

**AN APPRAISAL STUDY OF LANGUAGE USAGE AND USE FOR LITERACY IN
SECOND LANGUAGE ACQUISITION: AN INVESTIGATION INTO ENGLISH
TEXTBOOKS USED IN THE DEMOCRATIC REPUBLIC OF CONGO**



**THESIS PRESENTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY IN LANGUAGE EDUCATION IN THE
FACULTY OF EDUCATION AT THE UNIVERSITY OF THE WESTERN CAPE,**



BY

BEYA KALALA Laurent

Student Number: 3613684

Supervisor: Professor SIVAKUMAR SIVASUBRAMANIAM

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DECLARATION

I, the undersigned, declare that “An appraisal study of language usage and use for literacy in Second Language Acquisition: an investigation into English textbooks used in the Democratic Republic of Congo” is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.



Laurent BEYA KALALA

Date: 23 November, 2018



ABSTRACT

Since a number of studies on textbooks in Second Language Acquisition (SLA) have shown that textbooks hold a major place in education (De Guzman, 2000; Oakes & Saunders, 2004), this study proposes to investigate the content of an English Language Teaching (ELT)/ English as a Second Language (ESL) textbook used in 6th form secondary school (Grade 12) in the DRC, *Go for English 1^{RE}*.

It aims to identify and evaluate the content of this ELT textbook so as to deduce and derive main insights for the determination or not of its appropriateness and relevance in terms of its contribution to language use and literacy in the ELT/ESL curriculum of the DRC.

The study draws its theoretical underpinning from two theories: the Cunningsworth's textbook analysis theory and McDonough and Shaw evaluation theory. As research design, the study adopts an a descriptive, exploratory and interpretive design which draws on both quantitative and qualitative data collected on the basis of textbook evaluation checklist and semi-structured interviews. In regard to the procedural orientation, the study uses descriptive and content analysis to analyze, interpret and examine both interviews and textbook evaluation likert-scale checklist data. In respect of its data, the study uses 'mixed methods approach'. Both qualitative and quantitative data come from 259 teacher and student participants on the basis of two different samples. The quantitative data comes from 209 student participants and 25 teacher participants and the qualitative data from 10 student participants and 15 teacher participants.

The findings attest to the general content of *Go for English 1^{RE}* ELT textbook in regard to language activities and tasks related to its subject matter, to the quality and nature of language it contains, and finally to the diversity in its subject matter and its cultural aspects, is suitable for language use and literacy skills development. However, even though its content is suitable, the findings also indicate that this ELT textbook is not well adapted to Congolese 6th form secondary school students' level.

KEYWORDS

Second Language Acquisition

Language use

Literacy

Writing skills

Reading skills

Evaluation

Investigation

Textbook

Textbook relevance

Textbook content,

Checklist



DEDICATION

I dedicate this thesis to my deceased parents, Justin BIDUAYA MBOMBO and Antoinette NTANGA NDAYA, who instilled in me the sense of sense of hard work and the desire to achieve the highest accolades in life. I also dedicate it to my elder-sister Marie Chantal BILOLA wa BIDUAYA and my brother-in-law Jonas TSHIMANGA Odia.



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I waited patiently for the Lord; and he inclined unto me, and heard my cry.

(Psalms, 40)

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ACRONYMS

AU	:	African Union
CEREDIP	:	Centre de Recherche et de Diffusion Pédagogique
CLT	:	Communicative Language Teaching
DEPS	:	Division de l'Enseignement Primaire et Professionnel
DRC	:	Democratic Republic of Congo
EDICEF	:	Editions Classiques d'Expression Française
EFL	:	English as a Foreign Language
ELL	:	English Language Learner
ELT	:	English Language Teaching
ESL	:	English as a Second Language
ESP	:	English for Specific Purpose
FL	:	Foreign Language
FLL	:	Foreign Language Learning
FLT	:	Foreign Language Teaching
GFE 1^{RE}	:	Go for English 1 ^{RE}
IMF	:	International Monetary Fund
INSET	:	In Service Training
INSPOOL	:	Inspecteur Chef de Pool
IPP	:	Inspecteur Principal Provincial
ISP	:	Institut Supérieur Pédagogique
L2/ SL	:	Second Language
MinEPS	:	Ministère de l'Enseignement Primaire et Secondaire
MinESU	:	Ministère de l'Education Supérieure et Universitaire
MQR	:	Main Research Question
PROVED	:	Chef de Division Provinciale de l'Education
SADC	:	South African Development Community
SL	:	Second Language
SLA	:	Second Language Acquisition
SLL	:	Second Language Learning
SLT	:	Second Language Teaching

SQR	:	Sub-Research Question
SQRs	:	Sub-Research Questions
TEFL	:	Teaching English as a Foreign Language
UN	:	United Nations
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UPN	:	Université Pédagogique Nationale
WB	:	World Bank



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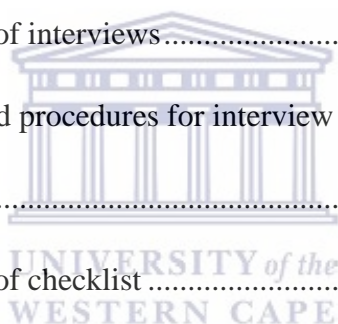
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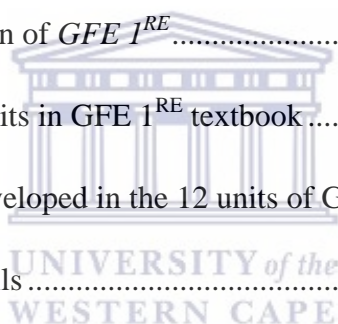
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CHAPTER ONE

INTRODUCTION

1.1 A point of departure

At the outset, I wish to mention that I am passionately concerned about Teaching English as a Foreign Language (TEFL). I have noticed that in the Democratic Republic of Congo (DRC), my home country, where English is taught as a foreign language, students continue to experience serious language use and literacy issues. In keeping with this observation, I wish to discuss the educational and social concerns that necessitate my conducting of this study. I hope that the following discussion will act as an awareness-building exercise and a point of departure for this research.

The aim of second language acquisition (SLA) is to help students become communicatively competent. Klein and Wolfgang (1986) state that “the prime impulse to use language is the need to communicate” (p. 37). Language communication can be oral or written. In this constantly changing world, where people are moving, going from one place to another, in which they are trying to understand one another, making reciprocal contribution to each one’s life by giving and receiving different values that make the world, there is every need to develop one’s language knowledge and more particularly to develop one’s capacity to read and write.

In light of the above-mentioned aim, I wish to conduct the present study to argue for the necessity of investigating and improving literacy and language use in other languages than one’s native language more specifically in English for the case of this study and by and large in other languages used as the world lingua Franca. My attention is centered on English because apart from being taught as a school subject in DRC, it is almost a prevalent language in Congolese’s everyday life.

To be specific, DRC shares about 2,000 kilometers border with African English - speaking countries such as Zambia, Tanzania, Rwanda and Uganda. It is a member of the major international organizations such as the United Nations (UN), the World Bank (WB), the International Monetary Fund (IMF), the African Union (AU), organizations which have chosen English as the language of work. Furthermore, DRC is a member of the Southern

African Development Community (SADC), a community constituted of countries using English as their official language. Notwithstanding these realities, DRC is concerned with international commerce with other African and Asian countries which use English as their official language and it maintains political and diplomatic cooperation with the United States of America and the United Kingdom. For all these reasons, English became the second official language in DRC right after the independence and this should help enlighten why English literacy and language use are important and needed in the country (DRC).

When Congolese students start secondary school they have already learnt French for some hours at primary school. As a result, they are able to progress with their learning of all the subjects in French. Then, when they reach the second form (Grade 8) of secondary school, they are prepared to learn English although the actual learning of English as a subject starts in the third form (Grade 9). By the time they finish their secondary school, Congolese students will have covered 600 hours of English instruction (Itangaza, 2012). Notwithstanding this, it is generally observed that when they finish their secondary school, they still have enormous literacy and language use problems as they can neither read nor write in English (Beya, 2014; Itangaza, 2012). Yet the objectives of this course says that after their academic curriculum Congolese students will be good at major language skills and also will be familiar with the native speakers' culture (DEPS, 2007, p. 3). As observed by Katalayi (2014, p. 9) and Kasanga (2012, p. 198), the reality is that English in the DRC is a preserve of a privileged minority, the highly educated, the upwardly mobile, the widely traveled and the diasporic returnees. Congolese who have studied and those who are still studying English at secondary school are excluded from in this category.

In light of this situation, I hasten to state that my study investigates the relevance and efficiency of *Go for English 1^{RE} (GFE 1^{RE})* English language teaching (ELT) textbook in use in 6th form secondary school in the DRC so as to find out whether it presents gaps in relation to the development of language use for literacy (Reading and Writing) and to propose some useful hints to fill the gaps and to contribute to the development of Congolese 6th form secondary school students' language use for literacy skills. Having provided my motivation to conduct this study in this section, I propose to state the aim of the study and signpost its scope.

1.2 Aim and scope of the study

The overall aim of this study is to analyze the content of *GFE I^{RE}* ELT textbook in use in 6th form secondary school in the DRC. This is to suggest that the study proposes first to determine the extent to which the content of this ELT textbook is relevant and efficient in terms of language use and literacy enhancement. This implies that the study is meant to evaluate whether literacy opportunities this textbook presents are relevant and efficient to contribute to the development of language use and literacy skills. Next, it intends to examine in which way this content prepares effectively 6th form secondary school students to language use for literacy both in SLA environment and in other circumstances. Finally, it seeks to find out ways of turning this textbook into a powerful ELT tool for the development of students' communicative competence and literacy skills by proposing some useful, systematic and contextual hints.

In order to realize my aim in this study, I will use a descriptive, exploratory and interpretive design (Denzin & Lincoln, 2008; van Wyk, 2012; University of Southern California Libraries, 2016) which will draw on both quantitative and qualitative data collected on the basis of textbook evaluation checklist and semi-structured interviews (Cunningsworth, 1995; Ayres, 2008; Mukundan, Nimehchisalem & Hajimohammadi, 2011a; Mukundan & Nimehchisalem, 2012; Demir & Ertas, 2014). In regard to the procedural orientation, I will use descriptive and content analysis to analyze, interpret and examine both interviews and textbook evaluation likert-scale checklist data, and also to explore and define quantitative characteristics and determine the Cronbach alpha coefficient of the checklist. Content analysis will also help me investigate the content of the ELT textbook under investigation.

This study focuses on the teaching and learning of English in the DRC. The study is to be conducted in Kinshasa, which is the capital city of the country and a region considered as the mirror of the country in terms of education and teaching development. Thus, its findings might be applicable to all areas in the country. Furthermore, the textbook I propose to evaluate is intended for 6th form (grade 12) students who are considered mature students of English because they have already learned English for three years and now are preparing themselves to graduate. As a result, some suggestions made in and implications drawn from the study are strictly applicable only to grade 12 ELT textbooks and cannot easily be generalized to textbooks for other students of English at lower levels.

In sum and spirit, the study proposes to investigate the relevance and efficiency of the ELT textbook in use in 6th form in the DRC so as to find out whether it presents gaps in relation to its contribution to the development of students' language use for literacy skills (Reading and Writing) and to propose some useful insights for action to fill the gaps and maximize its contribution to the development of students' language use for literacy.

Having provided the aim and scope of this study so far in this section, I propose to describe the sociolinguistic context of DRC in the following section.

1.3 Sociolinguistic context

This study is an investigation that I have initiated in the Department of Language Education, at the Faculty of Education, University of the Western Cape, South Africa. The investigation is situated in DRC, a very vast country in Africa and in the world. Its landmass is 2,345,000 square kilometres and makes it the second largest country in Africa after Algeria and 11th in the world. It is also one of the most populated Sub-Saharan countries after Nigeria and Ethiopia with a population over 80 million people estimated in 2018 (Source: www.Worldometers.info).

According to Dieu and Renaud (1983) the DRC is one of the African countries having a great number of languages. A number of studies projected the number of languages varying between 200 and 300. Considering the total number of speakers of each of them four have been elevated to the status of National languages (Ciluba, Kikongo, Lingala or Swahili). Congolese education system is structured in the way that when young students start studying at school, the lessons are imparted in one of the national languages to which the official language (French) is added. It is only eight years later that English is introduced to curriculum as a compulsory subject in all secondary schools. Taking into account the existing English national curriculum, the teaching practice of English at secondary schools focuses at “enabling the students to understand, speak, read and write accurately the language so that they may acquire the culture of the English-speaking countries” (DEPS 2007, p. 4). In other terms, the teaching of English in the DRC at secondary schools is conceived to be both practical and cultural.

1.3.1 Foreign language teaching in DRC

In the early colonial period, the education Act of 1890 and the 1906 concordat between the Vatican and the colonial government declared French as the official language of the colony and a required subject in the “*colonies scolaires*” and vocational schools curricula. Besides, Flemish was declared to be a second official language. The 1906 concordat also gave each mission and each school the right to establish its own curriculum, and included the two national languages of Belgium: French and Flemish (Yates, 1980). Then the colonial Charter of 1908, which served as the fundamental law of the country during the colonial regime, designated French and Flemish as the colony’s official languages but did not put constraints on the use of other languages. In this respect during those years, English and German were sometimes taught in Congo besides French, and Flemish.

Considering the Colonial agreement flaws, missionaries principally Catholics and Protestants did not care a lot about these government conditions about the use of French in the program. They considered French hostile to their aim of evangelizing and converting Congolese to Christianity. In this way, they did not pay attention to its teaching. Instead Catholics preferred to teach Latin which was used in church service besides major Congolese languages. While many Protestant missionaries who were British natives found French difficult to be taught as it was a foreign language to themselves. Therefore, they used to teach their own language: “English” to their students as well as the Congolese vernaculars. Afraid that the expansion of English in Protestants’ missions and schools in Congo might lead to the formation of English colonies within their colony, the Belgian masters menaced the administrators of the Protestant schools to be expropriated if they continued teaching in English instead of the Belgian languages. This intimidation ceased the teaching of English until the early 1960’s (Ndoma, 1977; Yates, 1980).

1.3.2 Historical Background of English Language Teaching in DRC

Real chances for change in the field of language in education in the DRC came about in 1958. The Colonial Charter of 1908 was replaced by the official decree of 25th November 1958 which recommended the national curricula to be changed in order to adapt them to those of the colonial masters, the kingdom of Belgium. This replacement resulted in the introduction of English in secondary school curriculum at the beginning of 1959 in substitution of Flemish. Lokangaka (as cited in Dika, 2012) reports that the Congolese minister of national

education in his decree issued shortly after the independence on 30th November 1960 had reinforced the change in the curricula. This decree emphasized that English had to be given the status of a second language like French and had to be taught in all secondary schools of the country.

In keeping with the above-mentioned points, Ndoma (1989) writes:

In the later part of 1957, the Belgian council of government officially proposed the introduction of English as a required language into the curriculum in what was the Belgian Congo. In 1959, most secondary schools were offering English to their graduating students, and with the 1961 reform, English teaching started in the third year of secondary schools (p. 47).

Since then, English has been the only foreign language to be taught in all secondary schools of the country, after French, the official language. A major problem that handicapped English language instruction during the colonial period until 1957 was the absence of a national curriculum. Teachers of English at that time were mostly Belgians, who used individual teaching techniques and textbooks, so that every school had its own programme. Likewise, the time allocated to the teaching of English was only two class periods per week in the fifth forms (Ndoma, 1989).

Regardless of the improvised and indeed controversial circumstances that surrounded the introduction of English as a compulsory subject for all secondary schools, parents and students themselves welcomed it with a lot of enthusiasm. The importance of English was to be seen through the fact that it came to replace Flemish; thereby, helping the Congolese to put an end to the language of the colonial masters that symbolized the years of Belgian domination. Another reason was the simple fact that English was a much more international language than Flemish.

1.3.3 The Social Status of English in the DRC curriculum

The motivation and enthusiasm mentioned above are still very high among Congolese students. Whatever type of secondary studies are undertaken, Congolese students take as much English as French in most streams except in technical ones as shown in the table below.

Table 1.1: Comparison of English and French hours in teaching

	Number of hours per week: English and French									
	3 rd form		4 th form		5 th form		6 th form		Total	
	English	French	English	French	English	French	English	French	English	French
ARTS										
1. Latin-Philo	5	5	5	5	5	5	5	5	20	20
2. Latin-Grec	5	5	5	5	5	5	5	5	20	20
SCIENCES										
1. Math-Physique	5	5	5	5	5	5	5	5	20	20
2. Biologie-Chimie	5	5	5	5	5	5	5	5	20	20
EDUCATION										
1. Pédagogie Générale	5	5	5	5	5	5	5	5	20	20
2. Education-Physique	5	5	5	5	2	5	2	5	14	20
TECHNIQUES COMMERCIAL										
1. Commercial Administrative	5	5	5	5	5	5	5	5	20	20
2. Commercial Informatique	5	5	5	5	5	5	5	5	20	20
PERFORMING ARTS										
1. Arts Plastiques	2	5	2	5	2	5	1	5	7	20
2. Beaux-Arts	2	5	2	5	2	5	1	5	7	20
3. Musique	2	5	2	5	2	5	1	5	7	20
SOCIAL SCIENCES	2	5	2	5	2	5	1	5	7	20
TECHNICAL (ALL)	2	5	2	5	2	5	1	5	7	20

Source: Adapted from the national curriculum of English in the DRC. (DEPS, 2007, p. 3)

The political events that surrounded the end of the Belgian colonial rule over the Congo on 30th June, 1960 virtually put the United States in a position to take over. The language of the “Neo-master”, this means English, had therefore, to be taught in all its fullness. This gave English a reinforced status as some lectures were delivered in English.

