



THE ROLE OF TEACHERS IN TEXTBOOK EVALUATION: NEW EFFECTIVE ENGLISH COURSE FOR SENIOR SECONDARY SCHOOLS 1-3 A CASE STUDY OF SENIOR SECONDARY SCHOOLS IN KANO STATE

Ibrahim Salihu Mohammed PhD

English Department

Nigeria Police Academy, Wudil, Kano

faggeibrahimsalihu@gmail.com

08065495000

Abstract

*English Language in Nigerian schools be it advanced or ordinary level of education has suffered a setback in recent years in terms of its usage. Students of Senior Secondary Schools in most of the local governments from whom adequate and background proficiency in English is expected, cannot for instance, produce or construct a well-structured and error free sentence in English. It is appalling and indeed embarrassing to listen to, or read students' essays at the Senior Secondary School level today, with gross misuse and abuse of language. The aim of the study investigates the adequacy of a language teaching material (textbook), with special reference to the **New effective English course for Senior Secondary Schools 1-3 (written in line with the New NERDC 9 year basic education curriculum)** using some Senior Secondary Schools in the Kano State Local Governments as a case study. It is worrisome because, Senior Secondary Students cannot speak English correctly even after they had been taught the English language. These are students supposed to obtained the basic rudiments of the language that are required to obtain a minimum qualification requirement for gaining admission into higher institutions at the foundation level in Nigeria. The study is anchored on Vygotsky (2012), theoretical framework, which states that learning occurs through social interaction within the zone of proximal development (ZPD) that is a good ESL textbook scaffolds learners' language development and encourages collaboration, dialogue, and mediated learning. Finding shows that a good language textbook enhances appropriate spoken skills, and lack of appropriate evaluation of the teaching material results to poor usage. It makes recommendations towards ameliorating the problem by teachers playing adequate textbook evaluation.*

Keywords: *evaluation, textbook, teachers, students, adequacy*

Introduction

The role of teachers in textbook evaluation as a means of judging the quality or otherwise is very crucial in the teaching and learning of the English language in the Nigerian schools and more specifically at Senior Secondary Schools. However, teachers constitute one of the central figure in the active acquisition of a new quality textbook that depends upon social needs, general educational objectives, and up-to date pedagogical and psychological needs of the students. Thus, emphasis is on the knowledge. Therefore, quality textbooks not only serve as the main source of knowledge but also help in developing the student's personality, in respecting his/her individual skills, stimulating interests in learning and in sporting interactivity.

On the basis of these attributes of quality in textbook evaluation, which are derived in compliance with the principle pedagogical documents, personal development, content selection, social correctness, methodological approach and visual layout Reints, (2000). Rogiers and Gerard (1998:18), argue that, textbook functions depend on uses, text focus as well as the environment in which the textbook was created. Evaluation of textbook supports teachers to focus attention on the study of language learning and teaching as we seek to understand them better in order to find a point at which we can manage significant investigation into teaching and learning of language. Therefore, the central process teachers are concerned with is language learning and evaluation, which presented in the form of problem solving, negotiating between knowledge that the learner



holds and new knowledge. Evaluation permits teachers to take their findings into account as well as providing data and ways of analyzing classroom process in such a way that pedagogy cannot be fixed and need to be flexible. Reint (2000), states that, the quality of a textbook is by the extent to which it fulfils didactic function. Teachers/learners should be given the autonomous control to discover a direction for their curriculum and learning which will permit general, successful control of a flexible approach and the needs for new materials based on learner- centered-approaches against teacher centred approaches to increase or develop adequate performance and minimize an inappropriate response.

This is because a well-evaluated textbook will have been useful if they make the point that task-based language learning is not only a means to enhance classroom communication and acquisition but also the means to the development of classroom syllabuses (that account of learning, content and action). A classroom where students are encouraged to respond actively, to explore and take part in purposeful communication with their fellow learners in terms of what they already know, with others in terms of sharing and refining knowledge and with the curriculum content in terms of what has to be learned. Textbook as a vehicle for teaching and learning needs to be evaluated, because textbook may be the ultimate arbiter.

