	Respondents	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Total	
1.	The price of textbooks is reasonable	Students	F	2	0	7	26	20	54
			%	3.7%	0%	13%	48%	37%	100%
		Teachers	F	0	0	1	4	5	10
			%	0%	0%	10%	40%	50%	100%
		External Evaluators	F	1	1	2	5	4	13
			%	7.6%	7.6%	15.3%	38.4%	30.7%	100%
2.	The text books are easily accessible	Students	F	2	10	5	20	17	54
			%	3.7%	18.5%	9.2%	37%	31.5%	100%
		Teachers	F	0	0	0	6	4	10
			%	0%	0%	0%	60%	40%	100%
		External Evaluators	F	0	2	2	6	3	13
			%	0%	15.3%	15.3%	46%	23%	100

As observed in Table1, the majority of the students (85%), teachers (90%) and external evaluators (69%) suggested that the textbooks are not expensive. Regarding accessibility and availability of the materials 68% the students, all of the teachers and 89% of the external evaluators replied that the textbooks are available and accessible. Similarly, in the close inspection of the books it was indicated that the price of the textbooks is affordable; that is Birr 4.65 for each textbooks. Besides, it has been observed that the materials are easily accessible and available. This is due to the fact that the students and teachers were given a copy of the book by the administration. The text books are also available in libraries and in the local book stores to purchase.

Table 2: Subjects' perception on layout and design of the textbooks

No	Item	Respondents		1	2	3	4	5	Total
3.	The layout and design of the text books are clear.	Students	F	1	7	7	26	13	54
			%	1.9%	12.9%	12.9%	48.3%	24%	100%
		Teachers	F	0	2	1	6	1	10
			%	0	20%	10%	60%	10%	100%
		External Evaluators	F	1	3	2	5	2	13
			%	7.7%	23%	15.4%	38.5%	15.4%	100%
4.	The covers of the books are attractive.	Students	F	4	9	8	26	6	54
			%	7.5%	16.9%	15%	49%	11%	100%
		Teachers	F	2	4	1	3	0	10
			%	20%	40%	10%	30%	0%	100%
		External Evaluators	F	4	5	1	2	1	13
			%	30.7%	38.4%	7.6%	15.3%	7.6%	100%

As the above table indicates, 72% of the students, 70% of the teachers and 54% of the external evaluators found that the layout and design of the text books are clear. As is shown in Table 2 Item 4, 60% of the students suggested that the covers of the materials are attractive. Unlike the students, the majority of the teachers (60%) and external evaluators (69%) stated that the covers of the books are not attractive.

In this regard, in the close inspection of the materials, it has been indicated that the layout and design of the books are clear to a certain extent. They are organized around topic based units, and the units are divided up to seven sections in each textbooks. 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 covers of the books are not also that much attractive. Besides, the books are not durable as can be seen from the covers, 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. Familiarity and routine can be comfortable, but too much familiarity

can lead to disinterest and boredom. The potential durability of the material is also another important factor in teaching contexts where the book serves for years for several groups as in the case of Ethiopian context.

Additional useful component of the overall layout and design is a provision of table of contents, glossary and index. The table of content of a text book serves as a clear picture of the textbook’s internal organization. However, in both of the text books no attempt has been made to introduce the main components of the books in the table of contents.

With respect to the glossary and index, the result from close-inspection shows that both books include extensive lists of vocabularies, list of some common irregular verbs, grammatical terms, some useful phrasal verbs, a list of fifty miss spelt words, and useful abbreviations. The draw back of the books here is that, the glossary and the index of both text books are identical. Additional glossaries and indexes could have been provided in the students’ book2.

Table 3: Subjects’ Perception on the illustrations of the Textbooks

No	Item	Respondents		1	2	3	4	5	Total
5.	There are adequate illustrations	Students	F	2	10	5	28	9	54
			%	3.5%	20%	9%	51.5%	16%	100%
		Teachers	F	0	2	2	5	1	10
			%	0%	20%	20%	50%	10%	100%
		External Evaluators	F	4	6	1	2	0	13
			%	30.7%	46%	7.6%	15.3%	0%	100%
6.	The illustration are relevant and functional	Students	F	3	12	8	20	11	54
			%	5.6%	22%	14.8%	37%	20.4%	100%
		Teachers	F	2	5	1	2	0	10
			%	20%	50%	10%	20%	0%	100%
		External Evaluators	F	3	6	1	2	1	13
			%	23%	46%	7.6%	15.4%	7.6%	100%

As indicated in Table 3 Item 6, 67.5% of the students, 60% of the teachers, and 76.7% the external evaluators stated that the books are equipped with

adequate illustrations. Regarding the function and relevance of the illustrations, 57.4% of the students rated that the illustrations are relevant and functional. In contrast, the majority of (70%) teachers and external evaluators (69.1%) suggested that the illustrations are not purposeful.

In the closed inspection, the illustration in both textbooks has been counted. As a result, 27 illustrations have been found in both materials. Though the number looks fair, 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.

