

Q9-What do you think of the design of the secondary school ELT textbook in general?

.....

II. Content

No	Items	Yes	No	I do not know
10	The content is relevant to my interests			
11	The content of the textbook suits my educational level.			
12	The content of the textbook is relevant to my students' level, needs and interests.			
13	The content of the text-book is applicable in the Libyan educational context specially in terms of specially in terms of facilities and teachers' qualifications			
14	The topics included in the text-book motivate/assist students to communicate in the target language			
15	The units included in the textbook cover all language skills (i.e. listening, speaking, reading and writing) and sub-skills (i.e. vocabulary and grammar).			
16	Language skills and sub-skills in the textbook are well linked and balanced.			
17	The duration of the class is sufficient to finish the lessons in time.			
18	The number of classes in the academic year is sufficient to cover the entire textbook, as required by the Ministry of Education.			

Q19- What do you think of the content of Secondary School's 1 ELT textbook in general?

.....

Is there anything you would like to add/remove and/or modify in the content and/or design of the Secondary school's ELT textbook

.....

Thank you for your participation

Evaluation of ELT Textbook

Appendix (B) TEACHERS' QUESTIONNAIRE

Dear Teachers,

We are undertaking a study entitled “An Evaluation of the English Language Textbook for the First Year in the Secondary School in Libya”. However, in order to carry out this study, we need your help in providing us with the required data in a form of a questionnaire. Thus, we would be very grateful if you could spend some of your valuable time filling the attached questionnaire that is very crucial step in completing this study. All students are ensured that all the information given will be kept confidential and will be used only for the purpose of this study.

Thank you for your participation.

Section A: Personal Information

- V. Gender: a) Male b) Female
VI. City:
VII. Name of Institution:.....
VIII. Length of ELT Experience:.....

Section B: The Design and Content

Please read each of the following items carefully and select an option by ticking the relevant column which best reflects your opinion.

I. Design

No	Items	Yes	No	I do not know
1	The cover of the textbook is attractive.			
2	The artworks (i.e. pictures, illustrations, graphs, tables etc.) in the textbook are meaningful and relevant to the content.			
3	The physical appearance in the textbook is directly related to the content and it helps the learner understand the printed text.			
4	The type and size of the font in the textbook help the students to follow the units easily.			
5	The textbook is organized in an effective way.			
6	The design of the ELT textbook is attractive, interesting and motivating.			
7	The objectives of the text-book match with the design and content of the text-book			
8	The design of the textbook is suitable/appropriate for secondary 1 stage.			

I. Content

No	Items	Yes	No	I do not know
9	The content is relevant to my interests, needs and proficiency level.			
10	The content of the textbook is applicable in the Libyan educational context specially in terms of facilities and teachers' qualifications.			
11	Topics included in the textbook motivate/ help me to communicate in the target language.			
12	The units included in the textbook cover all language skills (i.e. listening, speaking, reading and writing) and sub-skills (i.e. vocabulary and grammar).			
13	Language skills and sub-skills in the textbook are well linked and balanced.			
14	The vocabulary stock seems to be reasonable for my proficiency/educational level.			
15	The grammar points and vocabulary items are presented in a motivating and an interesting way.			
16	The duration of the class is sufficient to finish the lesson in time.			

Evaluation of ELT Textbook

Appendix (A) STUDENTS' QUESTIONNAIRE

Dear Students,

We are undertaking a study entitled "An Evaluation of the English Language Textbook for the First Year in the Secondary School in Libya". However, in order to carry out this study, we need your help in providing us with the required data in a form of a questionnaire. Thus, we would be very grateful if you could spend some of your valuable time filling the attached questionnaire that is very crucial step in completing this study. All students are ensured that all the information given will be kept confidential and will be used only for the purpose of this study.

Thank you for your participation.

Section A: Personal Information

- I. Gender: a) Male b) Female
- II. Age:
- III. City:
- IV. Name of Institution:.....

Section B: The Design and Content

Please read each of the following items carefully and select one of the options provided by ticking the relevant column that best reflects your opinion.

I. Design

No	Items	Yes	No	I do not know
1	The cover of the textbook is attractive and meaningful.			
2	The artwork (pictures, illustrations, graphs, tables etc.) in the textbook are meaningful and relevant to the content.			
3	The physical appearance in the textbook is directly related to the content.			
4	The type and size font in the textbook help me to follow the units easily with the teacher.			
5	The textbook is organized in an effective way.			
6	The design of the ELT textbook is attractive, interesting, and motivating.			
7	The design of the textbook is suitable/appropriate for my level of education.			
8	The design of the textbook helps me to understand the lessons easily.			

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•The textbooks designers and the Ministry of Education should bear in mind the available resources, facilities and time and other important factors before designing the textbook.

•Extra care should be given in the organization and the layout of textbooks.

•Needs and interests of both students and teachers should be taken into consideration

•The teachers' interest and their educational background should also be taken into consideration.

•Textbooks should follow a more balanced and linked approach in the presentation of the four language skills and sub-skills.

6.2 Study Limitations

No research is perfect and this study is not an exception. Therefore, some limitations ought to be mentioned here. These limitations can be summarized as follows:

•Small sample

•One textbook at one secondary school stage was evaluated.

•Other evaluation criteria such as the methodology and the cultural needs of textbook are not included in the evaluation.

•The textbook designers/authors' opinions/views are not sought and explored.

6. Conclusion

The aim of the present study has been to evaluate the content and design of the First Year secondary students' textbook, "English for Libya". A questionnaire and textual analysis were used to gather the data. The study has revealed many findings which can be summarized as follows:

- The textbook lacks the use of authentic and attractive physical appearance such as the cover page and the artworks.
- The textbook has some problems with the layout and it lacks organization in some parts.
- The textbook designers did not take the teachers' and students' needs and interests are not taken into account.
- The textbook lacks the balance and linkage between the language skills and sub-skills.
- The duration and number of classes are insufficient to cover the textbook.