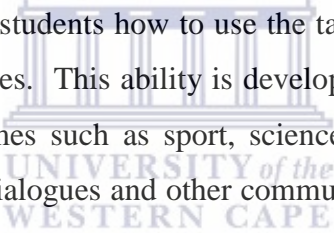
1.3.4 ELT in Education in the DRC

The educational system reform, the national language policy and the national education system in the DRC which have given English the status of a compulsory second language besides French have been trying to organize the formal teaching of this language. They have decided to subdivide its curriculum into two cycles. The ‘first cycle’ of English language learning starts at secondary school. It is organized for four years from the 3rd form to the 6th form. The ‘second cycle’ is at college and university level. It lasts five years. Apart from the two cycles, an additional way of learning English in the DRC is through English language

centers. The duration depends on the ability of the learner but the duration of programmes vary from 3 to 18 months of acquisition.

1.3.4.1 ELT in secondary schools in the DRC

As far as the content and the importance of ELT is concerned in the DRC, it is important to know that each grade at secondary school comprises 10-15 subjects, which are all compulsory; they must be taken and passed. They are divided into three sets referred to as “group”. Each group defines the class time allotted to each subject of the group. In streams where English has 5 hours a week as mentioned in Table 1.1, English is among the second group in order of importance. This means that it comes after French and the major subject of the stream. According to the national curriculum, the most important components of the ELT content in the DRC secondary school classes are language use, literacy, socio-cultural aspects of the English-speaking countries (United Kingdom and United States of America, etc.), literature, pronunciation, vocabulary and grammar (DEPS, 2007). In a detailed way these components can be understood as:

- 
- a. Language use: to teach students how to use the target language for communicative and professional purposes. This ability is developed through selected literary texts based on different themes such as sport, science, education, art and technology. The use of situational dialogues and other communicative based tasks. Students are initiated to the use of monolingual dictionaries. It includes the following skills: reading, writing, listen and speaking.
 - b. Literacy: to help students develop their ability to read and write. The curriculum encourages a progressive introduction of important exercises from guided to free composition in order to enable students develop their descriptive, narrative and summarizing capacity. It also encourages reading of various types of texts such as novels, short stories, newspapers, bulletins and any other relevant written English documents. It includes mainly the following skills: reading and writing.
 - c. Pronunciation: to train students in correct pronunciation of English words, phrases and sentences. The curriculum advertises a lot of drills at the beginning and practical exercises at the advanced stage. The curriculum suggests activities such as debates, conversation, discussion, reading aloud and other useful imagined tasks by the teacher. It includes the following skills: listening and speaking.

- d. Vocabulary: to provide students with an active lexis of at least 500 new words after each school year. At the end of the cycle, the curriculum proposes to introduce basic topics for teaching useful vocabulary. The knowledge of vocabulary is important in reading, writing, listening and speaking activities.
- e. Grammar: to help students have basic knowledge of English grammatical structures, so as to allow them to write short essays and understand the texts they read by themselves. The skill is applicable in writing, reading and speaking for clarity and precision.

In short, the DRC secondary school ELT content as presented by the National curriculum suggests a deep and progressive learning of English in respect of the linguistic content.

The program clearly states that the first two years of English are mainly devoted to the practice of spoken language. The national curriculum is not dumb to how the practice is to be conducted. It stipulates that during the first sessions of language teaching, emphasis is placed on sound discrimination. Then, the remaining sessions are spent on pronunciation so that students may come out with a correct articulation, stress and intonation. In the last two years, the teaching of English is based on extensive reading such as reading texts that can allow the students to understand the culture, literature and other aspects of English-speaking countries of Africa and all over the world and on extensive writing of different types of writing. The following table summarizes the above-mentioned objectives (DEPS, 2007, p. 3 - 4).

Table 1.2: ELT objectives

	SKILLS		
	Listening and Speaking	Reading	Writing
1st year (3rd form)	80%	15%	5%
2nd year (4th form)	70%	20%	10%
3rd year (5th form)	60%	25%	15%
4th year (6th form)	50%	25%	25%

Source: Adapted from national curriculum of English in the DRC (DEPS, 2007, p. 4)

1.3.4.2 ELT in higher education in the DRC

Even though my concern in this study is mainly about ELT in secondary school, I think it is also important to look at the post-secondary school status of ELT as a logical continuity of what is started at secondary school. From the early 1960s up to 2003, English courses were taught and learned only in English departments in teacher training colleges and universities. English as an entire discipline or subject in other departments was quite non-existent and less developed. In 2004 and for the first time the change came in the field. A decree from the National Ministry of Higher Education in the DRC instituted English as a compulsory academic subject in the first year of higher education everywhere in the country (MinESU, 2004). This decree was saluted by both ELT teachers and students. Although the time allotted to learning English was said to be insufficient. The total of 30 hours was subdivided into two, 15 hours for theories and other 15 hours for practice. Seven years later, another decree made a deep change in the DRC's ELT system with the introduction of English for Specific Purposes (ESP) in all levels of higher education and university studies. The hours allotted to English in higher education increased from 30 hours to 75 hours in the first year, and additional 45 hours in the second and 30 hours in the third year (MinESU, 2011). Shortly after, in 2012 another decree added 90 more hours of learning English, 60 hours for the fourth and the fifth year and 30 hours attributed to Master's programme (MinESU, 2012).

This introduction and increase of English learning time in higher education means that the DRC's authorities recognize the prestige of the language and wants the becoming elite to be aware and capable of using this language when necessary. The teaching/learning of English at the university level is to enlarge and deepen students' literacy skills, language use and other specific sub-skills like grammar and vocabulary started at secondary school. The following table can help illustrate the above-mentioned time slots.

Table 1.3: The DR Congo higher education English teaching/learning time

LEVEL	THEORIES	PRACTICE	TOTAL
First year	30 H	45 H	75H
Second year	15 H	30 H	45H
Third year	-	30 H	30H
Fourth year	-	30 H	30H
Fifth year	-	30 H	30H
Master's	-	30 H	30H

Source: MinESU/CABMIN/2012 annexe

1.3.5 Textbooks used to teach English in DRC

I think it is important to present different ELT textbooks used in DRC since the time English became a compulsory subject right up to the present. This exercise can help understand the Congolese textbook selection tradition. Officially, the DRC adopted and changed ELT textbooks three times and in very different ways.

1.3.5.1 Before 1960

Before the independence of DRC, the need for the Congolese to know English has been apparent. Church-men's homilies, colonist' command in the army, house holders' instructions and so on, needed to be understood and this meant that the language needs to be learned. During this period of the absence of the national curriculum there were no directives and guidelines for the teaching of English. The colonial educational administration had authorized the teachers of English to select textbooks to use for their teaching practices. Most of the selected textbooks were written in Belgium and intended for Belgian students.

In 1958, Carpentier Fialip published "*Anglais vivant*" a triple volume textbook series, which was used in some Congolese schools. Later, it was followed by another series, "*Britain*", a four volume series written by Marcel Didier. The last volume of this series was used in the 6th form secondary school and it contained English literature texts. The two series were mostly used in Catholic and public schools, while in protestant schools where English was taught by native speakers (British or American) other textbooks were used (Dika, 2012).

It is important to assert that all these initial textbooks were based on European or American curricula. They were not adapted to the Congolese contexts.

1.3.5.2 Between 1962 and 1976

During these post-independence years even if the Congolese government had introduced a major educational reform which was effectively put to service in 1962, three years later it was materialized by the publication of a new four volume series textbook entitled "*An English course for French Speakers*" written by Cartledge and Baley under the sponsorship of the British council. However, the "*Anglais vivant*" and "*Britain*" series continued to be used.

1.3.5.3 Between 1976 and 1998

In 1981, the four volume series entitled “*English for Africa*” by Mills David, Zodéougan Boniface, Doust Tim and Tomaim Barry, was published thanks to the contribution of René Box, a Belgian subject who was an ELT inspector in DRC (Zaire at that time) and adopted by the Congolese government for teaching English.

In 1993, the wish to provide Congolese students with a better language instruction prompted the Congolese government to adopt a new six volume series of ELT textbook entitled “*Go for English*” written by Kenneth Cripwell, Jan Keane, Michael D. Nama and Berthe K. Tamla in 1990 (From volume one to five) and Michael Montgomery, Michael D. Nama and Berthe K. Tamla, in 1994 (Volume six). It is important to mention that some Congolese teachers were using different textbooks which were available to them. Sometimes they used only one textbook or a combination of textbooks. Those who combined textbooks did that on the belief that it is useful to use different teaching sources according to students’ needs as it was difficult to have one teaching source that meets the needs of all the students and teachers. Other textbooks used to teach English in the 6th form secondary school in DRC are “*Practical guide*” written by Dingenen et al in 1989, “*Let’s learn English*” written by Pelp in 1999, “*Today’s English*” written by Ailloud J., Ben Said C. and Kane B. in 1975 etc.

1.4 Statement of the research problem

As I have mentioned somewhere in the preceding sections, Congolese secondary school students graduate with enormous difficulty in language skills contrary to the prescription of the National curriculum. It can be also noted that from the perspective of bilateral and international cooperation of universities over the world, universities exchange experience with one another by reciprocal and mutual support based on teaching, conference and experiments sharing, Congolese universities cannot invite Professors who can only teach or hold conferences in English. Equally important is the fact that after their secondary schools many Congolese students, who have the opportunity to go abroad for higher studies in English speaking countries always have difficulties to start learning as soon as they arrive. Several times they have to enrol for an English language course in order to have the required level of the language in different literacy skills before they start an academic curriculum (Dika, 2012).

In my endeavor to understand the above-mentioned situation and to propose solutions, I have made a survey about language usage and use in communicative language teaching. I have gone to different secondary school classrooms and I have also visited several language centers in Kinshasa, the capital city of DRC. This exercise helped me to notice that most English language centers in Kinshasa are over populated. For example the Congo American Language Institute has an average of 1,850 learners per session and it organizes 2 hours classes from 8 am to 10 pm from Monday to Friday (U.S. Embassy in the Democratic Republic of the Congo, 2018). Among these learners I have found secondary school students, holders of secondary school National State Certificate, college and university students, holders of higher degrees and others. This is to suggest that many of these English language learners have learned English for at least four years. This situation is very worrying not only for students as the first actors of their formation but also for parents, teachers and teaching authorities who wonder about the necessity and the importance of learning English in the DRC secondary schools if students cannot use it for communicative purposes and when the students' post formation status is almost the same as their initial status - They are still ranked as low beginner - (Beya, 2014; Itangaza, 2012).

Consequently, in first place, in the 1990's the Ministry of Primary and Secondary Education (MinEPS) in the DRC via its general inspection in charge of training, initiated seminars and workshops with inspectors in charge of ELT around the country. There, they decided on the introduction of Communicative Language Teaching (CLT) approach and its subsequent principles which consist of developing literacy skills for communicative purposes. However, since the introduction of this approach in the DRC, many years have passed and most Congolese students still experience enormous difficulties in regard to their use of English literacy skills (Dika, 2012; Itangaza, 2012; Beya, 2014). Then, in 2011 the Ministry of Higher Education still intending to ameliorate students English language use for literacy decreed additional hours of English instruction at the university level (from one to five years) MinESU (2011, 2012). In my opinion, the question of literacy failure is very complex. It cannot be approached only on a methodological point of view and a load of learning hours. I think that an evaluation of teaching materials, especially the evaluation of textbooks in use can provide also relevant and informed explanations to some of these issues. I am inclined to concur with the World Bank's view (as cited in De Guzman, 2004), which states that the textbook is among the symptoms of malaise that characterizes the educational system in the world which necessitate formulating reforms in developing countries. The DRC being one of

the developing countries, which faces different obstacles in the educational field, I hope the evaluation and analysis of textbooks in use will be one source of finding out solutions for this phenomenon. In addition, I concur with Littlejohn's (2011) study, which presents textbook evaluation as a way of examining the methodology and content of the materials and decide the extent to which they are appropriate for a particular language teaching context.

1.5 Research Questions

In order to carry out my present study and in keeping with the issues and insights I have discussed so far, I wish to propose the following as the main research question (MRQ): "What should an ELT textbook for Second Language Acquisition have as its content in order for it to be considered relevant and efficient to students in terms of language use for literacy?" It serves as the central tenet of the study and I propose to answer it with the help of three sub-research questions (SRQs). In other words, I am breaking up my MRQ into its three SRQs. These are the most important componential parts of my MRQ and I hope to stress this all the way through in my thesis. The three SRQs are:

- a. How relevant and efficient should be the content of the ELT textbooks designed for Congolese 6th form secondary school students?
- b. What are the opportunities the ELT textbooks designed for Congolese 6th form secondary school students present in order for them to develop their language use?
- c. To what extent do the 6th form ELT textbooks in use in the DRC contribute to enhance Congolese secondary school students' language use for literacy (reading and writing)?

I will address the three SRQs in great detail in my methodology chapter.

Having stated the research question for this study, I intend to address the significance of this investigation in the following section.

1.6 Significance of the study

Textbooks remain the predominantly employed teaching and learning resources for both teachers and students all over the world. They present a layout for teachers to achieve the aims and objectives of their teaching and they also fulfill an impressive function as a guide to

the teacher in supervising the lesson. In the Congolese context, this study is a doctoral study of its kind in the field which aspires to systematically investigate the contents of *GFE 1^{RE}* ELT textbook in use in 6th form secondary school in DRC taking into account its language use and literacy aspects.

The significance of the current study is three-fold in that it contributes to academic, societal and personal improvement.

From an academic point of view, this study significantly contributes to the effectiveness of the teaching and learning of English in DRC. EFL teachers and EFL teacher-students will benefit from this study in that they will find informed insights as to how ELT textbooks can be turned into powerful ELT tools in order to improve the teaching of English and to improve students' literacy skills. Therefore, it can inform language teachers about strategies and methods to use in order to evaluate and select a language textbook that would enable them to overcome the linguistic demands of the academic world. The study presents a set of guidelines to improve the quality of English textbooks in use in SLA environments. In short the findings of the study are expected to help the Congolese government, academics and educators to critically interrogate the quality of textbooks that are actually being used in different 6th forms secondary school classes in the country.

At the societal level, this study can inform decision-makers, stakeholders and educational authorities about the selection and adaptation of ELT textbooks to positively respond to the linguistic demands of the society and motivate students' competitive achievements. The study will encourage the Ministry of Primary and Secondary Education and the National Language Policy Council to revisit their language planning strategies in accordance with the realities faced by the entire community of students, teachers, parents, educational authorities and stakeholders.

As a personal improvement, I hope that the results of this study can deepen my knowledge of research methods and techniques as well as my understanding and practice of textbook evaluation. This means it can help me reflect on my own ELT/ESL methods in classes and inform me as to how to select and evaluate teaching materials more specifically, textbooks for literacy and language development.

In sum, the study considers and tries to apply the ELT recommendations in the context of the DRC. The findings provide more support to ELT teachers, to administrators and to syllabus

designers who are interested in the process of second or foreign language learning or teaching (SLL, FLL, SLT, or FLT). The results of this research can be one way of addressing SLA problems in general and language use and literacy in particular in the DRC context. It is also a way of helping teachers improve their ways of using different ELT textbooks at their disposal. Furthermore, the results of this study can also help teachers develop new techniques and adapt them in order to enhance and foster their students' language use for literacy (reading and writing) in the classroom and later on in their professional and everyday life.

1.7 Organization of the chapters of the study

This study is divided into six chapters, presented as follows:

Chapter one serves as an introduction to the present study. It first discusses a set of educational and social concerns which act as a basis for an awareness-building exercise and as a point of departure for this study. It then discusses the aim and scope of the study, the sociolinguistic context of the DRC, the statement of the research problem, the research question and the significance of the study. Finally, it presents the organization of the chapters.

Chapter two presents a review of relevant literature, where I present and discuss issues of textbook selection by defining and specifying the role, advantage and disadvantage of language textbooks in foreign language (FL) classroom or second language (SL) classroom environments. It presents different ideal components of language textbooks and proposes how to check for the efficiency of these components and relevance to teaching practice in order to develop students' language skills. This chapter presents different theories that are used in different situations to check or evaluate the appropriateness of a given textbook in use in a specific situation. Finally, it presents relevant studies conducted in the field. It focuses on the relevancy of theories and methods used to justify the selection of the methods selected to conduct this study.

Chapter three presents the design and methodology of the study. In this chapter, I describe the choice of design, the research methods used, the research site where the investigations was conducted, the research participants, the research population and sample, the instruments

I used and procedures I followed to collect data, the methods used to analyze data and finally the ethical considerations.

Chapter four presents the data that has been gathered by means of the tools and instruments presented in chapter three as well as the outcome of the content analysis of *GFE I^{RE}* ELT textbook. It presents and analyses them in three different sections. The first is related to the content analysis of *GFE I^{RE}* ELT textbook, the second is related to teachers' evaluation based on the checklist and interview data, the third and the last relates to students' evaluation.

Chapter five presents the discussion of the findings. In this chapter, I propose to organize the discussion in four sections corresponding to the categorization of data and to some extent to the sub-research questions that underlie my main research question. In the first section, I discuss the findings that relate to the Physical and utilitarian attributes of *GFE I^{RE}* ELT textbook. In the second section, I discuss the findings that relate to the suitability of the content of *GFE I^{RE}* ELT textbook on the basis of opportunities it presents to help students develop their language use and Literacy skills. In the third section, I discuss the findings that relate to the appropriateness of learning activities and tasks used in *GFE I^{RE}* ELT textbook to develop students' language use and literacy skills. Finally, in the last section, I discuss the findings related to the contribution of learning activities and tasks contained in *GFE I^{RE}* ELT textbook to the development of students' language use and literacy skills.

Chapter six states the conclusions of the study; it is organized into five sections. In the first section, I first recapitulate the principal parts of the study; explain what the study did and what ensued as results. In the second section, I relate the sub-research questions to the outcomes the outcomes of data presented in chapter (4) and discussed in chapter (5). In the third section, I propose to elaborate on some research insights that the study is expected to generate. In the fourth section, I present the limitations to the study. In the fifth section, I present the implications for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study assumes that language textbook evaluation is inherently a theoretically informed approach process. In conformity with this assumption, textbook evaluation refers to the process of making judgments of textbook appropriateness based on criteria. In light of this statement, the secret of the success of a textbook evaluation is predicated on the selection of relevant and informed theories capable of providing definitive and convincing answers to the research questions of the study.