For instance, in the students' Book 1 page 21, students are asked in the writing section to describe a picture of some people who live in Pakistan. The main drawback of the task is since they are in black and white the pictures can not be easily comprehended by the students. In addition, the pictures are not culture specific to the students. So, the students may not be interested and motivated to carry out the task. On the other hand, some of the visual materials are simply placed for the sake of cosmetic value. For instance, the picture of 'Johan Gutenberg' in the Students' Book 1 page 109 and the picture of Henry Ford in the Students' Book 1 page 123 are simply part of the decoration. If these pictures were one of the prominent people from the learners' culture, the tasks could have been easily manageable and enjoyable.

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: Subjects' Perception on the Objectives of Activities in the Textbooks

No	Item	Respondents	1	2	3	4	5	Total	
7.	Objectives are provided in all activities	Students	F	16	27	3	6	2	54
			%	29.6%	50%	5.5%	11.2%	3.7%	100%
		Teachers	F	7	3	0	0	0	10
			%	70%	30%	0%	0%	0%	100%
		External Evaluators	F	3	9	1	0	0	13
			%	23%	69.3%	7.6%	0%	0%	100%
8.	The objectives in the text books are clear	Students	F	11	36	1	5	1	54
			%	20.4%	66.6%	1.8%	9.4%	1.8%	100%
		Teachers	F	6	3	0	1	0	10
			%	60%	30%	0%	10%	0%	100%
		External Evaluators	F	9	4	0	0	0	13
			%	69.3%	30.7%	0%	0%	0%	100%

As it can be seen from Table 4, almost all participants of the study judged that the objectives are totally omitted in all activities and tasks in the books. 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.

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' books.

Table 5: Subjects' Perception on the Instructions in the Textbooks

No	Item	Respondents		1	2	3	4	5	Total
9.	The instructions are simple and clear	Students	F	4	12	12	20	6	54
			%	7.4%	22.2%	22.2%	37%	11%	100%
		Teachers	F	1	5	2	2	0	10
			%	10%	50%	20%	20%	0%	100%
		External Evaluators	F	4	4	3	2	0	13
			%	30.7%	30.75	23%	15.3%	0%	100%
10	The instructions provide sufficient advice	Students	F	10	30	5	5	4	54
			%	18.5%	55.5%	9.2%	9.2%	7.4%	100%
		Teachers	F	2	6	1	2	0	10
			%	20%	60%	10%	20%	0%	100%
		External Evaluators	F	3	7	1	2	0	13
			%	23%	53.8%	23%	15.4%	0%	100%

Based on Table 5 Item 9, 48% of the students replied that the instructions are clear and simple. However, 60% of the teacher and 61.4% of the external evaluators were dissatisfied with the clarity and simplicity of the instructions. Regarding the provision of advice in instruction, the majority of the students (74%), the teachers (80%) and external evaluators (76.8%) indicated that most of the instructions in the textbooks are unable to provide a sufficient advice on the order in which various activities should be done and how they are to be done.

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 ill designed and follow the same format through out the books. There are fourteen reading passages and equal number of listening texts in the books in series. Thus, most of the instructions for each pre-reading, pre-listening activities and in the speaking exercise read “your teacher will tell you what do”.

Such instruction has been repeated more than twenty five times throughout the books. These kinds of instructions are pedagogically unacceptable for the fact that the learners are not able to understand what is expected of them in each lessons and activities. Such instructions can also make the students' books entirely teacher dependent. Most of the tasks are designed to be carried out only when the teacher is around. Besides, applying a single instruction throughout the textbooks demotivates learners and leads to extraneous errors. The problem will obviously get worse when the materials are used by inexperienced teacher.

Table 6: Subjects' Perception on the Activities in the Textbooks

No	Item	Respondents		1	2	3	4	5	Total
11.	There are varieties of activities	Students	F	3	3	5	29	14	54
			%	5.5%	5.5%	9.2%	53.7%	25.9%	100%
		Teachers	F	0	0	1	7	2	10
			%	0%	0%	10%	70%	20%	100%
		External Evaluators	F	0	3	1	5	4	13
			%	0%	23%	7.6%	38.5%	30.7%	100%
12.	The activities encourage sufficient communication	Students	F	5	14	8	17	9	54
			%	9.2%	25.9%	14.8%	31.4%	16.6%	100%
		Teachers	F	1	6	1	2	0	10
			%	10%	60%	10%	20%	0%	100%
		External Evaluators	F	3	6	1	2	1	13
			%	23%	46%	7.6%	15.3%	7.6%	100%
13.	The activities incorporate individual, pair and group work	Students	F	0	10	8	24	12	54
			%	0%	18.3%	14.4%	44.5%	22%	100%
		Teachers	F	0	1	1	7	1	10
			%	0%	10%	10%	70%	10%	100%
		External Evaluators	F	1	2	1	6	3	13
			%	7.6%	15.3%	7.6%	46.5%	23%	100%
14.	The tasks are a representative of real world context	Students	F	13	17	7	13	4	54
			%	24%	31%	12.9%	24%	7.4%	100%
		Teachers	F	1	5	2	2	0	10
			%	10%	50%	20%	20%	0%	100%
		External Evaluators	F	3	7	1	2	0	13
			%	23%	53.8%	7.6%	15.3%	0%	100%

As depicted in Table 6, the subjects were asked to give their perception on the distribution of learning exercises in the textbooks. As the result indicates, majority of the respondents believed that the books have varieties of activities.

Regarding the communicative purpose of the tasks, 48% of the students indicated that the activities are designed to promote meaningful communication. On the other hand, the majority of the teachers (70%) and

external evaluators (69%) argued that most of the activities are not designed to foster genuine communication.