To conclude, as discussed at the outset of the study that many Libya EFL learners and teachers are unsatisfied about the students' English proficiency despite learning English for many years. Although there ought to be many reasons behind this, the present study findings have, cautiously, shown that there are some major problems with the textbook under evaluation which could be also responsible for such a situation. We, therefore, believe that these issues in the textbook need to be addressed by the relevant people in the Ministry of Education for it to be more effective and serves the purpose it was designed for.

6.1 Pedagogical Implications

Based on the study findings, some pedagogical implications are presented below:

Education regarding the class time and weekly sessions for teaching the textbook are not enough compared with the proposed time to finish the whole book by the textbook designers. This is in our view is major issue and it takes us to our earlier point in which we argues that before designing a textbook we should be fully aware of many factors such as the time, facilities, equipment, quality of teachers that we have for implementing the textbook. The other choice would be that the Ministry of Education would provide whatever the textbook implementation would require in terms of facilities, time and equipment for the textbook to have the expected impact on the pupils learning. Referring to the point discussed here with regard to the time provided to teach the textbook understudy, it is evident that a textbook which require 100 hour of teaching cannot be taught in 72 hours which represent the actual teaching hours for the textbook specially if we keep in mind that the 72 hours include holidays and missing classes. Therefore, we assume that the actual teaching hours can hardly reach the 72 hours by all means. The time given to cover the textbook should be worked out well and more time and space should be to cover the textbook. As Jez and Wassmer (2011) argue, the more time allotted for instruction results in higher academic achievement, especially for disadvantaged students. Jez and Wassmer suggest that extended learning time as a way to improve student outcomes. As many researchers claim that the higher levels of academic achievement may be partly a result of the extended learning time. So, the duration of English classes in Libyan public schools as well as the number of classes during the academic year should be extended or else the size of the textbook should be designed in accordance with the actual study plan with the number of classes per week and per academic year in mind. The match between the content of the textbook and the time allotted to teach it could prove to be very fruitful because teachers and students could have greater opportunities for learning and teaching.

designers/authors and the Ministry of Education could be blamed about this point. Before requesting to design a new textbook and during the process of designing, the officials in the Ministry of Education and the textbook designers should be aware of what facilities are available in the classrooms. There is no point, for example, of having lessons on listening, speaking and pronunciation if there were no laboratories in the schools. We could have the best textbook in the world in terms of its design and content but if this book cannot be taught in the way it should be, it would have very little or no impact on pupils. We believe that in order to avoid such problems in the future we should either design the textbook in the light of the available facilities/resources/aids or we should equip our schools and classes with whatever required to the proposed textbook.

5.2.2 *Language Skills & Sub-skills*

As shown in the results, many teachers and students are unhappy about the relatively limited space given to the teaching of language skills and sub-skills in the textbook as well as to lack of connections between lessons in presenting those skills and sub-skills. As was discussed in the literature, decent textbooks should be given an equal weight to the presentation of the language skills and sub-skills. This is, we believe, is another issue in the textbook understudy that needs more attention and care in any new proposed textbooks. All language skills should be given the same weight and should be integrated in a way, which ensures the maximum effect in the teaching of these skills. As Garayeva (2001) claims, appropriate textbooks should look for a balance of skills.

5.2.3 *Suitability of Time*

One of the major findings of the current study was that most teachers and students thought that the time allotted for teaching the textbook was insufficient. That is to say that proposed academic plan from the Ministry of

evaluation as it is of paramount importance for any textbook to take into account the learners age and context into account for it to have any impact on the learners. As Hyland (2007:76) points out “the match between the textbook objectives and its design would enhance the input of the students and ensure the appropriate learning”.

5.2 Content

5.2.1 Appropriateness of Content to Teachers & Students

The results revealed that both teachers and students thought that the content of the textbook was inappropriate and irrelevant to their needs and interests. In other words, they felt that the textbooks designers/authors and the Ministry of Education did not take into account their needs and interest when designing/preparing the textbook. This, we believe, is one of the major issues revealed by the current study with the current textbook because failing to meet the needs and the interests of teachers and students could serious problems in teaching and understanding the textbook. As Garayeva (2001) puts it “if textbooks fail to convey these aspects [i.e. the teachers and students' interests], neither teachers nor students will have enough strength or energy to work with these textbooks”. This shows the need to take both teachers and students should be involved in one way or another design process of the textbook otherwise the textbook could would be ignoring such an important aspect which would negatively on the expected outcome of the textbook. As McGrath (1999:20) claims, “if the teacher finds the textbook content uninteresting, those feelings will inevitably affect the students. It is impossible to make the students like something that you do not believe in yourself”. Another interesting finding of the study was that many teachers and students believed that ELT textbook understudy is not applicable in the Libyan educational context because the implementation of this book requires many facilities in the classroom which are not currently available. The textbook

effective in terms of attracting students' attention in the language learning process. Therefore, based on the results of this study regarding the physical appearance, we believe that much care should be given to this aspect of the textbook understudy as it can have a significant impact on the students. As Aytug (2007) argues the pictures of the cover page are effective in terms of creating curiosity in students' and teachers' minds regarding internal elements of the textbook.

4.1.2 Textbook Organization

The results regarding the textbook organization, presented above, have shown contradictory results between the students and teachers. The students' seemed to be fairly satisfied with the textbook organization. This is a very encouraging aspect about the textbook as the overall organization of any textbook is essential and helpful for the pupils makes it easier for them to follow the textbook and get the most of it. The teachers, however, thought otherwise and believed that the textbook lack a good organization. The teachers' satisfaction was further echoed in the textual analysis where many instances of lack of organization such as cluttered pages lack of space in the pages were highlighted. The textbook organization, as was mentioned in the literature review, is very important element in any textbook because the materials should be organized in such a way that it is easy for both the teachers and the students to find a relevant piece of information in the textbook. Moreover, Sheldon (1988) argues that there would be enough space for students to take notes during the lessons.