The literature review to this study examines what constitutes the textbook, the methods, techniques and theories of its evaluation as well as the studies that have evaluated textbooks on the basis of various evaluation theories. I believe that this will help me to conduct the present study, to evaluate the content of the textbook, the learning opportunities it offers to enhance language use and literacy skills and to make a judgment. Taking into consideration the above-mentioned view, I confirm that the present study turns around textbook evaluation. Therefore, before addressing any literature related to this issue, I come up in the following section with issues related to textbook. In explicit terms, it means that the following section defines the term textbook, gives its role, advantage and disadvantage, justifies its evaluation and discusses how it should be evaluated.

2.2 Textbook

A textbook is in many cases a key component in most language programs. In some situations, it serves as the basis for much of the language input students receive and the language practice that occurs in the classroom as a result. It provides the basis for the content of the lessons, the balance of skills to be taught and the kinds of language practice students will take part in (Richards, 2001a). In other situations, the textbook may serve primarily to supplement the teacher's instruction. In keeping with the above-stated opinions Skierso (1991) opines that teachers hardly handle teaching without being reliant on a textbook.

For students, the textbook may provide the major source of the contact they have with the language apart from the input provided by the teacher. In the case of inexperienced teachers, textbooks may also serve as a form of teacher in service training (INSET). They not only provide the basis for the content of the lessons but they also give hints on how to organize and teach lessons as well as formats that teachers can use. Cunningsworth (1995) thinks that a textbook is an originator of activities, a syllabus for pushing the teaching/learning process toward systematization, and that it is a scaffold for novice teachers. But a number of teachers have divergent opinions about the textbooks. Some support their use and some others deny them, yet Grant presents a standard and moderate position. He assumes that “the perfect textbook does not exist, but the best book available for [...] students certainly does” (Grant, as cited in McGrath, 2002, p. 41). In this way, to find perfect textbook, teachers and educational authorities need to look at different textbooks before they decide which ones to use. In light of the above-stated arguments I believe that without textbooks, language teaching all over the world is practically impossible and that the evaluation of teaching materials in general and of textbooks in particular becomes an unavoidable undertaking.

2.2.1 Definition of textbook

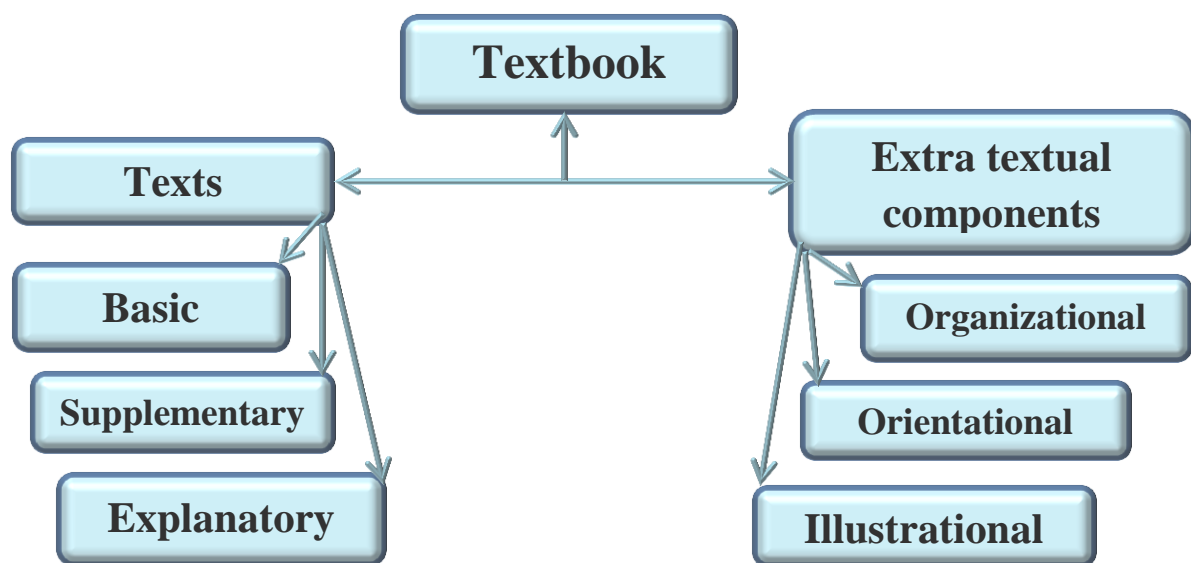
The Ontario Ministry of Education (2006) defines a textbook as a comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print materials collectively designed to support a substantial portion of the curriculum expectations for a specific grade and school subject in kindergarten, elementary or secondary school, or a substantial portion of the expectations for a learning area in the program. In this specific context the textbooks I am making reference to are the ones that are intended to teach English as L2 and known as ELT Textbooks. Sheldon (1987) defines ELT textbook as “A Published book [...] whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability” (p. 1). This implies that ELT textbooks are educational materials for language learning, which materials emphasize on the reasonable use of a language for communicative purposes in different meaningful situations. Above all, textbooks remain the only selected, easy to learn and organized input to which students will be exposed to during their educational activities. Hutchinson and Torres (1994) comment that textbooks are influential instruments for filling a considerable number of needs that are required for the classroom presentation.

Furthermore, Hrehovcik (2002) suggests that it is preferable to present the textbook's characteristics in order to better understand what it is and what it is not instead of simply defining it. He qualifies this way of clarifying the term as "the structural-functional approach." He claims that "regardless of various approaches and concepts, which have appeared recently for textbook preparation or analysis in language teaching the basic characteristics of any school textbook must be presented in terms of its structure and functions" Hrehovcik (2002, p. 220). The major assumption of this clarification approach sees the textbook as a complex structure of elements, which have specific didactic functions. To make it clear Zujev (as cited in Hrehovcik, 2002, p. 220) declares that the structural element of the textbook is

[...] a central structural block (system of elements) which is closely related to other components of the particular textbook (together with other components making an entire system); it has a definite form and performs its function only by its own means.

The relevance of this structural-functional approach to providing a definition of textbook to this study is twofold: on the one hand it allows to evaluate textbook as an interrelated complex structure of elements which contains specific didactic functions. On the other hand, it justifies the evaluation of textbook properties and elements (interrelations and functions).

This structural-functional approach definition of the textbook can be represented in a simple, clear and understandable schema as follows.



(Chart adapted from Hrehovcik, 2002)

Figure 2.1: Structural-functional approach definition schematic representation

The word “*Texts*” stands for the logical and comprehensible verbal presentation of the teaching material in the form of the “*Basic text*”, or “*Supplementary*” (e.g. material of evidence; text presenting optional material), or as the “*Explanatory text*” (e.g. explanatory notes, vocabularies). In this way the “*Texts*” introduce the content of teaching while the “*Extra textual components*” affect the way of acquisition of the content. The meaning of the “*Extra textual components*” is the “*Organizational component*” (e.g. questions, assignments) used to encourage and guide the students in the educational strategy and to shape habits for personal work with the textbook. The “*Oriental component*” (e.g. table of contents, bibliography) and the “*Illustrational component*” (e.g. photographs, maps, diagrams, plans, schemes, drawings) are the other types of the “extra textual component” (Zujev, as cited in Hrehovcik, 2002, p. 220).

Having provided different definitions to the textbook, I propose to discuss, in the following section, the role, the advantage and the disadvantage of the textbooks in the Foreign Language (FL)/Second Language (SL) classroom. I believe these points can give insights in the evaluation of textbooks.

2.2.2 The Role, Advantage and Disadvantage of Textbooks in the FL/SL Classroom

Language teaching has different fundamental as well as functional elements. The principal ones apart from the programmes and the curriculum are the textbooks and the educational materials that are frequently used by language teachers. The World Bank (WB) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) also recognize the central importance and role of textbooks in education (De Guzman, as cited in Oakes & Saunders, 2004).

In general, the role of textbooks is to offer students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” (Chambliss & Calfee, 1998, p. 7). They are considered as the best resource in fulfilling the aims and teaching objectives formerly elaborated in regard of students’ needs (Cunningsworth, 1995). In such circumstances their role in education is undeniable because they facilitate teachers and students’ lives. They render teaching/learning process more secure, and successful. Richards (2001a) thinks that without textbooks a teaching program may become difficult to exploit. In the same perspective Edge and Wharton (1998) support that in language textbooks materials to focus on for language teaching/learning are easily accessible. Hutchinson and Torres (1994) are of the view. They support that the order in which the textbooks’ units are

organized and detailed can present a layout of how lessons shall be carried on. Maxwell (1985) also indicates that textbooks are the organizing centers for the instructional program and as the most dominant element in classrooms aside from teachers, students and physical space. Taking into account the above-stated views, I am inclined to believe that textbooks determine what can be taught, when it can be taught, and how it can be taught.

In a purely pedagogical environment not all pedagogues agree with textbook use for classroom teaching. However, proponents of textbooks present them as fundamental documents for classroom teaching success. Simao (2003), Keith (1986), Sheldon (1988) Hutchinson and Torres (1994), Ur (1996) support the use of textbooks in pedagogy and think that textbooks play a vital role in teaching/learning process and teaching learning methods innovation. These specialists of education and researchers indicate that textbooks can reinforce teachers and carry them out of awkward and threatening shift procedures, explain new and/or untried approaches, bring in new changes slowly step by step, and create a framework on which teachers can develop a more skilled approach of their own. Besides, many other studies assume that it is very difficult to see language teachers not interacting with textbooks for daily teaching purposes and only very few of them would not use these published language teaching materials at some stage of their career (Cunningsworth, 1984; McDonough & Shaw, 1993; Litz, 2005). Yet again, Grant (1990) observes that most teachers admit that textbooks apart from presenting material to be taught and learned in a logical and clear framework that will be followed, they also orient and provide with what methods to use. Finally, Hutchinson and Torres (1994) assert that “The textbook is an almost universal element of [language] teaching. [...] No teaching-learning situation, it seems, is complete until it has its relevant textbook” (p. 315).

Teachers have also pointed that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. In support to this point of view, Sheldon (1988) estimates that textbooks apart from being “the visible heart of any ELT program” (p. 237) they also offer outstanding benefits for students and teachers when they are used in the ESL/EFL classroom. Textbooks are an excellent reserve and means for self-guided learning, an excellent reserve and means for presenting material, a documentation of opinions, tasks and activities, a student vade-mecum, a syllabus in which novice teachers draw inspiration and the pre-established learning objectives (Cunningsworth, 1995). In the same vein Grant (1990) and Tomlinson (2008) have also mentioned that most textbooks play

fundamental role in teaching learning environment. Based on Congolese sociolinguistics realities I assume that in many ELT classes in the DRC environment (where ELT teachers are neither native speakers nor expert users of the language, where ELT official instructions do not provide up to date and enough FL pedagogical directives and ideas in how lessons can be taught and learned as well as the order in which it should be taught and learned, where officially recognized textbooks are advertised for classroom use and where the graduation is based on the success to a national test) a number of ELT teachers use teaching methods and content of the lessons shaped by and drawn from ELT textbooks. This assures that students from the same level but from different environments will have identical instructional content and can be examined in the same way.

Accordingly, textbooks deserve the value of having an important impact on students' process to achieve their language learning objectives. Allwright (1981), Skierso (1991), Lee (1997) and Haycroft (1998), report that textbooks can also serve as a tool to motivate and stimulate students' language learning. To complete and illustrate this notion of textbooks motivating and stimulating learning, Tomlinson (2008) observes that one of the major motivations in using textbooks in the language teaching environment is that textbooks can serve both as a good monitor and a reference point for teachers to assess reasonably the progress and also to help them provide a focus for teaching and learning. Sheldon (1988) makes another observation according to which students give credence to textbooks and believe that broadcasted documents are more reliable than teacher-self-made or "in-house" made ones. For these students, textbooks represent a reference standard for the learning process and keep track of learning development (O'Neil, 1982). Textbooks also motivate learning because of the consideration they own. Cunningsworth (1995) also reports that for their self-rehearsal, students can use the textbook as a tool for improvement of earlier learned subjects, and simultaneously, inform themselves about the new subjects that will be taught next. I believe that textbooks can work like a GPS, a map or a compass for students, showing them the right way and telling them what the next station is.

In the same fashion related to the role of textbooks, some researchers support that textbooks are expeditious and economic. They also believe that textbooks are useful in terms of saving time and money (O'Neill, 1982; Sheldon, 1988; Richards, 2001a). These pedagogical documents help teachers save a certain amount of their work time and give them favorable occasions to use their time more rationally for work, for hobby and rest. They also help them

save their earning. Teachers who have textbooks do not need to spend money to make up their own teaching materials. In comparison to teacher-self-made or “in-house” teaching materials, textbooks are somewhat cheaper and not time consuming for teachers. Once they are available they avoid teachers from spending money to make-up teaching materials. In other words, published textbooks have helped teachers for years. When compared to teacher-self-made materials, which ask for a lot of conception time, a lot of money to buy necessary items and a lot of time to fix them, textbooks are economic and save incredible amount of teacher’s time and money, and they are also of good quality.

In view of what is said above in this section, I affirm that a textbook is a key document for presenting the information, a reserve for students to prepare and to carry on classroom activities. It can also supply students with a relevant stock of information on grammar, vocabulary and pronunciation. In a restricted context, it fulfills the function of a syllabus and a self-study reference for students. In addition, it serves as a support for beginning and non-experienced teachers. They also serve as the basis for the language content and skills to teach and other kinds of language activities that students take part in.

At this juncture, I also would like to mention that despite the aforementioned list of merits of textbooks, a number of researchers such as Swales (1980), Allwright (1981) and Harwood (2005) have highlighted some disadvantages about textbooks and their use. These notable scholars and proponents of applied linguistics remain moderate and think that textbooks present some bias. In fact, they claim that there is an inherent risk for novice teachers who may stick to them and use them as pedagogic supports/props. Tomlinson (2008), McGrath (2002) and Ur (1996) mention that in reality the use of textbooks develops dependence on many teachers. They become unable to generate new ideas in teaching and to judge the content and the educational significance of the textbook. This would ultimately lead to an adverse situation in which the teacher “teaches the book” rather than teaching the language itself. But O’Neill (1982), Williams (1983), Kitao and Kitao (1997) view this dependence not only as a negative aspect but also as a merit. They believe that this dependence may actually rescue and save students from teachers’ deficiencies and incompetency.

Equally important is the view of those teachers who are extremely opposed to the use of textbooks. They believe that the extensive use of textbooks can be perceived as a pedagogical unsuccessfulness (Swales, 1980). In light of this, Allwright (1981) has made an extremely unpleasant critical remark about the use of textbooks in the ELT classroom. He

thinks that textbooks are too stiff and naturally mirror the educational, psychological, and linguistic tendency and prejudices of their developers. Consequently, the pedagogical approach supports that a textbook provides can undermine the classroom environment by laterally intruding external language purposes and learning elements on students and also possible inappropriate instructional guidelines on the teachers who use them. These language teaching experts have observed that the educational viewpoints that are frequently presented in a range of textbooks can be opposed because inconsistent or even obsolete in relation to the reality of teaching requirements.

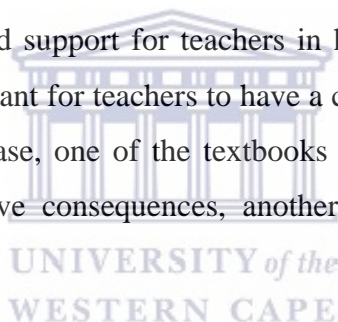
To counter-attack these teachers who negatively see the textbook and its use and to strengthen the position of using it, Cunningsworth (1995) declares that the fundamental role of textbooks is to be at the service of teachers and students but not to be their boss. Tomlinson (2010) believes that language learning should be interactive and shall not be limited to the structure imposed by the textbook.

The opponents of textbook use also estimate that in ELT settings which represent a strong exam-oriented culture, textbooks are frequently considered as exam practice sessions rather than a facilitation tool for successful language acquisition (Lee, 1997; Tomlinson, 2008). On the other hand, some of the supporters of this position think that textbooks may influence students' implication in the language acquisition process in some contexts. They also support that pre-packaged textbooks are not good enough to adequately serve the complex and active process of language acquisition as observed by Allwright (1981). According to Ur (1996), some others assert that the structure of textbooks may hinder imaginative and creative ability during the learning and teaching process. McGrath (2002) supports this point of view and explains that this situation becomes true when teachers sometimes think that the activities and tasks presented in the textbooks are always excellent to their own imaginations.

Even though the supporters of textbook use view these pedagogical materials as a motivation and a stimulus to learning, they do not share this opinion. They think that the textbook may sound greatly pedagogical but if students do not like the subject-matter contained in, they will find it uninspiring and not interesting. Consequently, they will feel demotivated and lose interest in English lessons (Lee, 1997; Ur, 1996; Cunningsworth, 1995). They both also state another but related reason for lack of motivation from textbook use. They think that sometimes the demotivation dwells on the fact that some textbook developers do not actually apply consequential language acquisition principles, methods and techniques when

developing their materials. They, instead, count on their intuition as to what they perceive is best for language teaching/learning. They forget that an intuition and/or perception can be biased and opposable (Tomlinson, 2008).

In consideration of both for and against' views on textbook use, I would like to mention that on the one hand textbooks positively play a major role in language teaching and provide useful information for both teachers and students, present frameworks and systematically planned syllabus for instruction in order to meet the learning objectives, help to standardize instruction, ensure uniformity of subjects to be taught in a programme, provide effective language models and maintain quality of input, provide a variety of learning documents, finally they are efficient and have remarkable influence on the students. But on the other hand they are negatively considered as they can also have some disadvantages. This is why William (1983) warns that "Any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting" (p. 251). Richards (2001a) suggests adapting or supplementing one textbook with another and requests for each textbook to provide appropriate guidance and support for teachers in how to use it appropriately. As a partial solution, it appears important for teachers to have a collection of textbooks for a given teaching programme. This in case, one of the textbooks that seems to be incomplete, not adapted or having some negative consequences, another one completes and corrects its imperfections.