As it can be seen from Table 6 Item 13, the majority of the respondents agreed that the activities incorporate individual, pair and group works.

Under this column, concerning Item 14, 47% of the students, 60% of teachers and 76% of external evaluators criticized the tasks for their inauthentic nature.

In the close inspection of the textbooks, it has been examined that the materials have incorporated a variety of exercises. For instance, the type of activities in the selected 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, the materials have less coverage of oral communication activities. 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.

Table 7: Subjects' Perception on the Skills in the Textbooks

No	Item	Respondents		1	2	3	4	5	Total
15.	The materials provide an appropriate balance of skills	Students	F	3	6	10	22	13	54
			%	5.5%	11%	18.5%	40.7%	24%	100%
		Teachers	F	0	0	2	4	4	10
			%	0%	0%	20%	40%	40%	100%
		External Evaluators	F	0	1	2	7	4	13
			%	0%	7.6%	15.3%	53.8%	30.7%	100%
16.	The reading passages are associated with pre/while/ post reading activities	Students	F	7	32	12	3	7	54
			%	12.9%	59%	22.2%	5.5%	12.9%	100%
		Teachers	F	3	4	1	2	0	10
			%	30%	40%	10%	20%	0%	100%
		External Evaluators	F	5	4	1	1	2	13
			%	38%	30%	7.6%	7.6%	15.3%	100%
17.	The materials for listening are accompanied by pre/while/ post listening activities	Students	F	3	8	12	23	8	54
			%	5.5%	14.8%	22.2%	42.5%	14.8%	100%
		Teachers	F	3	5	0	0	2	10
			%	30%	50%	0%	0%	20%	100%
		External Evaluators	F	3	6	1	3	0	13
			%	23%	46%	7.6%	23%	0%	100%
18.	The materials for spoken English are designed to equip learners for real life interaction	Students	F	16	21	9	7	1	54
			%	29%	38.8%	16.6%	12.9%	1.8%	100%
		Teachers	F	1	8	1	1	0	10
			%	10%	80%	10%	10%	0%	100%
		External Evaluators	F	4	7	1	2	0	13
			%	30.7%	53.8%	7.6%	15.3%	0%	100%
19.	The textbooks pay attention to writing activities	Students	F	2	5	9	27	10	54
			%	3.7%	7.2%	16.6%	50%	18.5%	100%
		Teachers	F	0	1	2	6	1	10
			%	0%	10%	20%	60%	10%	100%
		External Evaluators	F	0	3	0	8	2	13
			%	0%	23%	0%	61%	15.3%	100%

Regarding the balance of skills, as depicted in Table 7 Item 15, the majority of the respondents stated that the skills are treated equally in the materials. The respondents were also asked to review whether the reading passages in the materials are associated with pre-while and post reading activities. As a result, the majority of the students (71%), teachers (70%) and the external evaluators (68%) stated that the reading passages are not associated with comprehension related questions.

In Table 7 Item 17, 57% of the students suggested that the materials for listening are accompanied by background information questions and activities. Whereas, majority of the teachers (80%) and external evaluators (69%) were dissatisfied with the materials because the textbooks lacked background information and associated activities. According to Table 7, 67.8% the students 90% of the teachers, and 84% of the external evaluators believed that the materials for spoken English are not design to equip learners for real life interaction.

In this study, as indicated in Table 7 Item 19, the majority of the respondents suggested that the books have paid an adequate attention to writing activities.

A close examination at the textbooks show, though the textbooks include equal proportion of all the four language skills, the language skills are not presented in the way the learners need to practice. For instance, if we take the receptive skills in the sample units, most of the pre-reading and pre-listening activities are excluded from the materials. 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 textbooks also fail 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, most of the comprehension questions

are too easy. The answers can be lifted directly from the text with no real understanding. Speaking is also the least treated language skill in both text books. For instance, in the sample units, adequate activities are not designed for oral communicative activities. There is one speaking exercise in each unit. However, none of them are setup for realistic interaction through the use of communicative activities such as role plays, problem solving, information gap and dialogue. Like the other activities in the textbooks, 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.

Table 8: Subjects' Perception on the Language input in the textbooks

No	Item	Respondents		1	2	3	4	5	Total
20.	The language in the textbooks is authentic	Students	F	6	13	6	17	12	54
			%	11%	24%	11%	31.5%	22.3%	100%
		Teachers	F	0	4	1	4	1	10
			%	0%	40%	10%	40%	10%	100%
		External Evaluators	F	1	2	3	6	1	13
			%	7.6%	25.2%	23%	46%	7.6%	100%
21.	The language is at the right level of the students	Students	F	2	6	11	25	10	54
			%	3.7%	11%	20%	46%	18.5%	100%
		Teachers	F	1	5	2	2	0	10
			%	10%	50%	20%	20%	0%	100%
		External Evaluators	F	1	6	3	2	1	13
			%	7.6%	46%	23%	15.3%	7.6%	100%
22.	The progression of vocabulary item is appropriate	Students	F	2	4	3	29	16	54
			%	3.7%	7.4%	5.5%	53.7%	29.6%	100%
		Teachers	F	0	2	1	6	1	10
			%	0%	20%	10%	60%	10%	100%
		External Evaluators	F	0	1	3	7	2	13
			%	0%	7.6%	23%	53.8%	15%	100%
23.	The grammar points are presented with brief and easy examples	Students	F	16	29	5	4	0	54
			%	29.6%	53%	9.5%	7.4%	0%	100%
		Teachers	F	4	3	0	1	1	10
			%	40%	30%	0%	10%	10%	100%
		External Evaluators	F	4	6	1	2	0	13
			%	30.7%	46%	7.6%	15.3%	0%	100%
24.	The textbooks include materials for pronunciation work	Students	F	14	38	1	1	0	54
			%	25.9%	70%	1.8%	1.8%	0%	100%
		Teachers	F	3	6	1	0	0	10
			%	30%	60%	10%	0%	0%	100%
		External Evaluators	F	6	5	1	1	0	13
			%	46.1%	38.45	7.6%	7.6%	0%	100%