4.1.3 Appropriateness of Objectives

The results indicated that half of students and teachers seem to think positively towards the appropriateness of the textbook design to secondary 1 stage and believe that its objectives are matching with the design. This is seen as one asset about the textbook under

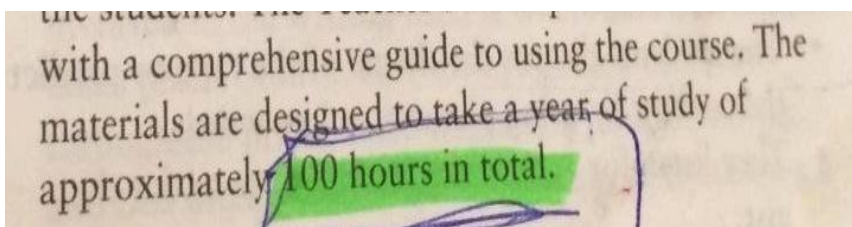
5. Discussion

5.1 Design

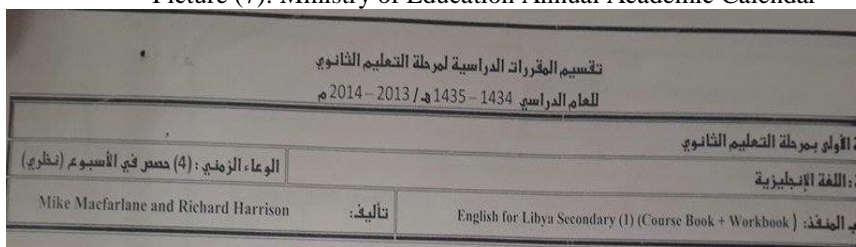
5.1.1 The Physical Appearance

As revealed by the results, most of the students are satisfied with the physical appearance of the textbook whereas the teachers seem to be unhappy with it. This is a positive aspect in the textbook since, according to the existing and relevant literature reviewed earlier in section two, the students' satisfaction about the physical appearance is one of the factors which could help in increasing the learners' motivation, attractions and attention. As Graves (2000) argues clear presentations of the materials would not lead to confusion in learners' minds in conceptualizing the input and, as a result, their output would be better and their academic performance in learning English would be higher. Having said that, the results have also shown that there are some problems with the physical appearance particularly in the cover page, a lack of use of authentic and inspiring pictures and the presence of ambiguous and confusing pictures in the textbook. These problems were mainly voiced by most of the teachers' participants in this study. This dissatisfaction of the teachers about some important aspect of the book is alarming as the teachers' dissatisfaction with the textbook could negatively impact their attitudes to teaching which in turn could badly affect the students' attitudes and motivation in learning. Moreover, what these results indicate is that there was probably not enough attention given to the importance of the textbook physical appearance by the textbook designers/authors. As was mentioned in the literature review, the role of the artworks in the textbook should be to serve as a functional purpose in order to sustain the practice of the relevant skill or issue presented. If they were not presented this way, their presence could have the reverse impact and lead to confusion/distraction. As Sheldon (1988) argues, a colorful and appealing selection of pictures is

Evaluation of ELT Textbook



Picture (7): Ministry of Education Annual Academic Calendar



Picture (8)

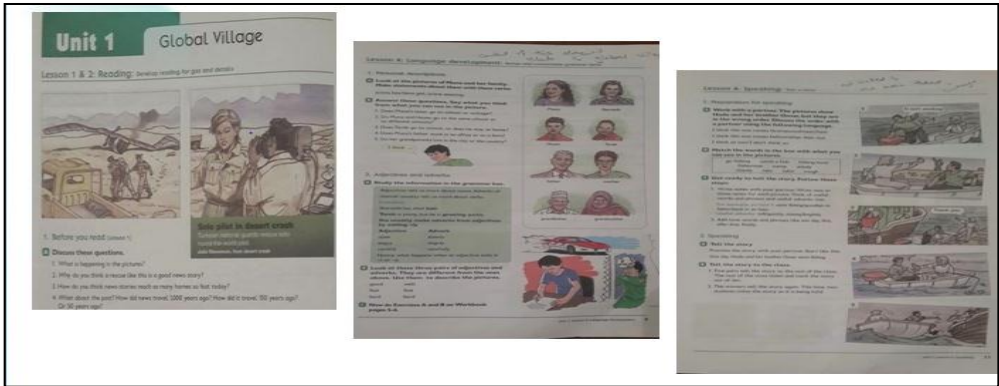
A simple calculation (as illustrated below) of the class time duration and the number of classes per week, one could easily see that the time allotted is not by all means sufficient to cover the entire textbook.

$$30 \text{ (weeks)} \times 2 \text{ hours and 40 minutes} = 72 \text{ hours}$$

Compared the total actual teaching hours with those suggested by textbook designers (100 teaching hours), 72 hours are far from enough to complete the textbook. Moreover, the textbook designers claim that the book needs at least 128 classes. However, with a simple calculation, it seems clear that the current actual number of classes given in the secondary school is not sufficient to teach the textbook.

$$30 \text{ (weeks)} \times 4 \text{ (classes)} = 120 \text{ classes (per academic year)}$$

with the same topic (i.e. Global Village) but when looking at lesson 6 and 7 in the same unit which is about writing is dealing with a different topic of that of the unit. Lesson 6 deals with how to tell a story (Go Fishing) and lesson 7 with something else different (Hassan’s accident). With that said, in some units in the text-book, there were good examples of linking skills and sub-skills between lessons and units, as in unit 3 for example.