Having discussed the role, the advantage and disadvantage of textbooks in FL/SL classrooms, I now direct attention to what justifies textbook evaluation. I want to discuss some points in support of textbook evaluation in education.

2.2.3 Justification for textbook evaluation

Taking into account the role, the advantages and the disadvantages of the textbooks, it becomes clear that every textbook is not suitable and/or perfect to be used for any teaching programme. In that case the use of any textbook needs attention before, while and after its use. Eventually, this kind of attention is manifested by a perpetual or periodic evaluation or assessment of the textbook vis-à-vis of its results in consideration of its objectives and also in consideration of the objectives of the programme.

Before addressing the issue of justifying the evaluation of textbook, I find it necessary to define the term “evaluation”. In general, the term applies to the process of making a value judgment. The Longman Dictionary of Contemporary English (2001) quoted by Balachandran (2014) defines it as “the act of considering something to decide how useful or valuable it is” (p. 74). Linguists have used the term to define specific processes in applied linguistics field. For example, Rea-Dickins and Germaine (1994) claim that “evaluation is an intrinsic part of teaching and learning” (p. 4). Mertens (2005) thinks that it is “the process of determining the merit, worth or value of something” (p. 47). Hutchinson (1987) argues that “Evaluation is the matter of judging the fitness of a something for a particular purpose” (p. 41).

In education, the term “evaluation” is used with reference to operations associated with curricula, programmes, interventions, methods of teaching and organizational factors. Teachers have observed that material evaluation is one of the most important components of language teaching/learning instruction, which helps teachers to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material (Cunningsworth, 1995; Ellis, 1997). Rea-Dickins and Germaine (1994) considering specific material namely the *‘textbook’* have defined evaluation as “the means by which evaluators, teachers and all other people involved in textbook evaluation can gain a better understanding of what is effective, what is less effective and what appears to be not important at all” (p. 28).

In light of the above-stated definitions, it becomes evident that evaluation fulfills a very important function in education area. It represents an important practice for the teacher as far as it sometimes furnishes capital data regarding the future, the development and the improvement of teaching practices in general. It is fundamental for the use and the assessment of teaching resources like textbooks.

In addressing the issue of justifying textbook evaluation I am tempted to assume that evaluation becomes meaningful, when it is conducted in a specific domain by taking into account its purpose. As an illustration the World Bank has suggested to initiate reforms related to textbooks in developing countries because these materials are “critical part of education, as necessary as classroom itself, as indispensable as the classroom teacher” (De Guzman, as cited in Oakes & Saunders, 2004). This presupposes that no textbook is a perfect fit for a language programme. One textbook may be advised in one situation because: it responds to the needs of that situation perfectly, it contains the expected volume of subjects

for the programme, it is teachable, or it can be handled with little preparation by novice and non-native speaker teachers, and/or it has an equal coverage of grammar and the four language skills. However, the same textbook in another situation may turn out to be quite unadvisable. Because it covers too little material; it is not as challenging as it needs to be for teachers and students, and has superfluous ingredients (such as a grammar syllabus) that are not appropriate in the programme. Therefore, appraising and evaluating textbooks seems to be imperative to assure their efficiency and consistency with the objectives defined and expected of the course (Jamalvandi, 2014, p. 1068).

In their paper, Hutchinson (1987) points out that materials evaluation serves the immediate practical aim of selecting teaching materials and plays a critical role in developing teacher's awareness in a number of ways which are meant to encourage teachers to analyze their own presuppositions about the nature of language and learning, forcing teachers to set their prerequisites and helping them to see materials as an essential part of the whole teaching/learning situation. Littlejohn (2011) makes the observation according to which textbook evaluation serves to investigate whether the methodology and the subject matter content are suitable for a specific language teaching environment. He also suggests that textbook evaluation should examine the claims textbooks make for themselves: whether they really develop students' independence, whether they really involve problem solving and whether they in fact consider students as the heart of teaching activities or they simply do not. This observation reveals that textbook evaluation does not only help teachers to develop themselves but also helps them to gain good and useful understandings into the nature of the material.

In the same way, Sheldon (1988) expresses a strong opinion that I consider as a starting point for any textbook evaluation practice. He states "... many would agree with Swales (1980) that textbooks, especially coursebooks, represent a 'problem', and in extreme cases are examples of educational failure" (Sheldon, 1988, p. 237). In other words, I see this view as a validation that textbook evaluation is necessary and important for teaching success and potential failure prevention. He also indicates that the choice of an ELT textbook in many cases indicates a significant governmental and educational judgment in which there is remarkable professional, financial, or even political investment (language planning and language policy). Consequently, a well done evaluation allows the governmental and educational personnel of a particular institution or organization to differentiate between all of

the available textbooks on the market and decide about the selection of appropriate ones. Basically this helps teachers a lot in making most favorable use of a textbook's strong points and identifying the flaws of distinctive exercises, tasks, and whole reading passages in order to propose appropriate alternatives.

Similarly, Green (1926) and McGrath (2002) think that in many contexts textbook selection does not focus on textbook's intrinsic pedagogical value, but instead it focuses of the sensed supremacy of the author and or the publisher, or the publicity and advertisement of the publishers. Taking into account the above-mentioned view textbook evaluators practitioner distinguish some of the causes of pedagogical imperfections observed in certain textbooks. I agree with those who think that the causes seem to be possibly motivated by the need for commercial success. Publishers produce textbooks according to the public demand and not to the real pedagogical problem that undermine the educational field and experienced by teachers and students and that instead of emphasizing on how students could actually benefit from using the textbooks, textbook writers are dependent on their envisaged consumers (Tomlinson, 2008; Litz, 2005; Sheldon, 1988).

Most of the times, prerequisites prevent some of the authors and or the publishers from concentrating and considering the actual students' needs. I suppose that under those circumstances, there is no evidence that such biased categories of textbooks are pedagogically appropriate or that they contain and/or develop basic assumptions of language teaching/acquisitions suggested by authorities in the field (Tomlinson, 2003; 2008 & 2010). In reality, these textbooks contain serious pedagogical imperfections and practical deficiencies. Therefore, I think that Cunningsworth (1995) and Ellis' (1997) point of view according to which textbook evaluation palliates to the situation of textbook imperfections and supports teachers to go beyond impressionistic evaluations is acceptable. It helps them to infuse useful, accurate, systematic, and contextual perceptions into the general characteristics of textbook material.

Another reason which justifies textbook evaluation is the criteria of the textbook selection. There are some textbooks printed with appealing cover designs which make them attractive for a great number of consumers; some others are easily findable or easily available on the book markets; some others display the will of the teachers, parents and administrators with a stiff focus on teaching of language usage (Green, 1926; McGrath, 2002; Tomlinson, 2010). As a matter of fact, these textbooks because produced or written by professional writers they

are usually of good quality in terms of organization, packaging and design. However, I suppose that sometimes some of them tend to be lacking qualities of being creative and imaginative as Tomlinson (2003) supports. Instead of creating opportunities for students to acquire language use for communicative purposes, these textbooks rather present grammatical structures, vocabulary items and dialogues. They do not focus on how to use the language for literacy and for real communication.

Taking into account these reasons stated by teachers to justify textbook evaluation I believe that textbook evaluation practice represents an informed perception of a textbook's content which perception helps teachers and textbook evaluators diagnose specific strong and weak points of the material. Therefore, in the present study I intend to evaluate *GFE I^{RE}* one of the ELT textbooks in use in the 6th form secondary school in DRC so as to ensure the extent to which the content of this textbook is appropriate to develop and enhance language use for literacy. Due to the above-stated intention, I also assume to determine on one hand how effective this textbook facilitates teaching and learning, how it helps to fulfill the teaching objectives, and on the other hand how economically viable it is for teachers and students. Considering the above-stated view, in the following section, I propose to present ways in which to evaluate a language textbook.

2.2.4 How to evaluate a language textbook

Considering that many textbooks in use are selected to respond to students' needs, prior to the discussion of how a language textbook can be evaluated, I am inclined to believe that student's needs analysis plays a very important role in the selection and evaluation of these teaching materials.

Berwick (1989) defines need as "the gap between what is and what should be". The "*What is*" can be associated to the present state of the student's knowledge and skills and the "*What should be*" can be understood as the target knowledge. Studies in the contexts of English as a Foreign and Second Language (Brown, 2009; Long, 2005) have attested that the analysis of learning needs or the "needs analysis" is very significant in solving problems of language curriculum and textbook design/evaluation, content, skills and tasks.

The needs analysis tactic is not to be considered as a practice carried only once and before the start of a language course; it is rather to be considered as an on-going practice during the

progress of a language course since the students' needs are also changing (Robinson, 1991; Hutchinson & Waters, 1987).

In keeping with the above-stated view, teachers consider students' needs to select textbooks, adapt their teachings in a way that inspires students' progress. Needs analysis can also help teachers adapt adequate criteria for textbook evaluation. In the same realm, a language syllabus/course or textbook should be designed taking into account students' needs, wants and expectations about foreign language (Robinson, 2012; Nunan, Candling & Widdowson, 1988; Munby, 1981). Therefore, needs analysis should be framed in terms of aims and objectives which serve as the foundation for adapting and selecting materials and teaching activities, designing tests, and evaluation strategies (Brown, 1995). The key reason for needs analysis is to design language materials focusing on a specific content and particular language structures. In this way it is a valuable practice to use so as to judge what language students want to learn, and also to meet their needs throughout the learning process.

If despite the needs analysis process the gap between "What is" and "What should be" still exists "something needs to be done to solve the problem" (Vallabhaneni, 2017, p. 268) and in this context that something to do is "*textbook evaluation*". Literature review related to textbook evaluation supports that evaluation of a language textbook as a means of education and instruction is basically a straightforward, analytical "matching process: matching needs to available solutions" (Hutchinson & Waters, 1987, p. 97). A textbook cannot be evaluated in isolation from the educational process. Textbook evaluation methods must be an organic part of the research instrumentalism of pedagogical sciences and textbook evaluation can be processed through one of the following methods: methods of theoretical analysis, empirical analytical methods and of statistical methods (Hrehovcik, 2002).

Methods of theoretical analysis apply theoretical-analytical method which focuses for example to determine the conformity between the textbook and the syllabus. These methods also apply a special analytic method which means analyzing a textbook according to a set of internal didactic criteria. Sometimes they apply a comparative analysis of textbooks which consists of comparing two or more textbooks. Empirical analytical methods apply experimental investigation in the use of textbooks, public inquiry applied to teachers, public inquiry applied to students. Finally, statistical methods applied to textbook evaluation provide quantitative data (Hrehovcik, 2002).

All of the above-mentioned methods of textbook evaluation involve as well as entail a deeper analysis of the material to be analyzed focusing more closely on the teacher and students' appreciation of the material and on the quality of the content and pedagogical value of the material itself. This analysis is mainly based on different qualitative criteria depending not only on quality, adaptability and value of the content but also on activities and tasks contained in the material. It is important to mention that the evaluative criteria vary from one evaluator to another, from one teacher to another, from one student to another, from one context to another. Looking at this diversity in the practice and the absence of quantitative criteria or specific formula for textbook evaluation I would like to adhere to the opinion which supports that "Textbook assessment is fundamentally, a subjective, rule-of-thumb activity, and that no neat formula grid or system will ever provide a yardstick" (Sheldon, 1988, p. 245). The same view is supported by some textbook evaluation specialists, who warn professional evaluators that for any textbook evaluation, no matter what the evaluation framework is, and no matter the stage at which it is carried it remains a subjective practice (Angell, DuBravac & Gonglewski, 2008; Sheldon, 1988; Green, 1926).

Nevertheless, this subjectivity is avoidable. Some researchers think that to keep away from the threat of enabling subjective factors to affect judgment in the analysis to maximize the validity of their subjective evaluation, an additional evaluation can be administered to participants or the consumers. Furthermore, descriptive statistics can be used to analyze the items of the questionnaire. Finally, the researchers' subjective results as well as those obtained from the additional evaluation can be compared and contrasted with each other (Moazam & Jodai, 2014; Chambers, 1997). Some others propose that if a textbook evaluation is to be done as objectively as possible, it is best to look at the needs and solutions separately (Hutchinson & Waters, 1987). Accordingly, they subdivide the evaluation process into four principal stages namely the defining criteria, the subjective analysis, the objective analysis, and finally the matching (Hutchinson & Waters, 1987, p. 97). The framework they provide contains criteria for both objective and subjective analysis for each item to be evaluated.

In the scope of the present study, taking into account methods of textbook evaluation, subjective issues and ways of avoiding them I have decided to make all possible attempts to adopt and apply an acceptable number of socially significant and contextually appropriate criteria for the evaluation of one of the textbooks used in 6th form secondary in the DRC

English language classes in order to determine its relevance and appropriateness in the development of language use for literacy.

2.2.4.1 Evaluating ELT Textbook content

Before any attempt to discuss how to evaluate the content of a textbook it seems important to try to understand what the content is. The word content appears to be an intelligible term for people to use in their everyday speech. In 1998 a well-known New York Times columnist and linguist William Safire has written the following about the term “content” in one of his columns “If any word in the English language is hot, buzzworthy and finger-snappingly with it, surpassing even millennium in both general discourse and insiderese, that word is content. Get used to it, because we won’t soon get over it” (William, 1998, p. 15).

On consulting dictionaries in order to find out about the precise meaning of the word content, I have found definitions such as “[...] things that are inside something [...], things that are written in a book, magazine, letter, document etc.”, “ the list at the beginning of a book or magazine, showing the parts into which the book or magazine is divided”, “the subject, ideas, or story that a piece of writing or a radio or television programme deal with” suggested (Macmillan English Dictionary for Advanced Learners, 2002, p. 300). The Oxford Dictionary of English (Soanes & Stevenson, 2005) describes content as

things that are held or included in something [...], the amount of a particular constituent occurring in a substance, a list of the chapters or sections given at the front of a book or periodical [and] the material dealt with in a speech, literary work, etc. as distinct from its form or style [...] (p. 373).

Certainly, content is the amount of something contained in something else or dependent on a specific context.

However, defining the concept of content in EFL understanding is fairly contesting and does not produce a distinctive answer. The history of Foreign Language (FL) teaching and learning pointedly explains the rationale behind this difficulty. It mentions that English language teaching and learning have been subject to major changes during the last few years. The reason is because of its adoption as language of work in some of the international

organization (UN, IMF, WB etc.) and also because of its increased solicitation that is inextricably associated to impressively large mobility of people, observed in trade and international commerce, immigration and expansion (Richards, 2001b). These changes definitely had and still have direct bearing on language learning in as much as new methodologies which were needed to fit the students' needs. Different foreign language teaching and learning-oriented methodologies, techniques and skills development tasks have been adjusted to encounter and go together with the latest research conclusions and theories on foreign language acquisition and learning with appropriate regard to more precisely stated competences foreign language students should be equipped with (Richards & Rodgers, 2002, p. 1-3). This adjustment is done to get an appropriate content of the textbook that can help teachers to teach effectively and students to learn as well.

Considering the above-presented definitions and reflection, the meaning of the term content appears to be explicit in the way Halliday (1999) presents it. He observes that content is "some sort of environment; [...] where language is involved" (p. 3). In the 1960's, teachers attempted ways of defining content in an EFL background. Mackey (1965) has made the difference relative to the definition of the term content as what is being talked about and the mode of communicating and expressing the subject matter. Later, Ur (1996) distinguishes two types of content in language courses, she talked about metalinguistics, "the language itself (its pronunciation, grammar, how to read it, etc.), and the ideas, or subject matter which the language is used to express" (p. 175).

Objectively in the same way as Ur's indications, but widen to a third alternative, Celce-Murcia and Olshtain (2000) show that content includes, "linguistic [...], thematic or situational [...], and subject-matter content" (p. 187). They declare that linguistic content concentrates mainly on linguistic theory and language content and they judge "notions [...] and [...] functions as the key elements in identifying language content [...]" (Celce-Murcia & Olshtain, 2000, p. 188). In light of the above-stated alternative, I am inclined to say that the thematic or situational content talk about themes and topics which should develop students' cultural background and boost their motivation; the subject-matter content concentrates on the attainment of knowledge and information through the target language. This means that students must use the target language to learn more about it.

In the same vein McGrath (2013) also commented that content can make reference to "topics, contexts [and] cultural reference" (p. 138). Richards and Rodgers (2002) on their

comprehension have rejected the option of language itself as content. Instead, they have presented this term as making reference “to the substance or subject matter that we learn” (p. 204). Consequently, in classroom situations the content highlights the language skills that are being taught. The content becomes a holistic language representation including grammar, morphology, semantics, phonology and the like, topical/thematic content and the textbook corresponds to curricula and syllabi so far as objectives and methodology of instruction are concerned. As regards this view, I am inclined to support that the content of a textbook is the basis by which learning activities are linked to each other, to goals, and to theoretical rationale (Wulf & Schave, 1984). From this perspective, every language course presents a particular content and unique in form varying from one country to another, from one school type to another, from one classroom to another and from one textbook to another, but all comprise grammatical, phonologic, morphologic or topic-based discussions which exist in EFL (Gritsch, 2014).

Some language teachers support that the content of a textbook is appropriate and relevant to a programme if it matches the syllabus of a discipline and if its objectives can serve as titles or sub-titles of different units of the textbook. However, Seguin (1989) contradicts this view and believes that “In some circumstances the layout of the textbook is based on these objectives, but the titles of units or sub-units do not necessarily correspond to the content of the discipline as it stands in the curriculum” (p. 23). In any case the content of the textbook needs to be much richer, in order to provide the quantity of information, explanations, and comments needed to go deeper into the discipline. In case of inquiry and doubt only a meaningful evaluation of the content can provide answers and determine the strong and the weak points of the textbook and justify hints to turn it into a powerful teaching tool.