As Table 8 demonstrates, 54% of the students, 60% of the teachers and 53% of the external evaluators judged the textbooks as enriched with authentic materials. However, as indicated in Table 8, 63% of the students, 60% teachers and (53.6%) the external evaluators felt that the language used in the material is not at the right level of the students.

As it clearly revealed in Table 8 Item 22, most of the students, teachers and external evaluators were happy about the progression of vocabulary in the text books. On the hand, the majority of the participants criticized the materials for ignoring grammatical elements. Regarding pronunciation, 96% of students, all of the teachers and 84% of the external evaluators revealed that pronunciation work is not included at all.

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 Unit 1 in the Students' Book 1, 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.

Nevertheless, the language presented in some of the activities is below the levels of students. As an example, most of the tasks that are designed for oral interactions are not to the right standard of the students. 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 materials.

Both textbooks include tasks and exercises which help learners to extend and develop their vocabulary in a purposeful way. The textbooks 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.

However, it is reviewed that grammar and pronunciation has been discarded in both books. As it has been stated in the Teacher’s Book, most of the important grammatical structures have been taught by the end of Grade 10 and should have been mastered by the students. For this reason, only some grammar items have been included as a revision section at the end of both course books.

Like grammar, the teaching of pronunciation is sidelined in both books. From the close inspection, it is observed that only one pronunciation work is included in the Students' Book1 page 121. It deals with practicing the syllabus stress of four English words.

Table 9: Subjects’ Perception on Subject and Content in the Textbooks

No	Item	Respondents		1	2	3	4	5	Total
25.	The subjects and the contents textbooks are relevant to the learners	Students	F	5	6	15	15	3	54
			%	9.2%	29.6%	27.7%	27.7%	5.5%	100%
		Teachers	F	1	3	4	2	0	10
			%	10%	30%	40%	20%	0%	100%
		External Evaluators	F	1	4	6	2	0	13
			%	7.6%	30.7%	46.1%	15.3%	0%	100%
26.	The contents of the materials are motivating	Students	F	7	20	9	17	1	54
			%	12.9%	37%	16.6%	31.4%	7.6%	100%
		Teachers	F	1	5	2	2	0	0
			%	10%	50%	20%	20%	0%	100%
		External Evaluators	F	2	7	3	1	0	13
			%	15.3%	53.8%	23%	7.6%	0%	100%
27.	There are sufficient varieties in the subjects and contents of the textbooks	Students	F	5	4	2	33	10	54
			%	9.2%	7.4%	3.7%	61%	18.5%	100%
		Teachers	F	0	1	1	7	1	10
			%	0%	10%	10%	70%	10%	100%
		External Evaluators	F	0	2	2	6	3	13
			%	0%	15.5%	15.5%	46.5%	23%	100%

Based on the data, in Table 9 Item 25, the majority of the respondents stated that the content of the textbooks are not relevant to the needs of the learners. Besides, 50% of the students, 60% the teachers and 69% of the external

evaluators recommended that most of the contents of the books are not motivating and challenging. However, regarding the variety of the contents, the majority of the participants agreed that there is a variety in the subject and content of the textbooks.

In the close examination of the text, it has been observed that even though there is sufficient variety in the subject and content of the textbooks, most of the content in the reading comprehension are with a foreign context and setting.

To give practical examples, the textbooks include fourteen reading comprehension texts. From these, six (42.8%) of the texts are with foreign contexts. the remaining eight (57.2%) of texts deal with various subject matters such as cloths, fashions, organization, animals, stories and universal themes. But the text books failed to present texts with local (Ethiopian) references.

Foreign contents are only being relevant to the students who understand the cultural background in which it is used. Including such contents in local text books might have the potential to create comprehension problems and other serious cultural misunderstandings due to the fact that students might lack the proper schemata to interpret these foreign concepts correctly.

Table 10: Subjects' Perception on the Cultural Representation in the Textbooks

No	Item	Respondents		1	2	3	4	5	Total
28.	The books represent people in fair and equal ways	Students	F	2	2	5	26	18	54
			%	3.7%	3.7%	9.4%	49%	33.9%	100%
		Teachers	F	1	1	1	4	3	10
			%	10%	10%	10%	40%	30%	100%
		External Evaluators	F	0	2	1	7	3	13
			%	0%	15%	7.6%	53.8%	23%	100%
29.	The topics are culturally appropriate	Students	F	14	10	12	10	3	54
			%	25.9%	18.5%	22.2%	18.5%	5.5%	100%
		Teachers	F	2	4	0	2	2	10
			%	20%	40%	0%	20%	20%	100%
		External Evaluators	F	3	5	1	4	0	13
			%	23%	38.4%	7.6%	30.7%	0%	100%

As shown in Table 10 Item 25, 82.9% of the students, 70% of the teachers and 76% of the external evaluators responded that the textbook treat people in fair and equal way. The participants were also requested to forward their view whether the topics are culturally appropriate. To this end, 59.5% of the students, 60% of the teachers and 61% of the external evaluators judged that the topics are not in harmony with learners' cultural background.