This suggests that learners do not learn directly from the syllabus, but what they learn, or not, is the result of the learning in which the syllabus translated into the classroom environments, in the form of materials but of their use by the teacher and the students in the class. Jaan Mikk (2000:17) says that, the most important function of a textbook is motivating student to learn.

A textbook provides the core materials of a course, and it aims at providing as much as possible in one book it is designed so that it could serves as the only book which the learner uses during a course. Such a book usually includes work on grammar, vocabulary, pronunciations, functions and the skills of reading, writing listening and speaking. According to Mikk, the most important function of a textbook is motivating students to learn (Mikk, 2000: 17).

Research Question

1. How important for the teachers to be part of textbook evaluators?
2. How significant are teachers to textbook evaluation?

Concept of Evaluation

Evaluation means judging the value or otherwise of material based on personal opinions, resulting in an end product or by product, with a given purpose without real right or wrong answers. Therefore, materials evaluation is a systematic appraisal of the value of materials in relation to their objectives and to the objective of the learner using them. Brown (2021) opines that textbook evaluation could be conducted prior to the commencement of a programme or after or of course, concurrently on both occasions in the case of published work, on materials evaluation the focus of attention has been before programme evaluation. According to McDonough and Shaw Skieso (1990), and (1993) there are two category of textbook evaluation, External Evaluation and Internal Evaluation.

External Evaluation

This principle of textbook valuation provides a comprehensive, external overview on how the materials have been organised. The intention is to examine the organisation of the material as stated explicitly by the author/ publisher by looking at.

- a. the blurb; or the claim made on the cover of the teacher/students book.
- b. the introduction and the table of contents.

Both the blurb and introduction can assist the teachers understand the publisher's and/ or author's assertions made for the materials by critically appraising to finding out whether the claims are defensible normally by expecting comments on some or all of the following:

- a. The intending audience

However, this indicates who the materials are beleaguered at, be it teenagers aged 13 and above and/or adult, eg the topic that motivate and would probably not be suitable for another.



b. The proficiency level

Most materials designed at a particular level such as beginners or lower intermediate. This obviously requires investigation, as it could be vary widely depending on the educational context.

c. Context in which the materials are used

Teachers need to establish whether the materials are for teaching general learners or perhaps for teaching English for Specific Purpose (ESP). If the latter, what degree of specialist subject knowledge is assumed in the materials?

d. How the language is presented and organised into teachable units

Materials contain a number of units or lesson and their respective length considering this in mind when deciding how and if they will fit in to a given educational programme. Some materials provide guidelines such as contains fifteen units and provide material for ninety to twenty hours of teaching.

e. The author's view on language, methodology, and the relationship between the language, the learning process and the learner, and other factors that need to be taken into consideration when evaluating textbooks at the external stage McDonough and Shaw (1993) are as follows:

- i) Are the materials used as the main core course or to be supplement to it? This will help to evaluate their effectiveness in a given context as well as the total cost. It may be that share or complete economic will dissuade the evaluator from selecting these materials, especially if they are not going to be the core part of the course
- ii) Is the course book in print and locally available? It is also worth consideration that native and non-native teachers could use the textbook. Some course books offer general teaching hints while others have very little prescribed programmes of how to teach the material including lesson plans. Non-availability of course book may make the students to find it difficult to work with a few textbooks.
- iii) Is a vocabulary list or index included? Having these included, the materials may prove to be very useful to students particularly where the learner might be doing a lot individualised or out-of-class work. Some materials explicitly state that they offer the following: students' book with an introductory unit self-checking unit, an interaction appendix, the vocabulary appendix with phonetic spelling, a list of irregular verbs listening appendix, and the claims are worthy of investigation. The table of content may sometimes seen as a "bridge" between the external and internal stages of evaluation and can often reveal useful information about the usefulness of the materials by giving information about the vocabulary study, and skills to be covered.
- iv) What visual material does the book contain and is it there for cosmetic value or is it integrated into the text?
Visual materials such as photographs, charts and diagrams should not be used as glossy prints in textbooks to make the textbook attractive. It is worth examining if the visual material serves any learning purpose. Such as photograph or diagram incorporated into a task so that, the learner has to comment on it or interpret it in some way? Cluttered/ clattered?
- v) Is the layout and the presentation clear or mixed up. Some textbooks are researched and written well, but they are so cluttered with information on every page that teachers/learners find them practically unusable. Hence, a judicious balance between the two needs to be found. Tomlinson (1999), clarity of instructions and stipulate which activity goes with which instruction as part of the overall concept of the lay out of the materials the potentials durability of the materials is another factor in teaching context where materials may be selected for several groups over a period of years. Such as paper, quality and binding need to be assessed.