Picture (6): Unit 1: Global Village

4.2.2.2 Suitability of Time

The analysis showed that there was a major problem with the time allotted for presenting the textbook for pupils. Our investigation revealed that the duration of the English classes as well as the number of English classes during the academic year are not enough to complete all units/lessons in the textbook. Our judgment on the suitability was based on the two sources: the time estimated by the textbook designers/authors and the annual time-table issued by the Ministry of Education for teaching English in the public schools. The textbook authors state that “The materials [the textbook] are designed to take a year of study of approximately 100 hours in total” whereas the Ministry of Education Annual Academic Calendar states that there are only 30 weeks, four lessons a week and each lesson is 40 minutes long. (See pictures 7 & 8 below).


text and the map leaves very little space to pupils to fully write the corresponding answers (See Photo 5). Another small but important issue with the organization of the textbook is the page numbering as they most of them do not appear in the right order (1, 2, 3, 4, 3, 4, 5, 6). This might seem a rather insignificant point to note, but it is indicative of a general carelessness, which gives a bad impression about the entire textbook.

Lesson 8: Consolidation: Getting information from a text

1 Who were the Phoenicians? Where did they come from? Look at the map below to find the answer.

2 Read this text from an encyclopedia. It is about a Phoenician ship. Answer the questions below.

The Phoenician ship sank southwest of Anatolia – now Turkey – nearly 3,000 years ago. Perhaps it was on its way to the rich island of Crete to trade there. The ship was carrying a lot of goods from all over the eastern end of the Mediterranean. These included silver and gold, some jewellery and blue glass from Phoenicia. There was also copper and tin from what is now the Turkish mainland. There were many caps and pots from the Greek mainland too. Surprisingly, there was also ebony, a hard, black sort of wood from the heart of Africa. There were also a lot of tools and weapons made of bronze – a mixture of tin and copper. The ship probably got these, and the ebony, from Egypt.




3 Where did the ship sink?
 2 When did it sink?
 3 What was the ship carrying?
 4 Where was the ship probably going to?
 3 What did the ship get from Phoenicia?
 4 Where did it get the copper and tin from?
 3 What is bronze? What is ebony?
 4 Where did the ship get the tools, weapons and the ebony from?

4 Label the places on the map where the goods on the ship came from.

5 The ship perhaps started its last voyage from Mycenae. Draw its probable route from there around the Mediterranean. Explain the route.

6 Practice bartering. Put your 'goods for sale' on the desk – pens, pencils, watch, jewellery, and so on. Speak like this:
 A: I'd like that (watch).
 B: It's a good one. What can you give me?
 A: What about my watch – and (these pencils).
 B: Fine/No, that isn't enough. I'd like ...



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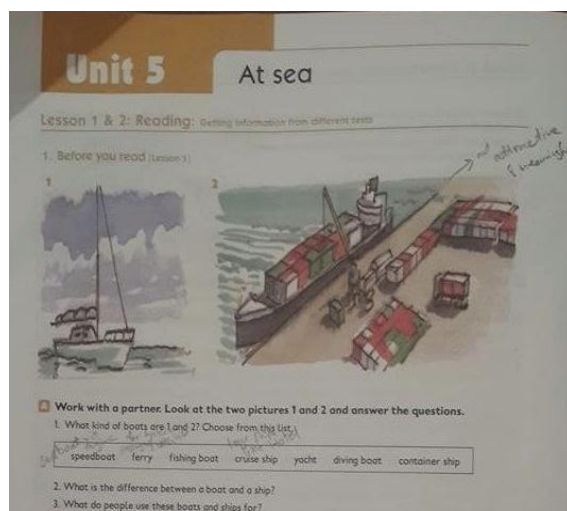
Picture (5): Consolidation: Getting information from a text

4.2.2 Textual Analysis Results about the Textbook Content

4.2.2.1 Distribution of the Skills & Sub-skills

The textual results indicate that the content of the textbook lacks an even distribution of the four main language skills, namely, reading, speaking, listening and writing. For example, in Units 1, 2, 3 4 and many others, there is no mention of the listening skill. As all other language skills, listening plays an important role in learning English and giving it less attention seems to be unjustified to say the least. Another issues revealed in the textbook is the lack of linking between the language skills and sub-skills. For example, in Unit 1 most skills and sub-skills deal

the first pictures appear as a sketch and while the boat is clearer on the other picture, the surrounding objects are not clear. Throughout the textbook, there are many similar examples which we believe is due to the lack of using authentic and clear pictures to aid pupils' understanding of the lessons and the exercises.

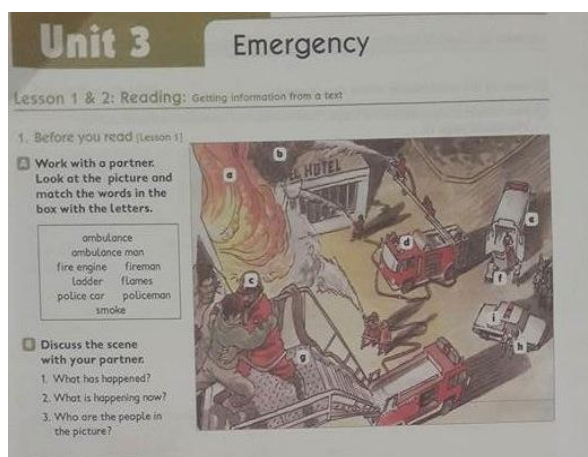


Picture (4): At Sea

4.2.1.2 Textbook Organization

The textual analysis reveals that the textbook under evaluation appears to be defective in its organization particularly regarding textual spacing and page disorganization. For example, some pages in the textbook (see pages 45, 52, 54, 60, and 63, for example) do not provide enough space for pupils to write adequate answers to questions (see picture below). Another interesting finding about the overall organization of the textbook shows that most of the pages are cluttered and disorganized. In some other cases, very little or no space is left for pupils to answer some of the questions. For example in section A and B, there are two questions, which require pupils to look at a map and a piece of text. Underneath this, there is a list of eight questions that require answers. The positioning of the

the artworks used in the textbook. This is a clearly evident in the pictures used as most of them are not engaging enough to interest and stimulate the students and are even ambiguous at times. For example, in exercise A (see Unit 3 entitled “Emergency”, page 22, see Photo 3 below), there is a question, which asks pupils to carefully look at the picture and find the words written in the box. However, the quality of the picture makes it hard to recognize and lacks clarity to the general audience as it is not clear if the people shown in the picture are policemen, paramedics or by-standers. These low-quality pictures make it hard for pupils to answer such questions as they may not be able to see the objects in the picture to answer questions as required.