Regarding cultural contexts, the close inspection indicated that the textbooks do not reflect any stereotypes. Therefore, it is clear that in the various categories people are treated equally. However at it has been mentioned above in Item 25 most of the topics are not culturally specific.

Table 11: Subjects' Perception on the Humanistic Nature of the Textbooks

No	Item	Respondents		1	2	3	4	5	Total
30.	The materials encourage learners to make use of their experiences and feelings	Students	F	10	28	4	12	0	54
			%	18.5%	51.85%	7.4%	22.2%	0%	100%
		Teachers	F	2	4	1	2	1	10
			%	20%	40%	10%	20%	10%	100%
		External Evaluators	F	3	5	2	3	0	13
			%	23%	38.4%	15.3%	23%	0%	100%
31.	The material interacts with learners like good teachers	Students	F	13	21	12	6	2	54
			%	24%	38.8%	22.2%	11.1%	3.7%	100%
		Teachers	F	1	5	2	2	0	10
			%	10%	50%	20%	20%	0%	100%
		External Evaluators	F	2	9	1	1	0	13
			%	15.3%	69.2%	7.6%	7.6%	0%	100%
32.	The materials provide alternative activities according to the learners' language learning style	Students	F	14	23	5	10	2	54
			%	25.9%	42.5%	9.2%	18.5%	3.7%	100%
		Teachers	F	1	5	2	2	0	10
			%	10%	50%	20%	20%	0%	100%
		External Evaluators	F	3	7	0	3	0	13
			%	23%	53.8%	05	23%	0%	100%

As it is indicated in Table 11 Item 3), the majority of the subject stated that the text books do not encourage learners to make use of their life experience, interests and feelings. Besides, 72.8% of the students, 60% of the teachers and 84% of the external evaluators indicated that the materials are not interactive enough like a good teacher. Regarding learning styles, 68.4% the students 60% of the teacher, and 76.8% of the external evaluators responded that the activities in the textbooks are not designed according to the learners' learning styles.

In the close examination of the textbooks, 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 textbooks, students are not given humanistic activities which encourage their personal views, attitudes, feelings and responses. In other words, we can not 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 textbooks 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.

Table 12: Overall Evaluation of the Textbooks

No	Item	Respondents		1	2	3	4	5	Total
33.	The textbooks satisfy the students language learning interest	Students	F	12	17	10	12	3	54
			%	22.2%	31.4%	18.5%	22.2%	5.5%	100%
		Teachers	F	1	6	2	1	0	10
			%	10%	60%	20%	10%	0%	100%
		External Evaluators	F	2	8	0	2	1	13
			%	15.3%	61.5%	0%	15.3%	7.6%	100%
34.	The textbooks are suitable for the learners	Students	F	13	17	11	11	2	54
			%	24.3%	31.4%	20.3%	20.3%	3.7%	100%
		Teachers	F	1	4	2	2	1	10
			%	10%	40%	20%	20%	10%	100%
		External Evaluators	F	2	9	1	1	0	13
			%	15.3%	69.2%	7.6%	7.6%	0%	100%

As observed in Table 12 Item 33, 53% of the students, 70% of the teachers and 76.8% the external evaluation feel that the course books cannot satisfy the learning interest of the students. In addition, 55% of the student, 50% of the teachers and 84% of the external evaluators judged that the course books are not suitable to its users.

4.3. Analysis of Sample Units

Four units were selected randomly from both books. These are Unit 1 and Unit 4 from the Students' Book 1 and Unit 2 and Unit 7 from the Students' Book 2. The results of analysis for the selected units are presented under different headings as follows:

4.3.1. Analysis of Sample Units from Students' Book 1 (Unit 1 and Unit 4)

Section 1: Reading Comprehension

The content of the reading text in Unit 1 is about people and customs of the Gilbert Islands in the South Pacific .It is slightly adapted from “a patters of islands” by Grumble. Unit 4 is about the mystery of animal migration. The source is not acknowledged. Both topics are familiar and interesting.

The content of the first comprehension is not culturally specific. Where as the content of the second text is about animal migration. This is global. Such topics are enjoyable and helpful in expanding students' experience as well as language learning. Pre reading activities are not provided in both units. But in place of the warm up activities, there are unclear exercises which say “Exercise 1: scanning” and followed by usual procedures that read “Your teacher will tell you what do.”

As it can be observed, such tasks are not either instructions or pre reading activities. There should be a clear instructions and varieties of exercises that are designed to practice pre-reading activities, skimming and scanning techniques in the learners' textbooks.