Internal Evaluation

This principle involves an in-depth investigation into the materials internal consistency and organisation of the materials as stated by the author/publisher by looking at the following;

- a. the presentation of the skills of the materials
- b. the grading and sequencing of the materials
- c. skills involved
- d. authenticity and or artificiality
- e. test and exercises
- f. suitability of the learning styles
 - i) The presentation of the skills in the materials

Teachers may want to investigate if all the language skills are covered, in what proportion, and if this proportion is appropriate to the context in which teachers are working. Are the skills treated discretely or in an integrated way? The author's presentation and treatment of the skills may conflict with the way teachers wish to teach if the skills are presented too much in isolation, for example, if they integrated, is this integration natural?

- ii) Grading and sequencing of the materials

This criterion is very important and requires some exploration, as it is not always patently clear what the principle is. Some materials are quite steeply graded while others claim to have no grading system at all.

- iii) Skills involved

Teachers sometimes find that materials provide too much emphasis on skills development and not enough opportunity for students to practice those skills on extended reading passages.

- a. Where reading listening skills are involved, are recordings authentic or artificial? Teachers need to ascertain whether or not dialogues have been specially written there by missing the essential features of spontaneous speech
 - b. Do the materials incorporate what we know about the nature of real interactions or are artificial dialogues offered?
- iv) Materials expose learners to language in authentic use through the activities they suggest. In other words, the materials input should vary in style, mode, medium and purpose and should be rich in features which are characteristics of authentic discourse in the target language
- v) Suitability of the learning styles: The material should be suitable for different learning styles; there are ways that learners prefer to learn a language. Some have preference for hearing the language, some for seeing it written down, some for learning it in discrete bits, some for experiencing it and many prefer to do something physical whilst experiencing the language with the growth of interest in independent learning and learner autonomy, many materials will claim that self-study modes are also possible.
- vi) Transparency of the materials: the material should be sufficiently transparent in order to motivate students and teachers, some materials may seem attractive for the teacher but not very motivating for the learners, a balance therefore has to be sought. At this stage, it is useful to consider how the materials may guide and frame teacher-learner interaction and the teacher-learner relationship. Does the course book take account of the students' needs as learners and facilitate their learning process without dogmatically imposing the rigid method Cunningsworth (1995:16).

Hutchinson and Torres (1994), see textbook as possible agent for change. This can be achieved if a number of conditions are met first; the textbook needs to become a vehicle for teacher and learner training. In other words, as well as an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Textbooks have an enormous influence on what is taught in primary, elementary and secondary classes and how it is



taught. According to John (2001:32) “a majority of teachers, use textbooks as their principal curriculum guide and source of lessons.

Tyson (2019:89) points out those new and in-experience teachers, or those who lack adequate time for lesson planning may actually teach from the first page of the textbook to the last, skipping little or nothing. Sheldon (2021) states that textbooks are heavily utilised by teachers, and further identified three main reasons for this. a) developing their own classroom materials is extremely difficult and an arduous process for teacher; b) teachers have limited time in which developing new materials might not be possible; and c) external pressure which restricts many teachers in introducing their own developed materials. For the proper use of any school curriculum, textbooks become part of education system. It has been a regular practice to consider textbooks as the only source of teaching-learning process to be undertaken in schools. For most of the teachers, a textbook is an authentic material to present in the class while for most students it has become a common practice to be burdened with a bag packed with their prescribed textbooks on their way to school.