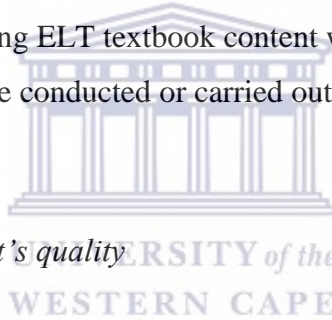
On the basis of textbook evaluation theories, the evaluation of the content of textbooks corresponds to indications given in curricula and answer to different evaluative criteria which determine:

- What has to be taught in each discipline, according to the level of education;
- What will help in understanding the physical and social environment;
- What will contribute to the student’s education; development of theoretical and practical abilities, behavior and attitudes, as defined in the objectives of the curricula.

However, I am of the view that textbooks cannot be limited to a simple synthetic reproduction of contents indicated in curricula (Seguin, 1989). Over and above the way in which they are organized, textbooks enrich, develop and strengthen contents. Based on information outlined in the curriculum, the content of textbooks is also enriched from other external sources based on:

- What the author knows in a specialized discipline, and often the content of courses he/she has elaborated and improved progressively over many years of teaching;
- Reference books which contribute detailed, exact, objective and in-depth information on the subject matter dealt with in the textbook;
- Basic books already published locally or abroad (scientific, technical, economic, social and cultural journals which contribute topical information or innovations; educational publications);
- Information from the social and economic sectors, from state institutions and the social and cultural environment (Seguin, 1989, p. 25).

The above discussion on evaluating ELT textbook content will be incomplete if I do not point out the ways in which it should be conducted or carried out. I propose to undertake that in the two following subsections.



2.2.4.1.1 *Evaluating the content's quality*

As I have said previously the term **content** is one of the most used terms in the language teaching field. Byrd (2002), Celce-Murcia and Olshtain (2000) have presented additional explanation for the comprehension of this term. They posit that textbooks are constituted by two categories of data: the thematic content and the linguistic content. In keeping with the above-mentioned point of view, Oregon Department of Education (2010) emphasizes that “Linguistic content varies and is dependent on the mode of language use” (p. 4) while Mohan (1986) and Johnson (2010) admit that thematic content in language learning is still ignored in some EFL approaches and methods. However, the content most frequently refers to the topic or subject matter to learn or to teach through language rather than the language used to convey it even if it conveys different meanings in language teaching. In English as a Foreign Language (EFL) context researchers recognize and value the introduction of content by means of a general trend, of themes, from form based to message based approaches, from how to what and from linguistic to thematic content.

As far as the ELT textbooks content is concerned Depdiknas (as cited in Sodiq, 2015) argued about the development of textbooks with content of good quality that “there are three principles that need to be considered namely relevance, consistency, and adequacy” (p. 1). The *Curriculum report card* of UNICEF (2000) upholds that quality textbook content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum. In SLA, the content of good quality is everything that consumers seek into textbooks to get the linguistic knowledge they need to express themselves in the target language. They also engage with textbooks to enhance and build their literacy skills in a second/foreign language.

The above-stated considerations led to fundamental instructions in the evaluation of ELT textbooks content. To materialize these considerations, teachers of second language acquisition have made suggestions about an ideal textbook content which can likely develop language use for literacy. To make these suggestions, they have based their conclusions on several new syllabus types which were proposed by supporters of communicative language teaching (CLT) (Richards, 2006).

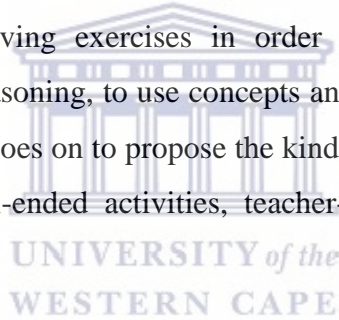
These conclusions incorporate the notions and principles of *Functional syllabus*, which is structured according to the roles the student should be able to carry out in English, such as expressing likes and dislikes, offering and accepting apologies, introducing someone, and giving explanations. *Notional syllabus* which is based around the content and notions a student would need to express, and *Task syllabus* which specifies the tasks and activities students should carry out in the classroom (Van Ek & Alexander, as cited in Richards, 2006). And finally, the principles of *Skills-based syllabus* concentrated on the four language skills (reading, writing, listening, and speaking) which separate each skill into its micro constituent skills. This syllabus “organizes materials around the language or academic skills” and arranged according to the chronology, frequency or usefulness of the skills to develop or target by the language course objectives (Brown, 1995, p. 11). Examples of skills-based syllabus are skimming or scanning a text for information or deducing meaning from the context.

The methodological consideration in this ideal ELT textbook content focuses on:

- Making real communication the focus of language learning.
- Providing opportunities for students to experiment and try out what they know.

- Being tolerant of students' mistakes as they are building up their communicative competence.
- Providing opportunities for students to develop both accuracy and fluency.
- Linking different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
- Letting students induce or discover grammar rules (Richards, 2006).

Consequently, this consideration presents useful principles, techniques in activities and roles for both teachers and students in the classroom and in the exploitation of the textbooks content. A long with useful criteria for textbooks content to be considered relevant, appropriate and efficient for students and for language learning have been provided. For this study I have considered the Guidelines for Approval of Textbooks (2006) edited by the Canadian ministry of education. The document stipulates that the textbook content must be supportive of a wide variety of educational schemes and learning methods. The activities must be appropriate in reference to skills and knowledge defined in the curriculum. They must also include problem solving exercises in order to train students, to give them opportunities to practice their reasoning, to use concepts and procedures, and to express their comprehension. The document goes on to propose the kind of activities and tasks that should be promoted. It lists the open-ended activities, teacher-directed activities and students' individual assignments.



As mentioned above, the Canadian Ministry of education document wants a textbook's content which must be relevant for students from different strata. Such a textbook contains appropriate dispositions that help students make connections within and between different elements of the course, within and between different learning courses in the curriculum, and between the course content and the society or the professional requirements (Canadian ministry of education, 2006). It is that content which constitutes the skeleton of the target language, and which imparts information to increase knowledge one is required to possess for using with comprehensible ease the language related to literacy tasks resembling to real-life situations which implies using effectively traditional literacy for communicative purposes. In this way, a good quality of textbook's content must not be restricted to a simple "global specification" of competence proficiency describing generally what language students should be able to do in the language skills in general and in reading and writing in particular (Martyniuk, 2006, p. 9). However, it needs to often overemphasize linguistic forms in EFL

classroom, and it ought to be understood in respect of contextualization within specific domains and themes that activate a communicative performance.

Martyniuk's (2006) explanations of linguistic content present phonology, morphology and syntax as formal characteristics that function as skeleton of a language. Thematic content, however, portrays the essence of a language operation as it accumulates information that is either received or produced. Hence, having specific language structures at one's disposal, knowing how to put them into practice, to read or to write specific phrases do not necessarily warrant successful language use for literacy. Good textbook content and its patterns often aim at developing linguistic competence without focusing only on thematic or linguistic content during the course but on making equilibrium of both contents in a linear language learning process.

Seguin (1989) thinks that for its accuracy the nature of the content of the textbook should be established on scientific truths, on precise, accredited information and free from errors. Conciseness, which is very necessary to avoid surcharging the student's memory with superabundance of knowledge, should be justified and retain the exact meaning of information. If information has to be selected or filtered, then the most essential data must be retained. For its precision the content should be presented in a perfect and distinct format. If content is rather complex, then it should be explained to be easily and totally exploitable; given its constant evolution, information presented should be up-to-date and correspond to present day realities.

Taking into consideration what I have voiced so far, the EFL textbook content should focus on real communication and the exchange of information, an ideal situation for language use for literacy and would be one where the subject matter of language teaching is not grammar nor functions nor some other language-based unit of organization, but content, that is, subject matter from outside the domain of language. Seguin (1989) thinks that the contribution to social objectives of EFL textbook should awaken social and moral attitudes favorably disposed to community life and relationships between individuals, as well as contributing to the development of an appreciation of social, moral and aesthetic values. EFL textbook content should equally arouse positive behavioural attitudes towards protection of the environment and life in all its forms. The language that is being taught must be used to present subject matter, and the students must learn the language as a by-product of learning about real-world content. To complete this view Widdowson (1978) makes this comment:

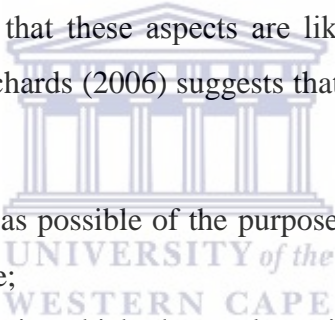
A foreign language can be associated with those areas of use which are represented by the other subjects on the school curriculum and that this not only helps to ensure the link with reality and the pupil's own experience but also provides us with the most certain means we have of teaching the language as communication, as use, rather than simply as usage. The kind of language course that I envisage is one which deals with a selection of topics taken from the other subjects: simple experiments in physics and chemistry, biological processes in plants and animals, map-drawing, descriptions of historical events and so on. [...] It is easy to see that if such a procedure were adopted, the difficulties associated with the presentation of language use in the classroom would, to a considerable degree, disappear. The presentation would essentially be the same as the methodological techniques used for introducing the topics in the subjects from which they are drawn (Widdowson, 1978, p. 16).

In this respect, different teaching initiatives have emphasized the principle of acquiring language use through language activities and tasks rather than the study of language for its own sake. Many of the supporters of these initiatives have considered the textbook as "... the visible heart of any ELT programme" (Sheldon, 1988, p. 237) and they have also assumed that it presents units in an organized and detailed layout of how lessons shall be carried on (Hutchinson & Torres, 1994). The organized and detailed layout to what Hutchinson and Torres refer to are activities and tasks provided in the textbook for pedagogical purposes. Besides they support that a textbook can play the role of a good monitor and that of a reference point for teachers to help them evaluate reasonably the progress and to also help them provide a focus for teaching and learning (Tomlinson, 2008).

From the above-stated positions on good quality of textbook content, I have noted that some textbook evaluation authorities propose a textbook content which merges different features of subjects related to social life or to the humanity. In this standpoint Seguin (1989) supports that "the content of textbooks can, in many cases, integrate elements of two or more disciplines, permitting inter-connection of facts, events or phenomena of a complex nature that the point of view of a single discipline cannot satisfactorily explain" (p. 27). Explicitly

the content of disciplines such as history and geography can be integrated to explain better and facilitate understanding of events or phenomena. Sciences and mathematics also offer possibilities for interdisciplinarity. Integration of contents contributes to developing the student's capacity to establish relationships between subjects which are usually isolated from each other, or between facts which appear to be totally unconnected. I have also noted that some others propose that only textbook content which emphasizes on the positive aspects of foreign language on occupation and industry, international relations and transnational ability to work, study, and communicate as suggested by BGBI (as cited in Gritsch, 2014) should be considered acceptable.

However, as the present study evaluates the content of the textbook in use in 6th form secondary school in DRC to determine the extent to which this content is adequate, consistent, relevant and appropriate to develop language use and literacy, I suggest that the content of good quality cannot only be defined on the basis of Seguin (1989) and Gritsch (2014) viewpoints but also on Van Ek and Alexander's aspects of language use (as cited in Richards, 2006). The reason is that these aspects are likely capable to develop students' communicative competence. Richards (2006) suggests that a textbook of good quality is the one which provides:

- 
- As detailed consideration as possible of the purposes for which the student wishes to acquire the target language;
 - Some idea of the setting in which the students intend or want to use the target language; for example, in an office, on an airplane, or in a store;
 - The socially defined role the students will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school;
 - The communicative events in which the students will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting;
 - The language functions involved in those events, or what the student will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans;
 - The notions or concepts involved, or what the student will need to be able to talk about; for example, leisure, finance, history, religion;

- The skills involved in the “knitting together” of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation;
- The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the students will need to reach;
- The grammatical content that will be needed;
- The lexical content, or vocabulary, that will be needed (van Ek & Alexander, as cited in Richards, 2006, p. 9 - 10).

To match up all these requirements, the textbook content should be a kind of the Multi-syllabus as suggested by Harmer (2001), or Mixed or Multi-strand syllabus according to Ur (1996). Based on this stipulation, I propose that the textbook content should be combining many and various syllabi types ranging from grammatical principles, themes and tasks to lexical items and skills outweighing the drawbacks either syllabus disposes. It should also take into consideration aspects and principles of communicative language teaching. Such disposition helps the textbook content from the lack of communicative purposes, unnatural language use, possible incoherence, lack of usefulness or relevance, an assumed unrealistically high level of competence in teachers and students (White, 1988).

In this way, I assume that evaluating the content of the textbook is to look at its readiness/proneness to provide answers to different questions of actual language use for communicative purposes as suggested by Richards (2006); BGI (2004) and Seguin (1989). In the scope of this study, the evaluation is made possible by the adaptation of the needed criteria that seek for the relevance of the content of the textbook to match the real problems of communication that Congolese students face in their everyday life and in EFL context. The available theories of textbook evaluation will thus help me to look into the textbook and to determine the extent to which the national goals of education are presented into learning content in the textbook in use in 6th form secondary school in the DRC and to determine how well this content enhances and develops students’ literacy skills and language use, and also to evaluate whether there is equilibrium of both contents in the textbooks.

As I have highlighted it elsewhere, different elements come together to constitute a textbook’s content and to define its quality. In the following section, I propose to review how to evaluate those elements so as to determine whether they express and represent the combination of both linguistic and thematic content or not.

2.2.4.1.2 *Evaluating the topics in the content*

A number of scholars like Byrd (2002), Graves (2000), Richards (1998) have focused on the difference between the types of contents. They have connected linguistic content to certain structural aspects of the language. They have claimed on the other hand that the thematic content, also known as the ‘subject matter’ presents essential content and topics to back up language teaching. Writers use the terms topic and subject matter interchangeably to mean only one thing. Evaluating EFL textbooks’ content is to evaluate the extent to which textbooks’ thematic and linguistic content reflect real-life language use and in which way they enhance language use for literacy (Byrd, 2002; Graves, 2000; Richards, 1998). In addition, Byrd (2002) believes that while evaluating the content of EFL textbooks, two aspects need to be considered, first the linguistic content that is the grammar, vocabulary, and skills area involved; and second, the thematic content used to present and practice the linguistic content (Byrd, 2002).

Traditionally, people considered English language used and spoken by ‘native’ speakers to be perfect and suitable model for language teaching, language learning, and language description. However, nowadays, when considering how the English language differs from one place to another over the world, there exists an increasing approval of language difference and of World Englishes (Kachru, 1986; Kachru & Nelson, 1996). In regard to this language variation the materials that facilitate language learning are those ones that are used typically with the subject matter of the content course. This subject matter needs to be authentic materials. In one sense, authenticity implies that the materials should be like the kinds of materials used in native-language instruction. In another sense, authenticity refers to introduction of, say, newspaper and magazine articles and any other media materials “that were not originally produced for language teaching purposes” (Brinton, Snow & Wesche, 1989, p. 17). This means that they must be a rich variety of material types identified and to use with the central concern of teaching/learning. Some specialists of SLA support that good ELT textbook content and its subject matter must incorporate the use of realia such as tourist guidebooks, technical journals, railway timetables, newspaper adverts, radio and TV broadcasts, and so on. If they do not, such textbooks are contrary as well as detrimental to good language teaching (Stryker & Leaver, 1993). In this study, I consider the above-mentioned point of view in order to evaluate the subject matter in the ELT textbook *GFE 1^{RE}*

used in the 6th form secondary schools in DRC and determine whether it is authentic, relevant and rich in material that may enhance students' language use for literacy.

The topics used in the ELT textbooks' content work as signposts and they reveal the thematic content contained in the material. Yet, Cunningsworth (1995) believes that although the major objective in outlining language programmes is to develop language instruction, it cannot be taught as a single subject because language occurs under real situations in our lives. Besides, students come to school with their own attributes, knowledge, attitudes, skills, cognitive abilities, curiosity and experience. Seguin (1989) reveals that among the principal intellectual skills that school education enhances are those of observation, description, memory, recognition, identification, indexing, organization, comparison, establishing relationships, and solving problems. He further thinks that the capacity to observe, for instance, should generally come before that of describing or comparing; that of identifying should come before that of indexing.

Cunningsworth (1995) also claims that a textbook is efficient if it comprises on one hand the required information for language learning and on the other hand if it presents relevant subject matter that is exemplary in approaching students' background, and also if the subject matter is exciting, lively, amusing, and challenging for students. In light of this, I propose that the organization of the progress needs to be visible in the content of the textbook, commencing from fundamental capacities judged as basic, in order to reach the most complicated ones, consequently approving the achievement of the purposes of intellectual maturation fixed by the curriculum. I also support that the subject matter constituting the content of the textbooks needs to mirror various scenes of real life by having recourse to authentic materials and to introduce interactions among students to acquire communicative skills like expressing judgments, drawing conclusions and taking those conclusions onto other platforms (Cunningsworth, 1995).

While evaluating the content of ELT textbooks, the subject matter exploited in the units deserve to be examined so as to determine whether the suggested sub-subject matter is important and the time dedicated for its presentation is sufficient. Littlejohn (2011) observes that textbook evaluation serves the purpose of examining whether the content of a textbook is appropriate for a particular language teaching context. Ellis and Ellis (1987) have suggested three principal criteria to consider in the evaluation of textbooks, specifically: relevance, accessibility and cohesion. They state that investigating the relevance in the scope of

textbook evaluation is depending and founded on the quality, quantity, variety and level of the guides, such as the headlines, the titles, the photographs, the pictures, the maps, and any other signpost intended for the student, the colors, and the mimesis. In short evaluating the subject matter in ELT textbooks is to evaluate how the content support students learn and acquire carefully the linguistic content they need through the thematic content. The connections between educational approaches and evaluation need to be consequential and to agree with ELT evaluation methods.

Richards (2006) has proposed the following questions to serve as evaluative criteria guidelines which can be followed to evaluate the subject matter making the content of textbook so as to determine the extent to which it is appropriate, consistent, adequate and relevant. Some questions are more or less important, depending on the teaching objectives and the level of instruction.