Following the reading passages, there are some while reading questions in both units. But, the instructions and presentations of the exercises are not clear. For instance, the instructions in both units say “Questions on the passage.” Here, the students are not given a guideline on how to carry out the while reading activities. That is why open ended, referential, multiple choice, fill in the blank and true\false questions are put together in both units. All of the exercises are under the same category with no specific instructions. Besides, most of the questions are not well designed. As a result, some of the questions can be answered without understanding the reading passages.

The post reading activities are also totally missing in both sample units. So, learners could not consolidate and relate the text to their experiences, knowledge and opinions.

Section 2: Vocabulary

In both Units, adequate emphasis has been employed to upgrade the students’ vocabulary learning strategies. For instance, in Unit 1, examples are presented for practicing guessing the meaning of words from the context and using their knowledge of word building. Following the presentation stage, the students are asked to guess the meaning of the words in a context or by employing their knowledge of word building.

Similarly, in Unit 4, the textbook uses spelling rules to enhance the students’ vocabulary learning strategy. Here, adequate examples are given to practice a new word formation by adding suffixes. In both Units, efforts have been made to equip students with strategies for handling the meaning of unfamiliar vocabularies that they will inevitably meet.

The common errors which occur in English because of the synonyms of two words are discussed in Unit 1. For example, the meaning differences which exist between “reach” and “arrive” at have been presented to the students in a context and in a role play.

Section 3: Note Making and Summary

In both units, a variety of note making and summary practices have been presented. For instance, the students are expected to summarize some texts and choose a suitable title and head lines for the given news paper articles in Unit 1. Such authentic materials are advantageous because they provided exposure to real language rather than artificial texts and have a positive effect on learners' motivations.

In Unit 4, students are given a table with some of its information missing then they are required to fill it from the reading text.

Section 4: Speaking

The speaking sections in both units are not enriched with activities which could involve learners in oral interactions. For example, there is only one activity designed for oral practices in unit 1. However, the exercises designed for practicing speaking are placed in the Teacher's Book. Therefore, there is no model activity presented in the students' books.

The lesson is also below the learners' levels of competence. It deals about introducing each other. Most of the tasks are simple "Wh" questions such as "where were you born?", "Where do you live?" and so on. Therefore, it is possible to say that this is not the kind of language that the students are supposed to use at this level. Such tasks are totally predictable and elementary. There would be no need for interactions to take place as the participants already know the out come before it had begun.

Similarly, the activities designed for speaking are not stimulating and challenging in Unit 4. Here, there are some kinds of animals and people followed by list of their qualities. Then, students are expected to arrange the qualities in order of their importance. The tasks, therefore, do not provided various types of activities that the learners can used to promote speaking skills inside and outside the classroom.

Section 5: Listening

The listening comprehension is the continuation of the reading passages in both Units. In Unit 1, warm up and pre listening activities are not provided. But some new words have been given in Unit 4 as pre-listening activity. Nevertheless, the listening comprehensions in both Units are not accompanied by advices on how to employ the listening skills. The instructions for the pre-listening activities also read “Your teacher will tell you what do.” This statement has been repeated through out the reading comprehensions, listening comprehensions and in most of the speaking activities. But there are no sample instructions and advices provided in the teacher’s books too. The Teacher’s Books also say “Use the usual procedure”. The procedures which are used to carry out the tasks have been provided only in the introduction part of the teacher’s books. Therefore, teachers are supposed to employ a single instruction for all the tasks throughout the books.

As while listing activities, there are five multiple choice questions which are based on extracting specific information in Unit 1. Students are required to complete a table while they listening the passage in Unit 4.

Post- listening activities are not included in both Units. As it has been observed, the textbooks could have done more to help the learners by including a variety of activities which will help them to be more efficient listeners.

Section 6: Writing

In the writing sections, a variety of tasks have been presented in both units. For instance, in unit 1, the exercises gradually move from controlled up to free writing tasks. First, students are asked to choose words from the list to complete the description, and, then, they are asked to describe people in the picture and then followed by a free description of themselves. This is one of the essential aspects of practicing writing.

In Unit 4, writing is integrated with reading, i.e. first the students are expected to read a passage then they are required to write a parallel story from their point of view.

4.3.2. Analysis of Sample Units from the Students' Books 2 (Unit 2 and Unit 7)

The researcher has used the same style of analyzing the units like the discussions made above.

Section 1: Reading Comprehension

Unit 2, talks about the village life in Botswana. It is adopted from pattern of living village life by Olivia Bennett. Unit 7 is about journey into space. Its source is not acknowledged. Both topics are familiar. However, the content of the first comprehension is not cultural specific. Reading becomes interactive process when a reader has background knowledge about the topic or subject. Reading passage can only be adequately comprehended when the reader has the relevant cultural knowledge.

On the other hand, the content of the second text (Unit 7) is global. Such topics are enjoyable by the learners and are helpful in expanding students' experience as well as language learning.

Like the sample units discussed earlier; per reading activities are not provided in both units. This may affect the learners' reading strategies such as prediction and prior knowledge that help them to comprehend the reading comprehensions. As a result, the students could not be motivated to engage themselves in the reading.

Similarly, there are no variety of exercises that enable the learners practice the skimming and scanning techniques. For instance, in the teacher's Book 2 (P. 430) in unit 2, in the reading sections it claims that skimming and scanning

activities are not included at all. However, there are only three questions to practice skimming and four questions to practice scanning. Skimming and scanning are useful strategies for learners to operate the text. Nevertheless, there is a limit to their usefulness in the contexts illustrated above.