Tennyson and Park (2020 234) identify criteria for a good textbook quality:

i) Taking account of student idea

Textbooks should help teachers in attending the ideas that students have and help students gain a better understanding of the key concepts and skills. This will help in concept building. Concepts are key building blocks for the structure of knowledge for the various academic disciplines. All concepts at least possess four components namely, attributes, examples, definitions and hierarchical relation.

ii) Engaging students with the relevant context, experiences and phenomena

Textbooks should use a variety of contexts, from visual models to symbolic representations of hands-on activities and first-hand experiences-to building ideas and skills.

iii) Promoting students’ thinking about phenomena, experiences and knowledge

Textbooks should help students to make sense of their experiences and ideas. Textbooks that provide carefully chosen and sequenced questions and tasks can help students reflect on, clarify, and explained their reasoning and ideas.

iv) Developing and using scientific and mathematical ideas

Textbook should provide a wide range of problem solving and practice tasks to help students see the link between concept and skills.

In the light of the aforementioned criteria, empirical studies, recommend eight basic indicators for a quality textbook that has been evaluated and these include: a) conformance of the textbook with curriculum policy, b) text reliability and validity c) appropriate vocabulary, illustrations and format, d)alignment of the text within the book and across the series of the subject, e)text encourages critical and creative learning, f) assessment and evaluation, g) teacher and other learning material, h)bias free text. (Garvin, 2000).

Rea-Dickens (1994) adds that evaluation is concern with immediate practical use rather than ultimate use. Therefore, ESL materials should relate to places within the students’ own community it should reflect real life situations that students deal within their local environment. It is particularly important that the textbook content should not focus only on skills but should also focus on real life a communicative situation that is on actual and essential exchanges that people make in normal circumstances for example commercial transactions directions, explanations, apologies, invitations, filling out forms, telephone messages, healthcare, reading classified adverts.

Similarly, Richard and Rogiers (2001:70) state that what a speaker needs in order to be communicative competent in a speech community is not to be concern with accuracy of form but also with appropriateness in relation to the context. This means that learners should not be made to rehearse patterns simply in order to get them right rather than to express meaning. Put another way the idea that mastery of grammar means mastery of language makes teachers to judge their learner’s proficiency on the basis of accuracy alone. It is also inevitable that students’ language production should be as correct as possible. Therefore, language function and language form do not operate isolation, but as part of a network of interconnected factors all of which need to be taken into



account in materials evaluation. Textbook evaluation is a very important activity for all ESL teachers because no second language acquisition research can provide a definite answer to the real problem of second language teaching.

There is no predetermining correct theory of language teaching originating from second language acquisition research Cook (1996). Sheldon (1988) says that course book evaluation is fundamentally a subject rule-of-thumb activity and that no neat formula grid or system will ever provide a definite yardstick. Ideally there is no definite answers from second language research (SLA) that are expected to be applied better than the others, but these will not stop from applying what they know about second language learning to the development of materials designed to facilitate learning process. Thus, teachers because they understand their own learners best can rely on their intuitions about language learning when they set out to write or evaluate textbook, but the reliance on intuition can be useful if they are connected to classroom experience.

Hopkins (2019) states that the teacher as researcher has the ability to think systematically and critically about what he or she is doing and collaborate with other teachers. Central to this activity is the systematic reflection on one's own classroom experience to understand it and to create meaning out of that understanding. Freeman (2016) puts it at its most basic: "you have to know the story to the story."

The teacher is in full control of the classroom proceedings because he is "the primary knower", (Berry, 1981), the "source of approval" (Edwards, 1981) and a "gate keeper" (Erickson 1976). These debunk the argument that places teachers at last place on a scale of importance, for the teacher represents the most important figure in any language teaching operation. Nunan (1999) opines that teachers need to be aware that motivation is a consideration in determining whether learners are willing to communicate. Clearly the more meaningful the materials are for the learners involvement the better the outcome will be.