- Does the content correspond to the objectives of the curricula for the school year under consideration?
- Does the level of content correspond to what students have previously learned? (For the first year of schooling, previous results refer only to whether or not the student has had any pre-school education)
- Is the content accurate, concise, topical, varied, and sufficiently objective?
- Is it sufficiently enriched in relation to the content summarized in the curriculum?
- Will it stimulate and develop positive social and moral attitudes?
- Does the progression in learning and concepts transmitted by content go from the simple to the complex, from the elementary to the advanced?
- Are concepts clearly explained? And does the content offer practical applications?
- Do learning activities and experiments proposed in different units help to enhance learning? Are they varied?
- Do such activities call for the intervention of the teacher? Or can they be carried out by the student without the teacher's help?
- Has the author tried to integrate elements from two or more disciplines where possible and desirable?

In consideration of the above-mentioned point of view (about the topics or the subject matter constituting an acceptable content of an ELT textbook), I suggest that to evaluate the subject matter in the content of the textbook in use in 6th form secondary school in the DRC it is

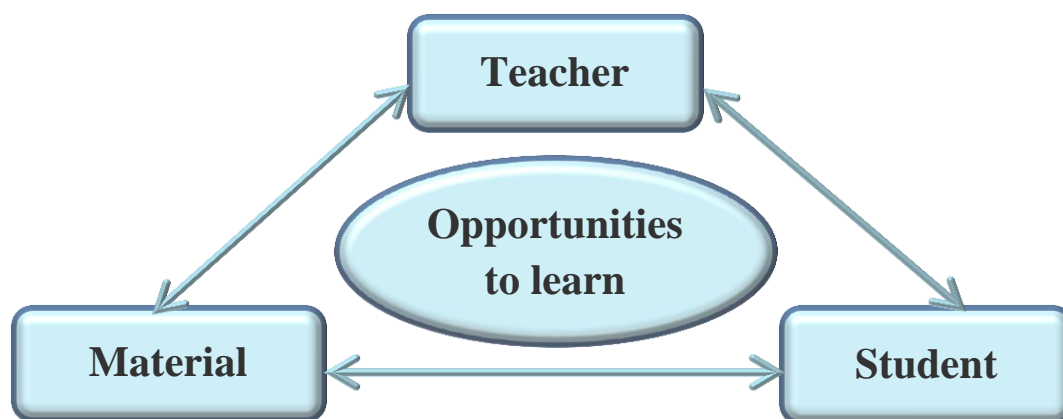
important to think about the increasing approval of language difference and of World Englishes, to adapt relevant criteria, to consider the conclusions of different syllabus types and the requirements of teaching methodology, to follow the guidelines for textbook approval and also to considered relevant textbook evaluation theories. In the following section, I propose to address the evaluation of the relationship between ELT textbook content and the learning opportunities it provides for ELT classes.

2.2.4.2 Evaluating ELT textbook's learning opportunities

Cunningsworth's and McDonough and Shaw's textbook evaluation theories used as theoretical framework in this study present textbook evaluation process as a basis to uncover effective tasks and activities contained in the textbooks, which tasks and activities give opportunities to students and support them to develop language use for literacy skills (McDonough & Shaw, 2005; Cunningsworth, 1995).

The learning opportunities I refer to here are those that ELT textbooks offer to Second Language (L2) students for their engagement with the materials. Textbooks present a unique or an authentic learning style which "... typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice" (Lombardi, 2007, p. 2). Therefore, evaluating the learning opportunities in the textbook implies checking the extent to which the textbook's content matches to the specification given in the National Language Curriculum to reach its objectives. In the present context, evaluating these opportunities gives insights related to how the textbook content contributes to active learning and develops Congolese students' language use for literacy.

In the words of Meyers and Jones (1993), "Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject" (p. 6). These opportunities to learn are generated from a triangular interaction made between teacher, students and materials (Allwright, 1981).



Source: Allwright (1981)

Figure 2.2: Generation of learning opportunities

In general, the opportunities that students can use language for literacy activities (reading, writing, listening and speaking) are represented by the prescribed and oriented tasks contained in the textbooks. These prescriptions define explicitly the opportunities teachers and students must use to develop literacy skills and language use for communicative purposes. Thus, in order to appropriately investigate these opportunities, I need to examine the extent to which they advantage real learning opportunities and promote students' engagement and interest. Besides, I need to investigate the extent to which the textbook's content provide activities that enable students to apply their knowledge of the target language to practical and real-world situations. Finally, I also need to search into the textbook to decide whether the activities and tasks provided in enable students to be creative in terms of language use and literacy. For this reason, in the following section I review the evaluation of language skills.

2.2.4.2.1 Evaluating language skills

One of the goals of textbooks is to develop language skills. Classrooms provide a natural opportunity to develop these skills in students. Most scholars assume that evaluating language skills is essential (McDonough & Shaw, 2005; Garinger, 2002; Ur, 1996). As textbooks play such an important role in most classrooms and as they are often and in some cases the only primary source of information about learning, it is important to investigate them so as to know what their real contribution in the preparation of students' language use and literacy is. In light of the above-stated perception, modern language teaching methodologies accord particular privilege to learning opportunities related to skills the

programme intends to develop such as reading and thinking skills, writing skills, oral communication skills, formal and lexical aspects of language and appropriate ethical and social development.

Breen and Candlin (1987) have reported that the preparatory notions for evaluating the skills in textbooks would be derived on three different aspects. Looking at the first aspect, they indicate that it is fundamental to discover the language skills given prominence in the materials and investigate whether any practical instruction is presented to enhance them. For the following aspect, they explain that it is essential to seek whether the scope of each skill is dealt with perfectly by considering the course period. Regarding the last aspect, they comment that it appears decisive to examine the skills so as to verify whether the fundamental aim in practicing skills is evident and whether the textbook presents possible ways for handling tasks in terms of enhancing students' language skills.

Grant (1990) claims that none of the language skills have to be used in isolation but rather they are used in combination. The development of one skill implies the development of the others. For example, productive skills are completed by receptive ones, and receptive skills are subject to the development of productive ones. Breen and Candlin (1987), McDonough and Shaw (1993), Cunningsworth (1995) have on the other side identified fundamental aspects to take into account while evaluating the four language skills in the textbooks. Besides, Cunningsworth (1995) thinks that the integration of the four skills can be considered as the 'fifth skill' and that integrating skills such as note taking, dictation, reading aloud, participating in conversation etc. and translation both into English and from English may be considered as a part of language skills too.

In order to globally evaluate language skills in *GFE I^{RE}* ELT textbook in use in 6th form secondary school the DRC I would like to underline that I have selected evaluative criteria from McDonough and Shaw (1993), Cunningsworth (1995) which take into consideration the teaching learning aims and the requirements of the curriculum and which have the merit to address the following issues:

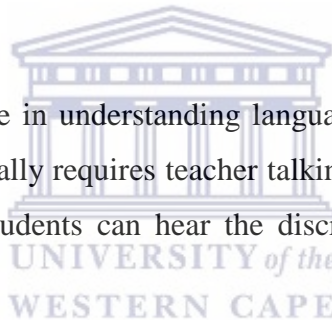
- Does the textbook emphasize adequately on all the language skills?
- Does it include materials and activities that integrate language skills?
- Are the reading passages and activities appropriate to the students' level and expectations?

- Is the number of reading materials adequate for students and for course period?
- Are the listening materials in the cassettes of high-quality recordings and are they authentic?
- Do the materials provide background information, questions, and activities in order to enhance students' comprehension? (Cunningsworth, 1995; McDonough & Shaw, 1993)

The answers to the above-mentioned issues constitute the results of the evaluation of language skills contained in the textbook. To be practical, I have used relevant tools to collect appropriate data in order to determine whether each language skill is presented in each textbook's unit and whether it integrates with others to help students boost their acquisition and to develop their language use and literacy practice. This is because "Listening precedes speaking and reading. Children acquire their native tongue through listening to and imitating the speech of their parents. Speaking is basic to both reading and writing" (Strang, as cited in Mekheimer & Aldosari, 2013, p. 1265).

a. Evaluating listening

Listening plays an important role in understanding language. Harmer (1998) consider that since classroom presentation usually requires teacher talking to students, thanks to textbooks and other auxiliary materials, students can hear the discrepancy between multiplicities of English accents.



In order to understand the complex nature of listening, it is essential to understand that there are different types of knowledge involved in listening: linguistics knowledge and non-linguistic knowledge (Buck, 2004). Buck states (2004) that linguistic knowledge includes phonology, lexis, syntax, semantics and discourse structure, and non-linguistics knowledge includes the knowledge about the topic and the context as well as general knowledge about the world and how it works. These two types of knowledge determine how we process the incoming sound. The linguistics knowledge shapes the bottom-up model, and the non-linguistic knowledge shapes the top-down model (Buck, 2004).

Apart from the bottom-up and top-down models, there are four other models of listening (Morley, 1999). Morley's first model is *Listening and Repeating*. In this model, learners are supposed to do such tasks as pattern drills, repeat dialogues, memorize dialogues and imitate pronunciation patterns. The tasks do not necessarily refer to higher order thinking-skills or propositional language structuring.

The second model is *Listening and Answering Comprehension Question*. This model enables learners to manage separate pieces of information, and increase their vocabulary and grammar constructions. However, it does not help learners to use the information for real communicative purposes, it is just one-way of answering questions.

The third model is *Task-listening*. Learners process spoken language for functional purposes, which means listening and do something with the information. For example, learners might be asked to listen and follow the directions on a map and label a building.

Morley's last model is *Interactive Listening*. Learners are supposed to develop aural/oral skills in semiformal interactive academic communication; to develop critical listening and thinking and effective speaking abilities.

To evaluate listening activities in the textbook according to Grant (1990) means to look into the textbook to determine whether the document proposes listening or discrimination of particular sounds. In Ur's (1996) words, it is searching whether the textbook presents look like real- life activities such as interview, theatre show, radio news, shopping, lecture, story-telling and many others. For a successful evaluation, I have preferred to suggest that Cunningsworth (1995) has proposed a list of criteria to observe in order to decide whether the textbook present a relevant content in terms of listening activities. His propositions are looking into the textbook and decide whether there is a type of listening material (dialogue, monologue, conversation work etc.), specific listening passages based on different kind of activities (comprehension questions, extracting specific information) and whether listening activities in a meaningful context, are taken into consideration. He has also suggested to check pre-listening activities in form of pre-questions or looking for certain information to captivate students' attention into the topic.

b. Evaluating speaking

In most SLA situations, Speaking is often accomplished by communicative activities drawn from textbooks. There exists a range of activities used for classroom presentation to develop speaking (repetition, monologue, dialogue, conversation and role-play, etc.). Language input comes from teacher's talk or listening or textbook reading activities. The main aim of the language input is to help students to produce language by themselves. However, Grant (1990) comments that most of the speaking is done by teachers and that a number of textbooks do not contain enough activities for speaking.

Grant uses this reason to justify why many students have troubles with speaking and are very low in it. But I think even if textbooks do not present various kinds of speaking activities the most important thing is to realize if there are activities practicing spoken language in the textbook (Cunningsworth, 1995). When the language input is content-based the main aim is to give the necessary information to students. On the other hand, when it is form-based it focuses on vocabulary, pronunciation, grammar, and appropriate things to say in specific situations (Bahrani & Soltani, 2012).

Therefore, a textbook which intends to prepare students to speak should combine content-based input and form-based input. In this vein, I support that evaluating the presentation of speaking in the textbook is to search and to determine what kind of materials for speaking or specific strategies for conversation are included. This means that evaluating the presentation of speaking in the textbook is to try to understand and define the extent to which oral presentation, dialogues, role play, communication activities, debating, giving talks are organized in the textbook and what opportunities those exercises present to develop students' spoken language.

c. Evaluating reading

Belonging to receptive skills reading is important in the acquisition of both First Language (L1) and L2. It is also important in the use of the language for communicative purposes be it L1 or L2. Nowadays, all around the world in different communities, different languages are used for everyday and basic information (reading train programme, flights schedule, television programme, banks and financial warnings and transactions, reading SMS, mails, setting a digital clock alarm...) and also a number of important documents (books, newspapers, magazines) implies the knowledge of reading.

Goodman (1988) describes reading as a psycholinguistic process in which firstly the reader starts with encoding a linguistic surface representation and then ends with reconstructing meaning. In order to have a more specific understanding of the reading process, three models of reading have been created over the past three decades: the bottom-up, top-down, and interactive models (Brown, 2011; Grabe & Stoller, 2002; Segalowitz, Poulsen, & Komoda, 1991; Barnett, 1989).

The bottom-up model focuses on recognition of linguistics signals such as “letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers” (Brown, 2011). For example:

- Discriminate among the distinctive graphemes and orthographic patterns of English
- Retain chunks of language of different lengths in short term memory
- Recognize grammatical word classes (nouns, verbs, etc.), systems, (e.g., tense, agreement, pluralisation), patterns, rules and elliptical forms (Brown, 2011, p. 397).

The top-down model, however, focuses on the use of intelligence and experience to understand the text (Brown, 2001). For example:

- Infer context that is not explicit by using background
- Infer links and connections, between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
- Develop and use a battery of reading strategies such as scanning, skimming, detecting, discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts (Brown, 2001, p. 307).

The interactive model, fuse the peculiarities of both top-down and bottom-up models before eventually settling upon an interpretation of the text (Stanovich, 1980; Rummelhart, 1994; Brown, 2001; Rayner, Pollatsek, Ashby & Clifton, 2012). The image of ‘interaction’ includes for some the exchange between readers’ prior knowledge and the information in the text and for others it theorizes an interaction between the reader and the text he/she reads (Eskey, 1988; Eskey & Grabe, 1988; Grabe, 1991).

In classroom context, good textbooks are those ones that enrich and develop students’ reading aptitudes. Therefore, to evaluate reading in textbooks is to check whether the textbook contains reading materials, reading activities and reading instructions that can develop students’ reading skills and strategies (Cunningsworth, 1995). In this respect I think that “students should be encouraged to see reading [...] not only as an academic experience but also as a source of pleasure” (Anderson, 1999, p. 120). Harmer (1998) also supports that students do not have to read only encyclopaedia topics but also novels or short stories. Besides, they will also be invited to read professional tools or domestic appliances notices.

About reading materials the reading extracts should be of real interest, authentic, considering the students' level and well-presented, and accompanied by purposeful activities. As for the evaluation of reading activities in textbooks, I assume that the evaluation needs to examine aspects such as the quantity of reading material, the type of reading passages, any instruction given to students for the development of good reading strategies, activities connected to reading, length and authenticity of the texts, complexity of grammatical and discourse structure, range of vocabulary and also if any background knowledge is needed (Cunningsworth, 1995).

In brief, taking into account the presentation of reading skill, evaluators should examine the materials to discover the opportunities where issues associated to reading and discourses are provided and how they are expressed and to determine the extent to which they develop and enhance language use and literacy.

d. Evaluating writing

Writing is among activities to be acquired at school. White (as cited in Nunan, 1989) supports that "writing is not a natural activity [...] all people have to be taught how to write" (p. 36). In writing classes students start from level 0 and evolve to *n* level. They go through pedagogical processes determined by methodological principles and theories to reach the perfection. This activity remains one of the most important activities for the development of literacy and language use. Instruction and guidance to develop writing allow a global consideration of approaches that enhance and improve the writing teaching-learning process. Approaches to writing are based on different processes that help to understand how teaching and learning to write function and how they can be developed. In ESL writing instruction a shift has been observed based on teaching approaches from product to process approach.

The stages of the process approach are pre-writing, composing/drafting, revising, and editing (Tribble, 1996, p. 39). The stages are focused more on the student's skills in planning and drafting than linguistic knowledge (Badger & White, 2000). The teacher's role is to facilitate student's development by providing feedback (Badger & White, 2000). For example, in the pre-writing stage, students might be asked to brainstorm on houses; in the composing/drafting stage, students may organize their ideas to create a plan for their description of a house, which leads to the first draft of the description of the house. In the revising stage, students might give feedback in groups or pairs. Finally, in the editing stage, students make changes

using the feedback, and proof-read their writing (Badger & White, 2000). The approach follows different stages varying according to what teachers consider essential. This implies that “Writing activities, move learners from the generation of ideas and the collection of data through to the publication of a finished text” (Tribble, 1996, p. 37).

The product approach, however, focuses more on “linguistic knowledge, vocabulary, syntax, and cohesive devices” (Pincas, as cited in Badger & White, 2000, p. 153). This approach brings three stages to writing: familiarization, controlled / guided writing and free writing. In the familiarization stage, students should learn the structure of a text. The controlled and guided writing activities are for students to develop the “freedom” that they need for free writing activities such as “a letter, story or essay” (Badger & White, 2000). In the same way as Badger and White (2000), Hyland (2003) describes these models as follows:

- Familiarization: students are taught certain grammar and vocabulary usually through a text.
- Controlled writing: students manipulate fixed patterns, often from substitution tables.
- Guided writing: students imitate model texts.
- Free writing: students use the patterns they have developed to write an essay, letter, and so forth (Hyland, 2003, p. 4).

This means that the shift observed on teaching approaches from product to process approach, has the advantage of instead of being inclined only on the final product, instructors help students to brainstorm, mind map, draft, revise, and edit their texts. Even though students have been accompanied through this long writing process to produce their drafts, these ones are not expected to be perfect and without mistakes. This approach allows teachers to make up a feedback in order to help students discover new ideas, words, and sentences to improve their drafts. For the process approach, the teacher acts as a facilitator not like an instructor. Students are given considerable freedom within the tasks.

The textbook presents writing taking into account students’ level, age, interests etc. Harmer (1998) proposes that for writing exercises the students can write simple poems, postcards and other common everyday styles, according to language knowledge and provided language. Writing exercises according to Grant (1990) are categorized as mini-exercise, which rarely

appears in textbooks and usually comes from the classroom situation; personalized exercise consisting of students writing about themselves and their experience (this kind of writing task comprises equivalent writing task arranged from model text to consider in order to create a personal text based on ones' everyday knowledge). Other types of exercises are information-gap exercise, which comes very often after listening and speaking exercise, and making up writing exercises. Writing for purpose exercise which includes functional writing much interested with writing to classmates or to the teacher for specific reason, information about local places or events etc.; personal writing focused on writing about self-experience and the imaginative writing which develops the use of own imagination to create a piece of writing.