In the while reading stage, there are ten open ended questions in unit 2 and eleven various questions in Unit 7. Still, most of the activities do not engage the students in the reading process by presenting them with decisions making activities such as drawing diagram with the information given in the text solving the problems, completing a table and so on.

Similarly, post reading activities are not included in both units. In carrying out the reading task, students should be involved in integrating the reading with other language skills. Besides, they should encourage to dialogue with the writer by reflecting their opinions about the text.

Section 2: Vocabulary

Both units have employed a good coverage for vocabulary practice. In Unit 2, the activity draws the students' attention to vocabulary learning problems which sometimes occur in relations to 'near synonyms' lexical items having certain basic similarities in meaning, but which differ in important respects i.e., cattle - cows, crops – vegetables.

In Unit 7, the difference between 'win' and 'beat' has been discussed contextually. So, the activities and exercises in both units are designed to help the learners to extend and develop their vocabulary usage in a purposed and structured way.

Section 3: Note making and Summary

In Unit 2, students have been introduced to develop note making and summary in more systematic way. Here, students are expected to interpret maps and diagrams. Besides, they are required to draw and label diagrams and maps based on the given information.

In Unit 7, students are asked to produce a timeline of space exploration using the information contained in the passage.

Section 4: Speaking

The speaking sections in both Units have not incorporated a variety of activities that engage students in a meaningful communication. Both units include few proverbs of English for their oral practice. For instance, in Unit 2, there are only six English proverbs. Students are asked to discuss the meaning of each proverb and to provide some examples of similar proverbs from their own language.

Similarly, in Unit 7, the speaking sections make students work in Pairs or groups by studying the proverbs and then thinking of some real life situations which demonstrated the truth of the proverbs.

Though proverbs are good examples of real language practices, there is clearly an overlap between the two sample Units. The textbooks should have included a variety of exercises give students opportunities to practice and extend their oral competence.

Section 5: Listening

Post listening activities have not been incorporated in both units. The instructions are not also well designed like the discussions made under the listening sections in Book1. Skimming, scanning and post listening activities are not included in Unit 2. However, there are seven questions for extracting

specific information in Unit 7. Listening is integrated with note making practices in Unit 7.

Section 6: Writing

In this section, emphasis has been given to controlled, guided and free writing activities. In Unit 2, the students are given an incomplete passage about Derartu's Journey. Then they are asked to complete the story using 250 to 300 words.

In Unit 7, the exercises are letter writing and punctuation. In the first task, a newspaper advertisement about journey into space is presented. So, the students are expected to write a letter in replay to the news paper advertisement. In the second one, the students are given a short text about the moon. Then, they are asked to re-write it by adding punctuation marker and capital letters where necessary.

From the discussions made by the respondents and the close inspections of the materials, the results imply that texts books have short comings in so many respects. For example, the presentation of items are the same throughout the units of the books; the covers of the books are not attractive and durable; most of the illustrations are not purposeful; objectives are not provided in all activities; most of the instructions are not clear and do not provided an advise how to carry out the tasks; most of the activities do not provide a sufficient communication; some of the skills are not treated adequately; grammar and pronunciation are presented insufficiently; most of the subjects and the contents of the textbooks are not relevant with the students interest and culture; most of the activities are not humanistic and the materials do not provided alternative activities according to the learners' language learning styles.

Despite some shortcomings, the textbooks have still some strength. The textbooks are cheap and available; some of the activities, for instances, writing activities are covered through a wide variety of beneficial for teaching and learning strategies such as controlled, guided and free activities; Vocabulary skills, on the other hand, are attended through variety of reliable techniques such as synonyms and antonyms, homonyms, phrasal verbs, idiomatic expressions, words that are often confused and words that are misspell and so on. In addition, the note making and summary activities and tasks are found to be basically communicative, and they consistently promote the integration of skills.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Decision related to textbook selection affects students, teachers, and the overall classroom dynamic. EFL textbooks can play an important role in the success of language programs if the consumers involved systematically evaluate and assess 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 confirmed that the textbooks have 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 books lack variety and the covers of the textbooks are not attractive and durable
- ❖ Objectives are not provided in all activities in the textbooks
- ❖ There are unnecessary repetitions of instructions through out the books in series. Besides clear instructions are not provided in some of the activities
- ❖ Most of the illustrations in the textbooks 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 neglected in both books
- ❖ 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 shortcomings, the textbooks have also some strong sides. For instance, the price of the textbooks is affordable; they are easily accessible and available: writing, vocabulary, note making and summary activities are treated adequately.

5.2. Recommendations

The English language teaching practices in Ethiopia are currently based heavily up on textbooks. In most schools textbooks are viewed as the only source necessary 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 with out assessing the practical needs in the classroom. So in the light of the findings obtained from the study the following recommendation can be drawn.

- The textbooks are 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 consideration.
- It would be better to find the best possible resource, which will suit the target goals and then adapting or supplementing when necessary.

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APPENDIX – I

Students' Questionnaire Addis Ababa University Institute of Language Studies (Graduate Program)

Dear Student,

The questionnaire is designed to collect helpful data for a postgraduate study on the effectiveness of English for Ethiopia grade eleven students' book.