The Role of Textbooks

In the ESL classroom, materials are an important aspect of the curriculum. They are the observable features of a teacher's methodology, and can contribute greatly to course's syllabus. O'Neill (2021) provides four justifications for the use of course book. Firstly, a large portion of a course book's materials can be suitable for student's needs, even if not specifically designed for them. Secondly, course books allow students to look ahead, or refresh themselves with past lessons. They remove the element of surprise in students' expectation. Thirdly, course books have the practical aspect of providing material, which is well presented in inexpensive form. Finally, and most importantly, well-designed course books that are improvised and adapted by the teacher, empower students to create spontaneous interaction in the class.

According to O'Neill 2021:111) "since language is an instrument for generating what people need and want to say spontaneously, a great deal must depend on spontaneous, creative interaction in the classroom." Therefore, course book should be accessible to a variety of students regardless of their learning goals, as well as been adaptable to the diversity of teachers and teaching styles. Thus, ESL teaching has to come to some balance between the students' goals in ESL learning, in their current level of the language skills in English and in their need for orientation to life. However, ESL students' need carefully selected course books in order to fill satisfaction because all teaching improves in quality if it is based directly on identified needs of students.

The Limits of Textbooks

Most experts agree, however, that heavy dependence on a single course book is detrimental to student's needs and that adaptability and supplemental materials are supportive additions. (Swales 1990, Nunan 1991, Allwright 1991, Medgyes 1994, cunningsworth 1995) and Stern 2000.

The general view among current researchers supports the opportunity for choice, in accordance with a student's learning needs and interest. Informal teaching materials with the specific group of students in mind will always assist professional, published material (Stern 19992:353). Furthermore, in discussing what is "available to be learned" in the classroom as well as what is "taught"



Allwright (1991:8) “content is not predictable”. It is, rather, something that emerges because of the interactive nature of the classroom event.” Although a course book may assist in some way, it cannot determine the over-all content of a language programme. He believes that course books hold a limited role, restricting students to merely “captive learners”. He further advocates that, a “whole-person involvement”, in which students, through learner training; actively participate in the management of their learning, in such a way that course book-led teaching would be found impossible.

A strong alliance placed on the course book by the teacher can reveal his considerations, or lack of, toward the over-all learning and teaching process. More so, to those teachers who have no input toward their use in the teaching context, there may be no distinction between syllabus, methodology and the textbook used. All may be intertwined in an officially approved publication from which personal creativity is void. Cunningsworth (1995:10) provides four interrelated disadvantages to an approach, which is dependent on a single textbook. First, there can be a lack of variety in teaching procedures. Secondly, innovations toward individual student’s needs are reduced. Third, spontaneity and flexibility diminished. Fourth, there can be a lack of creativity in teaching techniques and language use. He further states that, heavy dependence on textbooks is far from ideal as it reduces the importance of the individual contributions that good teachers make at all levels in the learning process. A well-designed textbook which allows for adaptation and a certain degree of learner spontaneity is generally regarded as the most visible tool in the balanced teacher/learner relationship. At best, they should provide only a framework for which this interaction and improvisation occurs (O’Neill 2021).

Cunningsworth (1995), the aim of the textbook should correspond as closely as possible to the teachers’ own methodology, it is of great importance that teachers evaluate textbooks in terms of their ability to realise these aims. Due to the recent growth of materials in ESL publishing industry, guidelines are necessary to raise teacher’s awareness to various textbooks designs rather than criticising instructors who are handicapped to a certain course book, relevant evaluation criteria should instruct teachers in how to best select textbooks that fit their certain needs.

Rivers (1999) presented a set of checklist for textbook evaluation based on seven major areas: appropriateness for local situation, appropriateness for teachers and student, language and ideational content, linguistic coverage and organisation, types of activities, practical considerations, and enjoyment index. Each of these evaluating items also includes several questions that aim at evaluating some features. The rating system in River’s checklist (477-483) is based on a five-point scale: i) excellent for my purpose ii) suitable, iii) will do, vi) not very suitable, and iv) useless for my purpose. One valuable point about the checklist is that it makes use of clear terms and if needed it presents enough explanations on several concepts. Considering its comprehensiveness, this checklist can be a good source of ideas or reference about what point to consider in developing checklists or writing materials. However, with regard to practicality in evaluating textbooks several defects exist. One point is that the checklist is not presented in a user- friendly format. The other point is that the user is faced with some main areas that should be rated, while each of this areas include several other items and features that cover a variety points.