Taking into consideration the above-mentioned view, I suppose that the evaluation of writing exercises in textbooks should examine different types of writing as presented above. It should analyze whether there are different writing tasks or not, and also if there is strong attention on accuracy, the style of written English and punctuation, spelling, layout, and an insight into writing process etc. (Cunningsworth, 1995). Besides it should examine whether students are given opportunities and encouraged to review their written exercises for improvement and decide the extent to which these writing exercises are relevant to develop students' language use for literacy in their daily life.

Apart from the precedent language skills, the textbook's content contains also sub-skills. In the following section I propose to review the evaluation of language sub-skills.

2.2.4.2.2 Evaluating language sub-skills

Grammar and vocabulary are not language skills like listening, speaking, reading and writing. Instead they are sub-skills for the simple reason that they are ingredients that help to develop the basic and traditional language skills. Before evaluating these sub-skills in a textbook it is important for the evaluator to bear in mind that in ELT classes a textbook is "a reference source for learners on grammar, vocabulary, pronunciation, etc." (Cunningsworth, 1995, p. 7).

a. Grammar

Grammar is immensely important in language learning, for formulating correct sentences and comprehending written or spoken language. In this way, in classroom situation, it becomes important to expose students to correct grammatical structures in order to help them develop

their grammatical competence which is believed to have a big role within foreign language learners' language production (Rofid, 2018; Culper, Mackey & Taguchi, 2018). Without adequate knowledge of grammar students always have problems with reading comprehension and of specific writing exercise.

As far as the evaluation of grammar is concerned I would like to underline that the evaluation is not only a quick look into the document to see whether grammatical structures are in or not. On the contrary, it is an in-depth examination of the textbook to determine the relevance and appropriateness of the presented grammatical structures. It is also to judge the way or the order of presentation of these structures. According to what is said I support that when evaluating the relevance and the appropriateness of grammar in textbooks, the evaluator needs to consider what grammar items are included in and how they answer to the students' language needs. When evaluating the way these grammatical structures appear in the textbook for acquisition the evaluator needs to examine whether the structures go from the simplest to the complex, or from the complex to the simplest or simply it is a mixing up of structures. In this view, I think that introducing new grammatical structures and items should be completing, comparing and contrasting. This means that previously acquired aspects or already familiar structures should complete and help to understand the new ones, for example, a number of grammatical structures representing multiple meanings such as presenting the use of tenses and aspects - perfect tense and continuous tense - (Cunningsworth, 1995).

b. Evaluating vocabulary

Grammar as a sub-skill to facilitate and develop students' language use and literacy is not sufficient by itself. It needs words to be expressed with and those words make a bank of terms or a list of words or again important lexis known as vocabulary. Vocabulary is very important in SLA in general and in ELT in particular because it facilitates both language use and literacy practice. Logically, teaching vocabulary is inseparable with pronunciation, spelling and grammar and it is related with learning and teaching single words, idioms, phrases and other language verbal structures (Ur, 1991; Cunningsworth, 1995).

As far as selecting vocabulary is concerned, a few textbooks give input about the criteria of selecting vocabulary. For these textbooks, evaluating vocabulary implies looking into the textbook to discover what the author has said about the vocabulary in the content and also to

exploit the way items are presented for instructional purposes. Is it presented in isolation or in context? How are abstract terms presented? Cunningsworth (1995) recommends that apart from the prescribed number of vocabulary requirements in every ELT environment supplementary vocabulary-learning activities are provided in the students' textbook and that much of vocabulary learning cannot only take place in the classroom environment. For instance, he expects students to learn at least 1000 new words in each stage of general course, where a stage represents 120-140 hours' work. In the same perspective the National curriculum of English in DRC proposes to teach 500 new words in each stage of general course for a stage of 150 hours work a year DEPS (2007). Because the vocabulary of English is so large, it can be only expected a fraction of it to be included in textbooks.

Evaluating the presentation of this expected fraction of vocabulary according to Cunningsworth (1995) is not searching a list of vocabulary in the textbooks or seeing words in isolation, but it is looking whether the textbooks contain vocabulary-learning activities and exercises and to determine whether they are sufficient. He also adds situational associations, in which word sets are connected to specific occasions such as sport, transport etc. He goes on reporting that when evaluating vocabulary in the textbook, the evaluator should take into consideration the way vocabulary is classified and taught. He needs to verify if there is any specific foundation for choosing vocabulary, distinguishing between passive, active or classroom vocabulary. Further criteria comprise presentation and arrangement of vocabulary and equip students with developing their own vocabularies spontaneously by assisting them enhance their own learning schemes (Cunningsworth, 1995).

Evaluating the presentation of vocabulary is also looking into the textbooks and determine whether new words are presented in form of definition (as in a dictionary), in detailed description (of appearance, qualities...), as examples (hyponyms), as illustration (picture, object), as demonstration (acting, mime), in context (story or sentence in which the item occurs), as synonyms, opposite(s) (antonyms), in associated ideas, and also in collocations (Ur, 1991).

In the following section, I propose to address the evaluation of the relationship between ELT textbook content and the contribution it provides to the development of language use and literacy.

2.2.4.3 Evaluating textbook's contribution to language use and literacy

Because they introduce students to “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” (Chambliss & Calfee, 1998, p. 7) textbooks have been recognized by different studies as the essence of any pedagogical programme. These studies analyze proofs of the contribution of textbooks in learning and developing reading and writing skills in classroom situations. According to Lebrun, Lenori, Laforest, Larose, Roy, Spallanzani, and Pearson (2002) textbooks deliver the content knowledge and determine in large measure what goes on in a class. Textbooks help teachers to give lessons on more overwhelming and accepted subject matter in order to develop students' language use and literacy skills. They also comment that textbooks should develop various pedagogical procedures so as to reach a great number of students' requirements. Another contribution of textbooks is that their content represents a bridge between the needs of students coming from diverse backgrounds and the real language use as it is reflected in the society. This means that when the textbook's content is effective it really instructs students for real life.

To repeat what has been said above, Breen and Candlin (1987) views mentioned in the process of evaluating language skills and sub-skills describe the contribution of ELT textbooks to the development of language use for literacy. The internal evaluation is the best indicated for such evaluation. This means that evaluating the textbook unit after unit, chapter after chapter and task after task becomes an imperative. To complete this evaluation Cunningsworth (1995) poses the following questions:

- Are all the language skills emphasized on adequately?
- Does the textbook include materials that integrate language skills?
- Are reading passages and activities appropriate to the students' level and expectations?
- Is the number of reading materials adequate for students?
- Do the materials provide background information, questions, and activities in order to enhance students' comprehension?

In this view I would like to mention that like Breen and Candlin (1987) views which describe the contribution of ELT textbooks to the development of language for literacy, the answers to the above-mentioned Cunningsworth (1995) questions summarize the contribution of ELT

textbooks to the development of language use for literacy. McDonough and Shaw (2005) have also suggested another contribution of ELT textbooks as they think that language use is a sort of blended skills where everything depends on everything else. They suppose that ELT textbooks present skills to be practiced in a combined way and in an ongoing opportunity for students to practice language skills like in real life situation, speaking completed by listening and writing completed by reading (i.e. productive skills versus receptive skills). Razmlou (2007) reports that textbooks need to make communication the focus of language learning. In his opinion, textbooks must create opportunities for interaction and the negotiation of meaning through the use of information sharing, problem solving, and role-play activities. Textbooks should link the different skills of speaking, reading, listening, and writing, and ought to link the learning of grammar to communicative tasks.

ELT textbooks as educational materials for language learning must focus on the genuine use of language for communicative purposes in a variety of meaningful contexts. According to Gomez-Rodriguez (2010) three common types of English language namely mechanical practice, meaningful practice and communicative practice need to be evaluated and analyzed in order to understand the extent to which they contribute to the development of communicative competence and also to understand what communicative practice opportunities they offer to students besides methodological suggestions which are offered (Gomez-Rodriguez, 2010; Richards, 2006).

To succeed in evaluating the opportunities provided in the textbooks, on the one hand I take into account the Cunningsworth's and the McDonough and Shaw's textbook evaluation theories because they provide insights on how to seek and how to evaluate the ways different literacy and language use opportunities contained in the textbook enhance Congolese 6th form secondary school students' communicative competence (McDonough & Shaw, 2005; Cunningsworth, 1995). On the other hand, I consider the content analysis theory to evaluate the language proposed in the ELT textbook in use in the DRC to decide the extent to which it is suitable as real language use and to determine the extent to which they are appropriate and relevant to develop students' skills in terms of writing and reading (McGrath, 2013; Richards & Rodgers, 2002; Weber, 1990).

In light of these ideas, it is essential to determine whether the ELT textbook *GFE 1^{RE}* currently in use in 6th form secondary school EFL classes in the DRC, which appears to be the main instructional material used by teachers and students, truly help students to develop

communicative competence. In consideration of Cunningsworth (1984)'s belief that students particularly adults and teenagers need to feel that the textbooks from which they are learning have to be connected with the real world and at the same time they must be related positively to the aspects of their inner make up such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity. In keeping with this belief, in the following section I propose to review relevant theories of textbook evaluation, which have been proposed by experts of textbook evaluation and used successfully in other studies.

2.3 Textbook evaluation theories

Taking into account the role of the textbook in education, and in the present case the components of the textbook to evaluate, evaluation becomes a complex matter. I believe that there are not only many external variables which may affect the success or failure of a textbook but there are also the evaluator's decisions. Among those decisions I mention the selection of appropriate and informed theories as one of the major issues.

Textbook evaluation theories vary depending on circumstances. In their view McDonough and Shaw (2005) justify this diversity to the fact that there is not only one universal textbook for second language students. The second language textbooks vary and differ according to the curriculum objectives and interests. Therefore, this diversity of textbooks in SLA environment requires a diversity of theories and techniques for the evaluation and assessment for these important materials in teaching /learning field. I think this highlights why teachers, theorists and analysts such as McDonough and Shaw (2005), Tomlinson (2003), Rubdy (2003), Ellis (1997), Cunningsworth (1995), Rea-Dickins and Germaine (1994), Nunan (1989), Sheldon (1988), Williams (1983) have elaborated different theories in relation to textbooks evaluation. But I suppose that considered various aims and objective of textbook evaluation, all of these textbook evaluation theories do not handle the evaluation in the same way and they are not applied for the same purposes and in the same circumstances.

There is evidence of a positive relationship between textbook evaluation, teaching objectives and curriculum. For this reason, Williams (1983) believes that teachers and textbook evaluators need to equip themselves with competence in conducting textbook evaluation because each textbook has a very particular function to fulfill in the FL classroom. Therefore, each textbook theoretical framework is devised to provide answers to a specific category of criteria. It presents a set of criteria to be followed or to be adapted to the

circumstance of evaluation and to be observed and it also presents the way to apply these criteria. It belongs to the researcher's appreciation to select one or two frameworks she/he thinks relevant to accompany him/her in his/her/ evaluation process. Rubdy (2003) supports that evaluation is considered as "a matter of judging the fitness of something for a particular purpose which can be undertaken for a variety of purposes and carried out in a variety of ways" (p. 41). Tomlinson (2003) also explains that "Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgments about the effect of the materials on the people using them" (p. 15). In the scope of this study in sections 2.3.1; 2.3.2; 2.3.3; 2.3.4 and 2.3.5, I propose to review some theories that have addressed textbook evaluation issues.

2.3.1 Cunningsworth's textbook analysis theory

The skeleton of a textbook is generally constituted of three basic and related elements: the content/subject matter and explanations, the examples, and the exercises or the tasks. In this way evaluating a textbook implies the evaluation of these components. Cunningsworth (1995) proposes that to evaluate these basic constituents of a textbook it is very important to take into account the relative merits of pedagogical factors such as the suitability of each constituent for the age of the intended students, their cultural appropriateness, the teaching methodology they recommend, the type and number of exercises they contain, the availability of teacher's guide, the variety, the pace, and the personal involvement and then ask a series of questions about each of them. This Cunningsworth's consideration of textbook evaluation is applicable for both textbook selection (prior to its use) and for textbook appreciations according to its achievement while it is in use or after its use.

- ***Cunningsworth's textbook evaluation criteria***

Cunningsworth's textbook evaluation theory presents general criteria for textbook evaluation. It divides them into four different groups: criteria to evaluate linguistic content, criteria for selection and grading of language items, criteria for evaluation of presentation and the practice of new language items and finally criteria to evaluate the development of language and communicative skills (Cunningsworth, 1995).

The group of criteria evaluates whether the content of the textbook corresponds to students' needs and matches the aims and objectives of the language-learning programme. It also evaluates the aspect of linguistic form, the part of language systems and the type of English

that are to be taught. In brief the group of criteria “*linguistic content*” deals with linguistic form, language skills, type of communication, phonology, grammar, lexis, discourse and language style (Cunningsworth, 1995).

The second group of criteria evaluates whether the content of the textbook cares about the present and the future uses of language by students. It also evaluates whether the textbook content and other items which are closely associated to it take into account the idea of supporting what students need to learn. Textbooks should help students to use language effectively for their own purposes. Thus, they should also take into consideration the language beyond the classroom to equip the students with language they need for real communication in real life situations (Cunningsworth, 1995).

The third group of criteria evaluates theoretical and practical methodologies used in the textbook for pedagogic practice to satisfy students’ needs during their learning processes. In practice it evaluates the ways the content of the textbook is transmitted and acquired. Based on the belief that facilitating students’ learning can also be done through nurturing their motivation this group of criteria looks into a textbook to determine whether it has a series of tasks and topics as strong ingredients to foster students’ motivation (Cunningsworth, 1995).

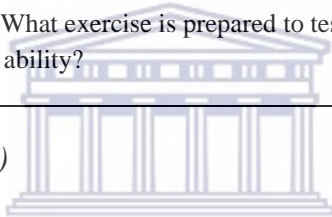
The last group of criteria evaluates the correspondence between the students’ levels and the types of tasks and activities in the textbook that contributes to the development of language use. This means, it evaluates a textbook to determine whether it is playing a linkage role between the target language and the student, whether it is providing teachable language models as well as exercises and tasks that support the students’ learning. In brief, this group of criteria evaluates a textbook to determine the marriage between a textbook and the students’ needs, and the degree to which that textbook helps students to practice the language effectively in order to promote their learning process, and whether the textbook offers supports for teaching and learning practice (Cunningsworth, 1995).

Table 2.1 : A summary of Cunningsworth's standards of textbook evaluation

General category	Detailed items
1. Linguistic content	<ul style="list-style-type: none"> - Which part of language systems is to be taught? (Linguistic form, language skills, type of communication) - What aspect of linguistic form is to be taught? (Phonology, Grammar, Lexis, Discourse) - Any special comments on propriety?

	- What type of English is being taught? (Dialects, Language style, Occupational scope, Language Medium)
2. Selection of linguistic items and Grading	- Which is adopted by the textbook, out of the structural syllabus and functional syllabus? - By which one of learner-centered approach and subject-centered approach is the sequence and selection of language contents decided?
3. Presentation of new linguistic item and Exercise	- How and to what extent is the new grammatical items presented? - Is the exercise for new grammatical items diverse, significant and proper to the given situation? - How are the new words presented? (in the vocabulary table, as visual materials, in main text and others) - How is the teaching of phoneme conducted?
4. Development of language skills and communication ability	- What is the practice skill for spontaneous speech? What is proportion of presentation-practice-spontaneous speech in the ex-exercise of speaking? - What are the levels of exercise for listening, reading and writing and what are the features? - What exercise is prepared to test integrated skill and communication ability?

Table adapted from Chang (1996)



- ***Principles of textbook analysis according to Cunningsworth's theory***

Each textbook has specific characteristics that need adapted and specific principles for its evaluation. In this perspective, theorists in the domain of foreign/second language textbooks evaluation have finalized standardized principles that can be adapted for textbook evaluation practice. These principles take into account the relevance, the specificity and the priority of each aspect they want to evaluate. But Cunningsworth (1984) has finalized particular principles, mainly focused on language textbook analysis.

In the first place he suggests that the evaluator needs to identify and put together the teaching objectives of the textbook he/she intends to evaluate before proceeding to its examination in regard of the identified objectives. If these objectives are to develop 'communication skill', the evaluator asks the questions to know whether the textbook focuses on the skills it claims to focus on. He/she looks into the textbook to confirm whether there are communicative activities that stimulate students to use the language for communicative purpose such as self-introduction, description of a place/person/thing, polite requests asking for help, directions,

addressing someone expression of likes and dislikes, apologizing and making an offer, related to the students' demand and interest. If the answers to the questions are positive, it means that the textbook appears to be coherent with the objectives of the course.

Then he notes that the evaluator needs to evaluate whether appropriate language teaching/learning methodologies are advised to overcome the linguistic difficulty that is inherent in language teaching/learning. Also, he/she needs to determine whether class activities and tasks designed for students give them opportunity to remain engaged. In that way the appropriateness of exercises is analyzed thoroughly in terms of language teaching/learning aptitude. After that identification, a textbook which satisfies students' own purpose can be selected. However, Cunningsworth (1984) mentions that the evaluator or textbook selector needs to bear in mind that each student is an independent constituent of a class group and he/she has individual needs as well as collective ones at the same time. Such needs concern both intellectual and sentimental aspects. As this cannot be predicted by the textbook, one of the roles of the teacher is to promote learning by joining the students' learning approaches to their expectations (Cunningsworth, 1984).

Again he mentions that students need limited and selected quantity of new knowledge at a time in order to learn efficiently a language. Then, the evaluator needs to determine whether the volume of subject which is applicable to be learned for one time identified as an item of learning is realizable, whether the learning unit imbricates with the real level of the student's knowledge and whether students likely enlarge their knowledge of the language when they fill their gap with a new unit of subject (Cunningsworth, 1984).

Lastly, he suggests that the evaluator needs to evaluate the complementarity of pedagogical documents to determine whether the textbook responds to the requirements of the programme, the curriculum and the language policy. The reason behind is that language curriculum and other official documents are the basic components in language teaching/learning. All of them should be put together with the same consideration (Cunningsworth, 1984).