You are an important source or you have first hand information since you have learnt the material in your English language learning. Therefore, I trust you that you will fill the questionnaire honestly and truthfully.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidentially.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Part I: Students' 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		1	2	3	4	5
A	Practical considerations					
1	The price of the textbook is reasonable					
2	The book is easily accessible available					
B	Layout and design					
3	The layout and design is appropriate and clear					
4	The cover of the book is appealing					
C	Illustration					
5	The are adequate illustrations, tables, figures and graphs					
6	Illustrations, tables, figures, graphs and etc are relevant and functional					
D	Objective					
7	Objectives are provided in all activities/tasks in the textbook					
8	The objectives in the textbook are clear and precise for the learners					
E	Instructions					
9	The instructions in the textbook are written in a simple and clear language					
10	The instructions in the material provide sufficient advice					
F	Activities					
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						
G	Skills						
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						
H	Language						
20	The language used in the textbook is authentic i.e. like real-life English						
21	The language used is at the right level of 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)						
J	Subject and Content						
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						

I	Culture					
28	The book represents people in a fair and equal way					
29	The topics are culturally appropriate for the students.					
K	Humanistic Nature					
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	Over all					
33	The book satisfies my interest of learning English language					
34	The book is suitable for grade 11 Ethiopian students					

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

Part II: Teacher's 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		1	2	3	4	5
A	Practical considerations					
1	The price of the textbook is reasonable					
2	The book is easily accessible and available					
B	Layout and design					
3	The layout and design is appropriate and clear					
4	The cover of the book is appealing					
C	Illustration					
5	The are adequate illustrations, tables, figures and graphs					
6	Illustrations, tables, figures, graphs and etc are relevant and functional					
D	Objective					
7	Objectives are provided in all activities/tasks in the textbook					
8	The objectives in the textbook are clear and precise for the learners					
E	Instructions					
9	The instructions in the textbook are written in a simple and clear language					
10	The instructions in the material provide sufficient advice					
F	Activities					
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					
G	Skills					
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					
H	Language					
20	The language used in the textbook is authentic i.e. like real-life English					
21	The language used is at the right level of 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)					
J	Subject and Content					
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					

I	Culture					
28	The book represents people in a fair and equal way					
29	The topics are culturally appropriate for the students.					
K	Humanistic Nature					
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	Over all					
33	The book satisfies students' interest of learning English language					
34	The book is suitable for grade 11 Ethiopian students					

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

APPENDIX – III

External Evaluators Questionnaire

Addis Ababa University

Institute of Language Studies

(Graduate Program)

Dear Evaluator,

The questionnaire is designed to collect helpful data for a postgraduate study on the effectiveness of English for Ethiopia grade eleven students' book. As an external evaluators, you are expected to give unbiased data.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidentially.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Part I: Evaluators' 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		1	2	3	4	5
A	Practical considerations					
1	The price of the textbook is reasonable					
2	The book is easily accessible and available					
B	Layout and design					
3	The layout and design is appropriate and clear					
4	The cover of the book is appealing					
C	Illustration					
5	The are adequate illustrations, tables, figures and graphs					
6	Illustrations, tables, figures, graphs and etc are relevant and functional					
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7	Objectives are provided in all activities/tasks in the textbook					
8	The objectives in the textbook are clear and precise for the learners					
E	Instructions					
9	The instructions in the textbook are written in a simple and clear language					
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F	Activities					
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					
G	Skills					
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					
H	Language					
20	The language used in the textbook is authentic i.e. like real-life English					
21	The language used is at the right level of 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)					
J	Subject and Content					
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					
I	Culture					
28	The book represents people in a fair and equal way					

29	The topics are culturally appropriate for the students.					
K	Humanistic Nature					
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	Over all					
33	The book satisfies students' interest of learning English language					
34	The book is suitable for grade 11 Ethiopian students					

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

APPENDIX – IV

CHECKLISTS

A. Practical Consideration
Is the price of the materials appropriate for the students?
Are there integral parts of the materials? (course book, tapes, teacher's books, students' books, work book etc)
B. Layout and design (physical aspects /visual appeal)
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
C. Illustrations
Are they there adequate illustrations?
Are the illustrative relevant and functions?
D. Objectives
Are objectives provided in all activities/tasks in the book?
Are the objectives in the textbook clear and precise for the learners?
E. Instructions
Are the instructions in the textbook written in a simple and clear language?
Are the instructions in the material provide sufficient advice?
F. Activities
Are there varieties of activities in the materials?
Is there a sufficient amount of communicative output in the material under considerations?
Are the activities incorporate individuals, pair and group work?
Is new language introduced in motivating and realistic contexts?
Are the activities stimulating?

G. Skills
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?
H. Languages
Is the language used in the materials realistic?
Are the new vocabulary words presented in a variety of ways?
Are the grammar points presented with brief and early examples and explanation?
Does the course book include material for pronunciation work?
Is the subject and content of the materials relevant to the students' need?
Are the topics culturally appropriate for the students?
K. Humanistic Nature
Does the material encourage learners to make use of their experience of life?
Does the material interact with the learner like a good interactive teacher?

DECLARATION

I the undersigned, declare that this thesis is my work and all sources of materials used for this thesis have been duly acknowledged.

Name _____

Signature _____

Place: Institute of Language studies Addis Ababa University

Date of Submission: June, 2008.