Picture (3): Emergency.

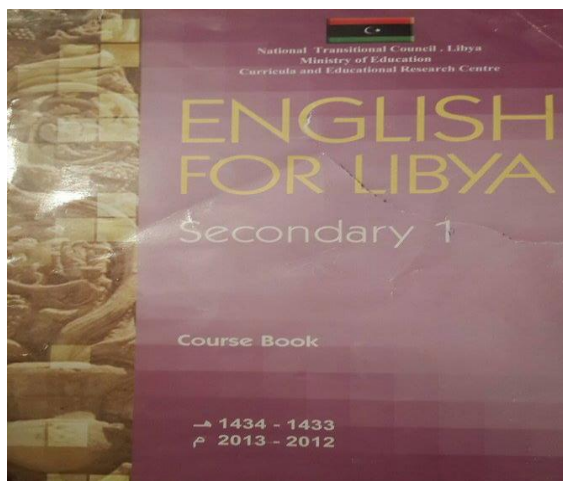
Another issue with the physical appearance in the book under evaluation is the lack of authentic photos as can be seen in pages 6, 22, 27, 38. In fact our analysis shows that some of the pictures are not only unreal but also confusing. In page 38, for example (see Photo 4 below), there are two pictures supposed to describe the types of boats. This is followed by an exercise (A1) in which one of the question asks *What kind of boats are 1 and 2?*. Looking at the picture, we believe it might be difficult for students to answer such a question and decide on the type of the boat as

4.2 Textual Analysis' Results

4.2.1 Textual Analysis' Results about the Textbook Design

4.2.1.1 Physical Appearance

The textual analysis has highlighted several problems with the physical appearance of the textbook. One of the physical appearance aspects is the cover page. The cover page of the text under evaluation, shown in photo 1 below, lacks the academic appeal to the students because the picture used in the cover page shows some architecture from a specific place in Libya, namely Leptis Magna and it has nothing to do with the content of the book. We believe that using such a picture is inappropriate as it does not reflect the subject matter of the textbook. In fact by looking at this cover page one would assume that he/she about to read a book about the history of Libya. A much related cover page content could have been designed to better reflect the content of the book and it could also play a significant part in stimulating students.



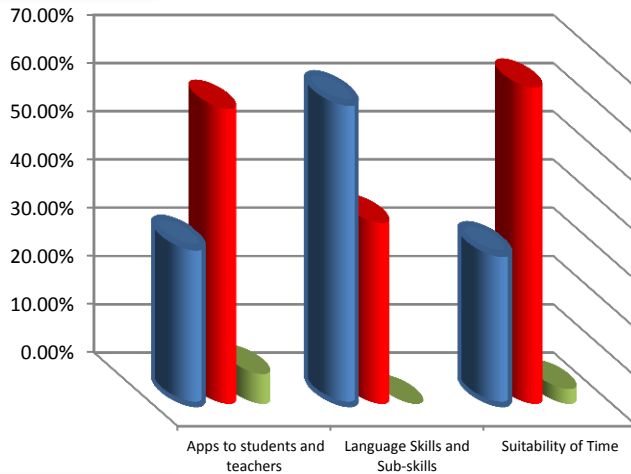
Picture (1): Cover Page

Further analysis has been revealed other problems with other aspects of the physical appearance particular in

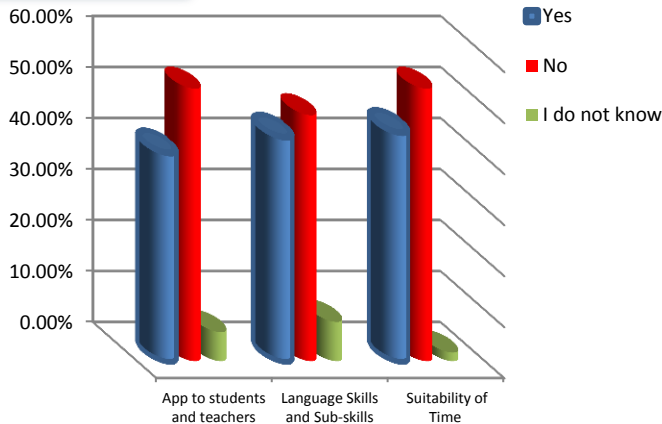
teachers and students have negative attitudes towards the appropriateness of content for them as more than half (55.1%) of students and 62.5% of the teachers are not pleased with the appropriateness of textbook content to the students' needs and interests. In addition, 62.5% of the teachers feel unhappy about the appropriateness of the textbook content to their interests as teachers. Furthermore, 58.6% of students and 50% of teachers are displeased with the textbook content in terms of its appropriateness to the Libyan educational context. Moreover, nearly half of students (46.5%) and most teachers (87.5%) are unhappy with the textbook topics since they believe that they do not motivate students to communicate in the target language. On the other hand, there are some aspects where both teachers and students feel positive about. For example, half of teachers (50%) are happy with the content in terms to its relevance to their educational level. Further analysis with the skills and sub-skills category clearly shows that almost two thirds of teachers (62.5%) feel positive towards the sufficient coverage, the linkage and balance between the language skills and sub-skills in the textbook; however, students' attitudes depict variety among items. For example, more than half of the students (55.1%) think that the textbook content does not provide a sufficient coverage of all language skills. Additionally, in describing the language skills of the textbook, the students believe that the vocabulary stock as unreasonable to their educational level. On other hand, 51.7% of the students find the grammar and vocabulary lessons as motivating and interesting. Moreover, 43.1% of students are satisfied with the linkage and balance between the language skills and sub-skills in the textbook. According to the last category, the results show that the over welling majority of teachers (81.2%) are not pleased with the duration of the time for the class. In addition, the results also reveal that 50% of teachers are not satisfied with the number of classes during the academic year.

believe that it is insufficient. On the other hand, only 31% of teachers seem satisfied with the time-allotted for the classes as well as the number of classes during the whole academic year but nearly two thirds (65.6%) of them are not happy about that.