According to this rating system it is not really possible to compare several competing textbooks, as well as each area of one book. Another important point is that the weighing system is based on the use of some terms including: excellent for my purposes to useless for my purpose. These terms are just indicators of the suitability of the materials for a special context but not the appropriacy of them and this might course variety of answers even in a same situation.

In contrast, Daoud and Celce –Murcia (2021) as cited in Murcia, (2001) introduce a broad evaluating checklist. They consider five major components for their checklist: subject matter, vocabulary and structures, illustrations, and physical make-up. Also there is a section for teacher’s manual which includes four major parts: general features, type and amount of supplementary exercises for each language skill, methodological/pedagogical guidance, and linguistic background information. The rating system is based on a five- point scale: i) excellent, ii) good, iii) adequate, iv) weak, and v) totally lacking.



Daoud and Marcia's checklist seems to be organized in such that it categorizes some main and familiar concept like exercises, illustration, etc. the format of the checklist is user-friendly and easy to follow. Therefore, the format can be a reference in designing checklist. Furthermore, the checklist pays attention to the existence and content of teacher's manuals that are not taken seriously in most other checklist. However, when the user starts working on the items s/he will face several difficulties. One of the major problems with this checklist is that although the terms that are used in each item are simple, but more explanation on several items is needed to enable the user to apply them according to the authors.

Williams (1993) presented a scheme for evaluating ESL/EFL textbooks, arguing that it could be adapted for particular contexts. The scheme includes the following features: up-to-date methodology of L2 teaching, guidance for non-native speakers of English, needs of learners, and relevance to socio-cultural environment. Each of these features can be evaluated in terms of linguistic/pedagogical aspect: general, speech, grammar, vocabulary, reading, writing and technical. For each of these aspects, then, four evaluative aspects considered to provide a checklist. The weighing system of this checklist is based on a five-point scale: 0-4

Williams hecklist seems to have a user-friendly and easy to follow format. While the scheme mainly focuses on very broad quality features of textbook and concept of teaching/learning language, it really ignores some important and detailed points. Moreover, the author has not provided enough explanation to clarify the concept of each item. The checklist has tried to consider local differences and the effect of first language

Methodology

A total of fifteen thousand Senior Secondary School teachers serve as the population from which 269 sample Teachers of English language drawn, according to the Kreycie and Morgan statistical procedure for determining population and sample size for research activities in which 200 males and 69 females teachers across Senior Secondary Schools in Kano state were selected. However, 37.17 % of the respondents have 1-5 years teaching experience, 29.73% have 6-16 years' experience, 22.30% of 16 -25 years' experience in teaching while, 10.78% , 26 and above. See Table 1, for information on the respondents. In addition, there are 44 local government areas in Kano State, 14 local governments in the Kano North, 15 in the Kano Central while other 15 in the Kano South. Therefore, seven local governments were selected from Kano south, 7 from Kano Central while 8 from Kano North. Conversely, 22 local governments serve as the sample. In addition, the study also randomly selected forty- four (44) students across 44 forty-four local government for questioning of the textbook to be evaluated.

Research Design

The research work is analytical used a quantitative based approach, examining a textbook material meant for teaching and learning English in the Kano State Secondary Schools. The study looks at accuracy via phenomenon, which also investigates what the researcher observed precisely. Record of what evaluated is made upon to analyse, synthesize and estimate the information contained in the textbook. The analytical survey enabled the information obtained from the representative sample of the population, the material and the existing situation. It is an efficient, viable, reliable, and valid means of gathering data from a number of sources in a relatively accurate manner. The study involves respondent's views on the effectiveness, significance, reliability and viability of the textbooks used in Senior Secondary Schools. *The New Effective English Course for Senior Secondary Schools 1-3 (written in line with the New NERDC 9 year basic education curriculum)*, which is Designed to strictly adhere to, in all the public and private schools nationwide for the teachers and students learning English as second language. Because the book had been integrated into the National Curriculum. For this, therefore, teachers' response and students' response from the sampled schools constitute one of the sources of the data of the study.