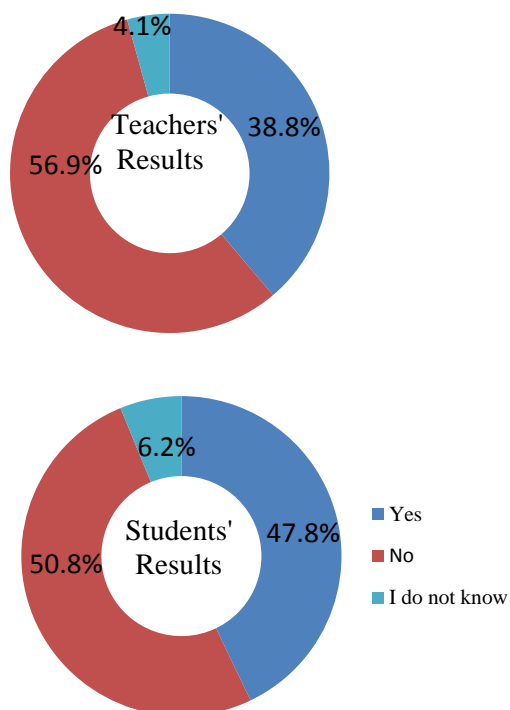
Teachers' Results



Students' Results



Moreover, further analysis within this category shows that teachers and students have negative as well as positive attitudes toward the content of the textbook. So for example, the results within the first category show that most



4.2 Teachers & Students Satisfaction about the Textbook Content

The overall results for the content's categories, as shown in charts below, show different levels of satisfaction among teachers and students. So for example, 40% of the students and 32% of teachers believe that the textbook content is appropriate for them in terms of their needs, interests, levels and educational backgrounds, whereas just over half of students (53%) and 61% of teachers think that was not the case as they feel that the content is not appropriate for them. On other hand, 43% of students and 62% of teachers are satisfied with the presentation of the language skills and sub-skills in the textbook while 48% and 37% of students and teachers are not. Within the last category, the results reveal that 44.8% of students think that the duration of the English classes is sufficient to finish the lessons on time, whereas just over half of students (53%)

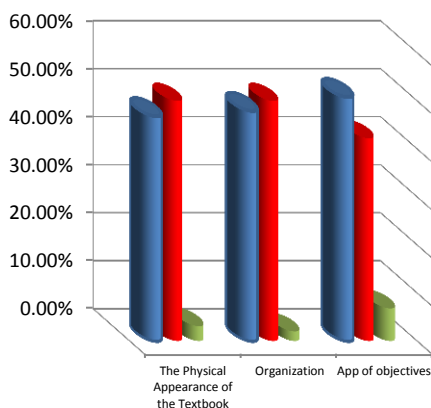
two thirds of teachers (68.7%) see it as simply unattractive. As for the artworks in the textbook, the results show that more than two thirds of students (70.6%) and half of the teachers (50%) seem to have positive attitudes towards the artworks of the textbook. Secondly, further analysis within the organization category has been shown that there is a variation between the teachers' and students' perspectives regarding the textbook organization as well. For example, students are more positive (67.4%) with the effectiveness of the textbook organization than their positivity towards the attractiveness, interest and motivation of the textbook organization, which was about (46.5%). Furthermore, the variation can be also seen in the teachers' responses. For example, half of the teachers (50%) are happy with the effectiveness of the textbook organization and design which seen as attractive, interesting and motivating whereas the other half (50%) are unhappy about that. In addition, 50% of the teachers describe the objectives of the textbook as irrelevant to the textbook content and design. Finally, the analysis within the appropriateness of objectives category indicate that more than half of students (56.8%) believe that the textbook design is unsuitable to their educational level at this stage, which is secondary one stage. Additionally, 62% of the students believe that the textbook is helpful to understand the lessons easily. (See appendixes A and B)

4.1.3 Students' & Teachers' Satisfaction about the Textbook Design

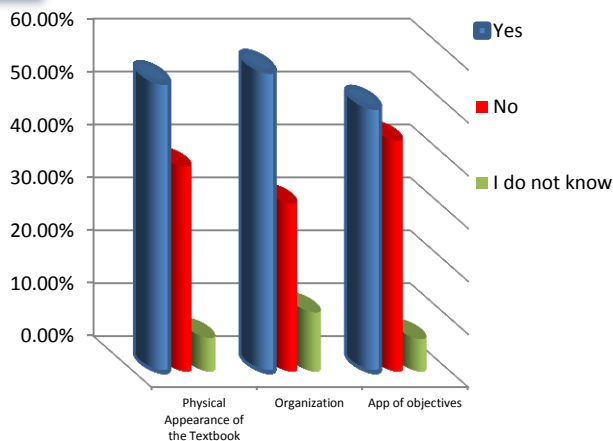
As shown in charts 5.2 below, the overall results regarding the textbook content show that more than one third of the teachers (38%) and nearly half of students (47%) are satisfied about the content, whereas more than half of students and teachers are not.