Instrumentation

Evaluating a textbook involves three criteria logically and systematically followed. First, selecting textbook. Second, deciding and defining the criterion for evaluation. Third, analyzing the effectiveness of the textbook in matching their claims with learners’ needs (Rea-Dickens & Garmaine, 1992). The researcher, perusal a number of checklists proposed by different authors, (Chastain 2007; Williams 1983, 2011; Rivers1987; Cunningsworth 1995, 2000; Ur 1996, 2014; Banfield and Quirke 2008, 2016, Skierso’s 1991 and McDonough and Shaw 1998 & 2003). Finally, it was decide on those features, which are deemed fit and common at the time necessary to evaluation. The outline of the questionnaire consists of five main parts and different sub parts.

Data analysis

This study analyses the role of teachers in textbook evaluation in the Senior Secondary Schools in Kano state. A sample of two hundred and sixty nine English teachers, selected from public and private schools and eighteen questionnaire items was developed. This questionnaire summarises in essence, the views of the teachers on the course book “*New effective English course for Senior Secondary Schools 1-3*” (written in line with the New NERDC 9 year basic education curriculum), on its content, vocabulary, exercises and activities, and attractiveness of the textbook and physical make-up. The questionnaire was administered on to the sample respondents, simple percentage was employed to analyse the result of each, which is responded to by the subjects. More so the total response is use as the parameter for determining whether the textbook is relevant or irrelevant for the idea analysis. However, the total yes point for response on the two hundred and sixty nine English language teachers and Directors Quality Assurance on each aspect of the textbook was recorded.

Analysis of the Result

The table below contains the percentages from the sampled subject’s responses on the content of the Senior Secondary Schools textbook.

Table 1

CONTENT	NO	%
Is the subject matter presented either topically or functionally is logically organized ?	62	23.04%
Does the content serve as a window to learning about the target language culture?	52	19.33%
Are the reading selection authentic pieces of language?	61	22.7%
Compared to text for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her world view?	49	18.21%
Are the text selections representative of the literary genre, and do they contain multiple sentence structures?	45	16.72%
TOTAL	269	100

The first research question, “to what extent is the textbook effective according to content in the textbook?” was measured through five items in the questionnaire and the responses are presented in the table (1) above.



As the table one indicated, out of the two hundred and sixty nine that serve as the sample subjects of the research, sixty- two (62) teachers representing 23.04% agreed with the subject matter of the content of the book that is not relevant to the student’s need. Fifty- two (52) of the teachers representing 19.33% of the total number of the sampled subjects said that the content served as a window to the learning about the target language culture, while 22.7% agreed that reading selection is authentic pieces of language. Forty nine (49) teachers which represent 18.21% stated that the text contain real-life issue and forty five (45) that serve as 16.72% claimed that the text selection is a representation of literary genre of the multiple sentence structures.

Furthermore, table 2 below shows the responses to the teachers on the relevance of the or otherwise of the vocabulary as contained in the book.

Table 2

VOCABULARY	NO	%
Are the grammar rules presented in logical manner and in increasing order of difficulty?	81	30.11%
Are the new vocabulary words presented in varieties of ways e.g. glosses?	67	24.91%
Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that the students are able to retain a new vocabulary?	61	22.67%
Are the new vocabulary words repeated in the subsequent lessons to re-enforce their meaning and use?	60	22.31%
TOTAL	269	100

The second research question, “to what extent is the textbook effective according to the vocabulary?. was measured through four items in the questionnaire and the responses are presented in table two above. From the above analysis, it can be seen that eighty one (81) teachers representing 30.11% agreed that the grammar rules are presented in a logical manner and increasing order of difficulty. Sixty seven (67) respondents representing 24.91%, agreed that new vocabulary words are presented in varieties of ways and provide the learners opportunity in learning vocabulary. While another sixty one (61) teachers out of the sampled teachers, which is 22.67% disagreed that the new vocabulary words are not presented at an appropriate rate, and 22.31% agreed that the new vocabulary words are repeated in subsequent lessons to re-enforce their meaning, and use in the textbook.