Evaluation of ELT Textbook

Teachers' Results



Students' Results



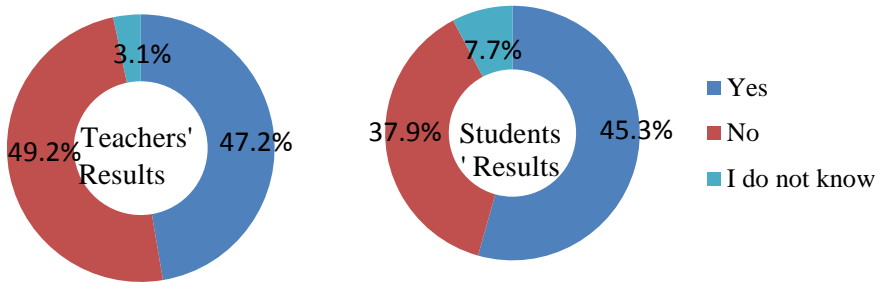
Further analysis within these categories of the textbook design has been shown that there is a variation between the teachers' and students' perspectives regarding the textbook design. Firstly, with the physical appearance, the results within this category seem to show different levels of satisfaction among teachers and students. So, for example, in responding to their views about the cover of the textbook, just over half of the students (51.7%) and over

4. Results

4.1 Questionnaire Results

4.1.1 Students' & Teachers' Satisfaction about the Textbook

As shown in charts 5.1 below, the overall results reveal that 45.3% of the students and 47.2% of teachers are satisfied about the design while 37% and 49% of them are.



4.1 Students' & Teachers' Satisfaction about the Textbook Design

Moreover, the results within the categories of the textbook design seem to show different levels of satisfaction among teachers and students. So, for example, in the chart below the level of satisfaction about the physical appearance of the textbook indicate that more students tend to be pleased with the physical appearance of the textbook than teachers do with a percentage of 54% and 46% respectively. The second category about the organization of the textbook reveal that 56% of the students and 47% of teachers believe that the textbook is well organized, while nearly one third of students (31%) and the half of the teachers (50%) are unhappy about the textbook organization. The last category the appropriateness of objectives indicate that half of teachers and students (50%) describe the textbook objectives as appropriate while 43% of students and 42% of teachers do not.

3.2 Research Questions:

This study has been set to address the following research questions:

Q1- To what extent are the Libyan students and teachers satisfied with the design and the content of the ELT textbook of secondary 1 in Libyan high institutions?

Q2- To what extent do the design and the content of the textbook under study conform with the internationally recognized criterion of ELT textbook?

3.3 Research Design & Method:

To answer the research questions set in the previous subsection, the present study has adopted a mixed design of quantitative and qualitative research. As for the research method, a close and open-ended questionnaire, which was adapted from previous and relevant studies (e.g. Garayeva: 2001, Aytug: 2007, Al-sowat: 2012), was used to gather the needed data (See appendixes A & B for a full version of the questionnaires). However, some minor changes were made to suit the purpose of the present study. The questionnaire was written in English and every care was taken to ensure simplicity and clarity with the language and structure. Moreover, at the time of filling out the questionnaire, the current researchers were present to answer any questions and make clarifications for the participants whenever needed. In addition, the researchers translated all the questions of the questionnaire orally into Arabic. Overall, it was noted that most participants' had a few problems in answering the questionnaire except in understanding some vocabulary items.

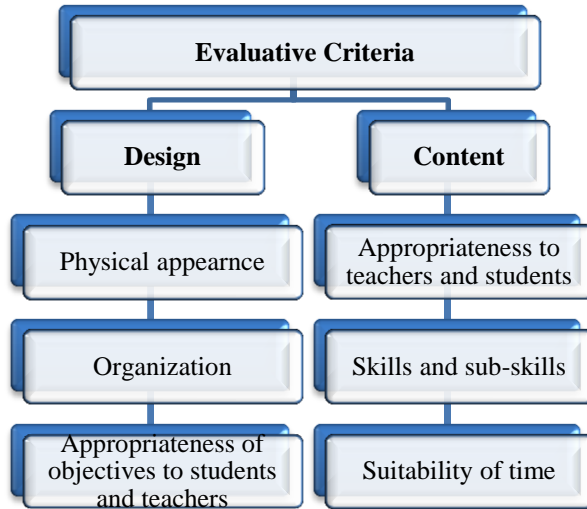


Figure 1: Evaluation Criterion for Evaluating the current ELT Textbook

3. Research Methodology

3.1 Participants

The participants were teachers and students from four secondary schools in Sirte and Tripoli, namely, Oqba Ben-Nafaa, Al-Thawra Al-Arabia in Sirte and Ahrar Libya school and Al-Manar in Tripoli. All the participants’ teachers taught/were teaching the textbook understudy and they were particularly chosen in this study on this basis. As for participants’ students, all of them were in their first secondary school in the four different schools mentioned earlier. The table (1) below summarizes information about the study’s participants.

Table 1 Study Participants

Participants	No	Gender		City		Students age	Teachers experience
		F	M	Sirte	Tripoli		
Students (First year secondary school)	58	29	29	38	20	14-16 years	
Teachers of Secondary 1 textbook	16	15	1	9	7		1-20 years

appropriateness of the textbook materials in terms of classroom use (Aytug: 2007).

2.1.1.5 Evaluating Textbook Content

Ansary and Babaii (2002) state that evaluation process “covers different fields of the curriculum; mostly the content represented by the textbook (cited in Al-Sowat: 2010). The content of English textbooks influences what teachers teach and learners learn. If the textbook is too advanced or too simple for students, teacher will inevitably be faced with problems. Local cultural taboos could force the teacher to leave out certain parts. The content of the textbook might not be of the kind that students can relate to (Fredriksson & Olsson: 2006).

2.1.2 Evaluation Criterion Adapted for Evaluating the Current ELT Textbook

After reviewing the relevant literature (See for example, Garayeva: 2001, Ezici: 2006, Fredriksson and Olsson: 2006, Aytug: 2007, Al-sowat: 2012), the current researchers selected some criteria which were believed to suit the aim and focus of the present study. As shown in figure 1 below, the evaluative criteria have been divided into two general categories including ‘design’ and ‘content’. The former was further divided into three sub-categories of ‘physical appearance’, ‘organization’, ‘and suitability to objectives’. The latter included ‘appropriateness to teachers and students’, as well as ‘language skills (e.g. listening, speaking, reading and writing), and sub-skills (e.g. vocabulary and grammar), and suitability of time allotted to teach the textbook.

be chosen according to the learning-teaching context and the specific needs of the learner and teacher. However, a review of the available evaluative studies indicates that there are many identical evaluative criteria regardless of the fact that they had been developed in different parts of the world for different learning-teaching situations and purposes (Mukundan; Hajimohammadi; Nimehchisalem: 2011). The present study uses a mixture of the most common and relevant criterion that have been used previously by many researchers from different contexts, namely, Aytug (2007), Garayeva (2001), Fredriksson and Olsson (2006), Al-sowat (2012) and Ezici (2006). These evaluation criteria are believed to be, by the current researchers, as the most relevant ones for evaluating the ELT textbook for secondary 1. This is because the evaluation covers the most important parts of the textbook namely the design and content which is the focus of the current study.

2.1.1.4 Evaluating Textbook Design

According to Garayeva (2001: p.19) design sets the scene and good design signals clearly what is going on and there is no need to ask, 'what is it all about?' Good design draws attention and it has an effective motivation on the reader to go on reading. The design should clarify what is being asked of the reader by indicating the amount of importance of different issues within the text and the relationship between them. Evaluating the design of a textbook covers a number of issues such as the physical appearance, layout, and format and other features such as the presentation of illustrations, the tables and figures in a textbook. On the other hand, some scholars relate the design features with the organization of the content of the textbook and also focus on the intended objectives of the textbook. Furthermore, for narrowing the concept of design, a number of authors focus on the design of the units in a textbook. From a different perspective, in general terms, a number of practical criteria are also suggested for testing the

It has been widely argued that a textbook is an essential component of the EFL classroom. Evaluation of textbooks, therefore, is of utmost necessity so that its pedagogical contribution to the teaching and learning process can be assured (Lawrence: 2011). Thus, this study aims to evaluate the design and content of the ELT textbook titled “*English for Libya*” for the First Year Intermediate stage.

2.1 Literature Review

2.1.1 *ELT Textbooks Evaluation*

2.1.1.1 *Definitions of Evaluation*

Evaluation is defined as systematically obtaining information about the nature, context, tasks, features, purposes, and results of the program in order to make decisions or judgments for planning of courses, for further directions about implementing modifications (Garayeva: 2001). Mertens (2005:47) defines evaluation as "the process of determining the merit, worth or value of something". In this study, evaluation is an assessment of the relevance, quality, efficiency and impact of ‘*English for Libya*’ textbook in relation to following evaluative criteria.

2.1.1.2 *The Role of ELT Textbooks*

Textbooks play a prominent role in the teaching /learning process and they are the primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way. As Richards (2001) states that textbook acts as a key component in most language programs.

2.1.1.3. *Evaluation Criterion*

According to Byrd (2001), evaluative criteria should

1. Introduction

1.1 Background

Teaching English in Libya has gone through various stages of popularity in the 1980s, mainly due to political reasons. In the mid-1990s, the policy of the Ministry of Education towards teaching and learning English changed radically. The idea of teaching and learning English has grown significantly since then. One of the primary reasons for this growing interest in teaching English is the recognition of the importance of this language in academic contexts. English is currently taught as a compulsory subject and as a foreign language from the first grade of the primary stage, while in private schools pupils start learning English at a younger age (around 4 years old). The general aim of the teaching of English is to develop the learners' language proficiency in the four language skills, namely listening, speaking, reading and writing (Al-dabbus: 2008). The new English curriculum is provided in a series of course books called "*English for Libya*". Course books at different levels are structured in a similar way; each unit has sections dedicated to reading, vocabulary and grammar, functional use of language, listening, speaking and writing. The broader scope of this curriculum was an obvious departure from its predecessor, where functional language use, listening and speaking had not been addressed. It is, though, in its methodology that the new curriculum departed most radically from its predecessor (ibid). The new curriculum is organized around activities based on communicative principles. The course book includes activities, which promote meaningful and purposeful language use, receptive and productive, in oral and written contexts (Orafi: 2008). The curriculum recommends that English is used as much as possible by the teacher and students in the classroom, as "the aim is for the students to communicate effectively and fluently with each other and to make talking in English a regular activity" (Macfarlane, 2000: p. 3).

An Evaluation of the English Language Textbook for the First Year in the Secondary School in Libya

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Abstract

Libya has made many significant changes over the years in its educational goals, policies, and pedagogies. Along with these changes is the strengthening of English language teaching at all levels. However, research has revealed that students are still underachievers in the English language especially in the secondary schools. This paper evaluates the content and design of the First Year Intermediate students' textbook, "English for Libya" to determine one of the influential factors in the teaching-learning procedure in the classroom. For this purpose, a questionnaire and textual analysis were used to gather the appropriate data. Results revealed significant problems in the design and content of the textbook under study in terms of its appropriateness to students' and teachers' needs, interests and to the Libyan context in general. Moreover, the findings also revealed other issues related to the integration of skills, nature of tasks and assessment as well as the insufficiency of the time allotted to fully understand and elaborate each lesson and to the textbook as a whole. These findings highlight the need for textbook designers/authors to give more attention to a) students' needs; b) cultural needs; and 3) the time available for teaching the textbook.

Keywords: content, design, ELT, English for Libya, underachievers