Table 3

EXERCISES AND ACTIVITIES	NO	%
Are there interactive and task-based activities that require students to communicate?	67	24.91%
Do instructions in the textbook tell students to read for comprehension?	58	21.56%
Are students sufficiently given adequate example to learn techniques for reading comprehension?	45	16.73%
Do the activities facilitate student’s use of grammar rules by creating situations in which these rules are needed?	56	20.82%
Do the exercises promote critical thinking of the text	43	15.91%
TOTAL	269	100



The third research question, “to what extent is the textbook effective according to the exercises and the activities in the textbook?” was measured through five items in the questionnaire and the responses are presented in table three above. From the table it can be noted that 24.97% agreed that the exercises and the activities could improve the student’s communicative competence because they give for the creation of task based activities and exercise. Fifty-eight respondents equals 21 percentage agreed that the instruction in the textbook encourages students to read for comprehension and for communicative and meaningful practices. In addition, Forty five (45) respondents representing 16.73% disagreed that there are no sufficient examples given in the textbook to help students to learn techniques for reading comprehension that will help the students to increase their word power. Furthermore, fifty six (56) teachers, which represent 20.82% of the sampled subjects were of the view that student’s use of grammar was facilitated by the activities, because it was incorporated in the text pair group work, while 15.91% agreed that the text promote critical thinking through the exercises and activities.

Table 4

ATTRACTIVENESS OF THE TEXTBOOK AND PHYSICAL MAKE-UP	NO	%
Is the cover of the book appealing?	125	46.2%
Is the visual imagery of high aesthetic quality?	40	14.2%
Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?	60	22.30%
Is the text interesting enough that students enjoy reading it?	44	16.35%
Total	269	100

The four research question, “to what extent is the textbook effective according to effectiveness and physical make-up? was measured through three items in the questionnaire and the responses are presented on the table above. The result reflected in the above table shows that 125 teachers representing 46.2% stated that the book cover is appealing. While 14.2% of the respondents said, the visual imagery is of high aesthetic quality. 22.30% of the respondents confirm that the illustrations are simple enough and close enough to the text in the sense that they add to its meaning rather than detracting from it and forty four (44) teachers are of the view that the textbook is interesting enough that the students can enjoy reading it.

The student’s questionnaire was not dissimilar to that of the teachers because it was also based on the two responses, that is, “agree” and “disagree”. The responses of the students on the textbook in question were on content, grammar, exercises and activities, and physical make up as shown in the tables below.

Table 5

CONTENT	N0	%
Are there enough topics in the textbook that deal with current affairs?	5	11.36%
Does the content of the textbook help you to learn more about the target language culture?	12	27.27%
Does the content of the textbook take in to consideration your cultural background?	3	6.81%
Does the content of the textbook help you to learn about the four language skills (reading, writing, listening and speaking)?	24	54.54%
Total	44	100



Table 6

EXERCISE AND ACTIVITIES	NO	%
Do the exercises and the activities in the textbook promote your language learning?	11	25%
Are the exercises and activities in the textbook easy to do?	10	22.7%
Do you enjoy the exercises and the activities in the textbook?	5	11.4%
Do the exercises and activities encourage fair or group work communication?	8	18.2%
Do the exercises and the activities help you to learn more language rules?	10	22.7%
Total	44	100

Findings

From the data analyzed, it was revealed that the textbook was acceptable from the viewpoint of the majority of the English teachers/students who were familiar with the textbook that was *New Effective English Course for Senior Secondary Schools 1-3*. The researcher uncover from the data that the respondents found the textbook useful because it deals with some aspect of culture of their environment as well as the other culture and customs.

It was discovered that course book introduce other foreign cultures and customs, eg in unit 3, 8 and 10 The juxtapositions of the two cultures provided an avenue for language task for better communication.

Another finding reveals that there is no way the home culture and that of the foreign could be avoided in the learning of the language because it is particularly important that the culture, the students are exposed to in the classroom and in the written materials are true reflection of culture language they would encounter in real life.

It was also one of the findings that exercises/activities in the course had been organised and graded from simple to complex.

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