Skierso (1991), Richards (2001a), Garinger (2002) also share Cunningsworth's fourth principle in the framework of textbook evaluation and selection. Garinger (2002) believes that before selecting a textbook, teachers, evaluators or educators should thoroughly analyze the language teaching curriculum. If the goals and curriculum of the programme are clear

and well defined, they may obviously appear corresponding with certain textbooks. He also finds credible to use the instructional section of the curriculum as the principal pedagogical recommendation because it can also orient to principles of evaluation process. The curriculum acts as a direction finder, which leads the evaluator on the right way and advises him/her to grasp the meaning of the significant principles of evaluation criteria.

In summing up this subsection, I agree with Richards (2001a) who comments that when the evaluation is focused on specific aim it makes the entire process of textbook evaluation simple and much realistic. Very often, the official curriculum defines specific aims of language learning. Associating textbook evaluation criteria and principles to the recommendations of the official curriculum fixes the rules and prevent from the problem of the list of criteria to be evaluated continuously becoming longer, making the whole evaluation process destroying itself, and making its end an enigma. This implies that when varied aims of a curriculum are turned into assorted evaluation criteria, a coherent evaluation framework can be accomplished and can assist to supervise the evaluation process, underlining significant fields, which requires special and appropriate interest.

2.3.2 McDonough and Shaw's textbook evaluation theory

McDonough and Shaw's (1993 & 2003) textbook evaluation theory mentions an evaluation model based on three stages: External evaluation or macro- evaluation, internal evaluation or micro-evaluation and the overall evaluation. This textbook evaluation theory is suitable both for evaluators who want to endorse a textbook, in predictive evaluation, as well as for those who want to find out the strong and the weak points in the existing textbooks in their working context, for a retrospective as well as for a post-use evaluation. I assume that as according to this theory the criteria for evaluation can be changed to fit different situation and teaching/learning contexts, it implies that evaluation is continuous and never static.

- ***McDonough and Shaw External evaluation process***

McDonough and Shaw external evaluation process also known as the macro-evaluation consists of presenting, a brief summary of the materials based on its external appearance. It resembles to the impressionistic method of evaluation when taking into account the way it evaluates the textbook. It does not need evaluative criteria. Instead, it consists of a scrutiny of the declarations made on the cover of the textbook to be evaluated, the introduction and

the table of contents. The table of contents is a bridge between the external claims made for the material by the author and what is actually presented inside the textbook itself. McDonough and Shaw external evaluation process evaluates what Cunningsworth (1984) has named ‘what the books say about themselves’.

External evaluation process looks at the declarations made by the author or the publisher but sometimes these declarations are quite strong and necessitate serious examination in order to decide whether they can be explained. From the cover of the material to evaluate and from its introduction the evaluator expects comments on these declarations. Specifically, they are on some or all of the following detailed items of macroscopic evaluation:

- The intended audience: Who the textbook is written for?
- The proficiency level: What level is the material suitable for?
- The context in which textbook is to be used: Is the textbook for teaching general students or for teaching English for Specific Purposes?
- How the language has been presented and organized into teachable units: Does the textbook fit into the educational programme in relation to time?
- The author’s views on language and methodology. Do the author's views on methodology and its relationship with the language, the learning process and the teacher have a great influence on the organization, the content and even the evaluation of a textbook?
- The place of the textbook in teaching: Is the textbook to be used as the main ‘core’ course or to be supplementary to it? This issue is important because non-native speaker teachers of language sometimes face some difficulties in using the textbook and a teacher’s guide would be of help to them.
- The availability of teacher’s guide: Is a teacher’s book in print and locally available? Teacher’s textbooks offer useful guides or hints to teachers in order to help them cope better with the teaching process.
- Vocabulary items: Is a vocabulary list/index included? In some context these vocabulary lists are useful for students. Here, I emphasize the fact that these vocabulary lists are useful for students especially for those who want to have out-of-class practice (McDonough & Shaw, 2003).

- Visual material: What visual material does the textbook contain and is it there for cosmetic value only or it is integrated into the text? Visual material contributes to the better understanding of the meaning in some reading passages.
- The layout of the textbook: Is the layout and presentation ordered or unorganized? A layout well organized helps students to focus on the content.
- Social consideration and human value: Is the textbook too culturally biased or specific? Does the textbook represent minority groups and/or women in negative way? Does it present a 'balanced' picture of a particular country/society? A culturally biased textbook demotivates teachers and students from using it. It constitutes a barrier to learning.
- The inclusion of audio/video material and resultant cost: Is it essential to possess this extra material in order to use the textbook successfully?
- The inclusion of tests: Would the inclusion of tests in the textbook be useful for students? (McDonough & Shaw, 1993, p. 68 - 74)

These standardized evaluative items constitute the macroscopic or the external evaluation process proposed by McDonough and Shaw (1993) and followers. Even though they sound outstanding, I suggest that the criteria to use in the external evaluation process should be the ones appropriate to a specific environment not all of them at once. Therefore, after going through this external evaluation, if the textbook or any other supplementary material proves to be appropriate, the evaluator can therefore progress with a more detailed evaluation. Ellis (1998) believes that the macro-evaluation would lead to the disapproval of manifestly unfit textbooks and the detection of possibly relevant ones.

- ***McDonough and Shaw Internal evaluation process***

The internal or the micro-evaluation process aims to analyze the extent to which the elements signaled during the external evaluation stage accord with the internal substance and the layout of the textbook as stated by the author/publisher. McDonough and Shaw (1993) claim that the external-evaluation should run before the internal evaluation which necessitates “an in-depth investigation into the materials” (p. 75). In order to carry out an acceptable internal evaluation, McDonough and Shaw (1993) strongly claim that at least two units or more units of the textbook must be analyzed to investigate the following factors:

- The presentation of the skills in the textbook.

- The grading and sequencing of the textbook.
- Where reading skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings ‘authentic’ or artificial?
- Do speaking materials incorporate what is known about the nature of real interaction or are dialogues artificial?
- The relationship of tests and exercises to students’ needs, and to what is taught by the textbook.
- The suitability of learning styles: Is the textbook suitable for different learning styles? Is there a claim and provision made for self-study and is that claim justified?
- The motivation of the material: Is the textbook sufficiently ‘transparent’ to motivate both students and teachers or it presents a student/teacher mismatch (motivates one and demotivates another)?

McDonough and Shaw (2003) explain that internal evaluation or the micro-evaluation process is designed to analyze the factors such as skill presentation, sequencing, and text appropriacy. It also evaluates the internal liability of the textbook, this means it looks at the theoretical hypothesis behind the textbook; the preconceived aims and the possibility of their achievement; the language selection rationale and grading; the design of activities and tasks. This process evaluates the coherence and coordination of the components of the textbook to find out the extent to which external claims made by the author/publisher correspond with the internal content (McDonough & Shaw, 1993, p. 75).

At this juncture I am inclined to believe that both external and internal evaluation processes underscore the necessity to define, select or develop criteria that best serve the purpose the evaluation focus on (McDonough & Shaw, 1993). However, to be complete these textbook evaluation theorists suggest an overall assessment for more convincing findings.

- ***McDonough and Shaw’s overall evaluation process***

As I have mentioned it above, in McDonough and Shaw (1993) words “there is a need to make an overall assessment of the material as to the suitability of the materials by considering the parameters, namely the usability factor, generalisability factor, adaptability factor and flexibility factor” (p. 75). After the preceding two evaluation processes McDonough and Shaw (1993) provide a third process they qualify themselves as ‘the final

step' and whose importance is similar to that of the two preceding ones. In this step, the evaluator finalizes his/her analysis and then decides on the textbook that suits best the course objectives and the needs of the students.

The overall evaluation process addresses the following parameters in order to assess the general suitability of the textbook:

- *The usability factor* which deals with the level of the integration of the textbook into a particular syllabus as core or supplementary material.
- *The generalizability factor* which refers to the extent to which one can make a wider use of the textbook to other similar contexts of use.
- *The adaptability factor* which answers the questions of students' needs of learning.
- *The flexibility factor* which determines the rigidity of the sequencing and grading of the content of the textbook (McDonough & Shaw, 1993, p. 78).

In a nutshell, the overall evaluation process examines the usability or the appropriateness of the textbook by looking at the main components to evaluate, the duration the textbook can be joined to a specific syllabus as core or additional resource; the generalizability factor so as to understand whether there is a limited use of core characteristics which make the materials to a great extent useful; the adaptability factor to decide whether some important elements can be added, extracted or used in different circumstances or adapted for local circumstances. Finally, it examines the flexibility factor so as to discover how rigid the sequencing and grading are and whether the materials can be entered at different points and used in different ways.

In summing up this subsection, I wish to maintain that the three-stage-evaluation model suggested by McDonough and Shaw (1993 & 2003) emphasizes the evaluation of all kind of written textbook for teaching with the aim of selecting and adapting before to be used in the classroom.

2.3.3 Littlejohn's textbook evaluation theory

Littlejohn's textbook evaluation theory employs criteria, such as appearance (quality of paper, binding, etc.) practical issues (pricing), organization, etc. to evaluate textbooks. But it does not discuss in detail the process of evaluation. The theory focuses rather on the content of the book and requirements for its users. It suggests evaluating the textbook on the basis of the following three basic questions representing three different levels of evaluation: (1) What is there? (2) What is required of users? and (3) What is implied? (Littlejohn, 2011)

The following Table 2.2 is the illustration of the above-mentioned questions of the evaluation process in this theory:

Table 2.2 : Three levels of textbook evaluation illustrated

Level	Focus of analysis	Examples of features to be considered
1.	What is there?	Publication date; intended users; type of material; classroom time required; intended context of use; physical aspects such as durability, components, use of colour; the way the material is divided up across components; how the student's book is organized, and how students and teachers are helped to find their way around.
2.	What is required of users?	Tasks: What the students have to do? Will their focus be on form, meaning or both? What cognitive operations will be required? What form of classroom organization will be involved (e.g. individual work, whole class)? What medium will be involved? Who will be the source of language or information?
3.	What is implied?	Selection and sequencing of content (syllabus) and tasks; distribution of information across teacher and student components; reconsideration of information collected at levels 1 and 2

(Source: Adapted from Littlejohn, 2011)

At this level, I suppose that it is easy to recognize that this three-level evaluation process evaluates the practical features on level 1, and the content on levels 2 and 3. The first level addresses issues of the physical properties of the textbook. These cover publication date, intended audience, physical aspects (number of pages, paper quality, illustrations and pictures, etc.). This level addresses issues similar to those ones addressed in Tomlinson's (2003). The second level focuses on the language learning activities and tasks in the textbook to envisage what teachers and students involved in using the textbooks need to do. This level

tries to enter superficially into the evaluation of what is supposed to be the most important aspect of textbooks. In light of this level, Littlejohn (2011) puts forward a series of questions intended to evaluate activities and tasks.

Table 2.3 : Questions for evaluation of tasks/activities

I.	What is the student expected to do? A. Turn-take B. Focus C. Mental operation
II.	Who with?
III.	With what content? A. Input to students Form Source Nature B. Output from students Form Source Nature

(Source: Littlejohn, 2011, p. 189)



The first question in the above Table 2.3 makes allusion to the role of students in the classroom, the focus of the activities and tasks (form, meaning or both) and the mental process, such as “repetition, deducing language rules or broader processes, such as hypothesizing, negotiating and so on” (Littlejohn, 2011, p. 190). The second question figures out types of student’s participation in the classroom (individual, pair or group work). The third and the last question tries to determine the “nature of content of the input and of the learner’s expected output” (Littlejohn, 2011, p. 190). For conformity with his theory, Littlejohn (2011) has elaborated a detailed sheet in which the above-mentioned questions and issues can be answered or evaluated through. The sheet helps to gathers specific information about the activities and tasks in the textbook.

Table 2.4: A schedule for evaluating tasks/activities

Task Analysis Sheet	Unit 1			Unit 2		
Task number:						
I. What are the students expected to do?						
TURN TAKE						
Initiate						
Scripted response						
Not required						
FOCUS						
Language system (rules or form)						
Meaning						
Meaning/ system/ form relationship						
MENTAL OPERATION						
Detailed according to what is found in the material						
II. Who with?						
Detailed according to what is found in the material						
III. With what content?						
A. INPUT TO LEARNERS						
Form						
Source						
Nature						
B. OUTPUT FROM LEARNERS						
Form						
Source						
Nature						

(Source: Littlejohn, 2011, p. 191)



The above Table 2.4 describes what needs to be evaluated to provide answers to the questions and issues in Table 2.3 in order to analyze activities and tasks in a textbook.

Lastly, the third level presents questions addressing the approach, philosophy and aims of the textbook. To sum up this subsection, I would like to point out that Littlejohn’s textbook evaluation theory presents levels of evaluation in descending order moving from the level with more objective criteria to the level with less objective criteria. This implies that the first level is the most objective while the third level is the least one.

2.3.4 Tomlinson’s textbook evaluation theory

Tomlinson’s evaluation theory suggests a three-stage process of evaluation: pre-use evaluation, whilst use evaluation and post-use evaluation. Table 2.5 below summarizes his approach to textbook evaluation.

Table 2.5 : Summary of Tomlinson’s textbook evaluation

Stage of evaluation	Examples of features to be considered
Pre-use	A quick look through a textbook (artwork, illustrations, appearance, content pages, etc.) to gain an impression of its potential value.
Whilst-use	Evaluate the following criteria <ul style="list-style-type: none"> - Clarity of instructions - Clarity of layout - Comprehensibility of texts - Credibility 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 - Impact of the material - Effectiveness in facilitating short-term
Post-use	Impact of the textbook on teachers, students and administrators

Adapted from Tomlinson’s (2003)

Tomlinson’s (2003) approach and criteria are described in further detail below:

- ***Pre-use evaluation***

It involves assessing the potential value of materials for their users, including a quick scan of a book’s physical appearance and content pages to get an impression of its potential value. In this stage of evaluation, it seems that he gives a very general purpose of evaluation without any specific criteria to look for, so the burden for interpretation is on the evaluator. However, he suggests that there should be more than two evaluators to evaluate a textbook independently and then average their conclusions for a more principled, rigorous, systematic and reliable evaluation (Tomlinson, 2003).

- *Whilst-use evaluation*

Whilst-use evaluation involves evaluating materials in use. This can be more reliable than pre-use evaluation, as it involves deeper evaluation of the content of materials and makes use of classroom observation and feedback from the users although, according to him, this stage includes controversial issues about what exactly can be measured. The evaluative criteria at this stage seem to be very general and some are not easy to measure allusion made credibility of tasks, achievement of performance objectives, motivating power of the materials, etc. However, Tomlinson (2003) suggests that these criteria “can be estimated during an open-ended, impressionistic observation of materials in use but greater reliability can be achieved by focusing on one criterion at a time” (p. 24). He warns that in case of textbook locally developed and using local contexts and situations, this may not work.

- *Post-use evaluation*

The post-use evaluation stage according to Tomlinson (2003) is probably the most valuable stage in the evaluation process because it involves measuring the effects of the textbook on users after it has been used. For most evaluators, the post-use evaluation process tends to seek answers to such questions as: What is the impact of the textbook on students? What is its impact on teachers? And what is its impact on administrators? Cunningsworth (1995) points out that post-use evaluation is useful in that it helps to decide whether to continue using a textbook or not in the future.

Tomlinson (2003) thinks that as students are the most important users of the textbook the language knowledge and skills they have acquired from a textbook-based teaching and learning need to be assessed by means of tests, interviews or questionnaires evaluated in order to determine:

- What they know which they did not know before the course. It is also important to recognize what they want and are expected to know but still not know after the course.
- What the textbook has prepared them for their examination and their post-course use of the target language.

- To what extent the textbook has helped them to build up their confidence, independent study ability and motivation (Tomlinson, 2003, p. 25).

Evaluating the impact of the textbook also involves considering the extent to which teachers feel happy with using the textbook.

To conclude this subsection, I assume that Tomlinson's textbook evaluation theory provides evaluators with general criteria for evaluating a textbook, but does not specify the details of each criterion or what to look for in order to measure each criterion. It provides an approach for overall evaluation but it does not indicate which criterion is more important and which is less. However, if this theory is used as a textbook evaluation framework and supplemented by more specific criteria and elements from other authors, it may contribute to a more comprehensive textbook evaluation for a particular context. In the following section, I propose to review some other theories which are similar to the ones presented above but developed in different contexts.

2.3.5 Other theories

After I have presented in detail four textbook evaluation theories in this subsection I would like to present and briefly expose some other textbook evaluation theories.

2.3.5.1 Skierso's textbook evaluation theory

Skierso textbook evaluation theory like Byrd's one also share similar features to Cunningsworth's textbook evaluation theory. It suggests the following criteria for textbook evaluation each with clear explanations:

- Bibliographical data which aim at obtaining the information about the author's qualification, the support for teaching and learning, the availability and cost of the textbook;
- Aims and goals which concern the students' needs, the syllabus requirements;
- Subject matter which is evaluated through the variety of text types, the content grading, the suitability of level, the cultural sensitivity and the cultural integration;

- Vocabulary and structures which deal with the appropriacy, accuracy, suitability and clarity of grammar and vocabulary;
- Exercises and activities which are assessed by the satisfaction of syllabus objectives, the development of study skills; and
- Layout and physical makeup which are related to the organization of artwork, the durability and the attractiveness of the textbook (Skierso, 1991, p. 77).

The theory also recognizes the importance of obtaining background information about the student, the teacher, the course and the objectives before developing evaluation criteria. At this point I affirm that Byrd's, Cunningsworth's and Skierso's textbook evaluation theory guidelines mention the teacher's manual as an important aspect to evaluate (Byrd, 2002; Cunningsworth, 1995; Skierso, 1991).

2.3.5.2 Ur textbook evaluation theory

Ur's textbook evaluation theory is similar to Cunningsworth's, Byrd's and Skierso's ones. The theory provides some general evaluation criteria, such as layout, prints, periodic review lesson and tests, supporting materials, illustrations, etc., alongside some very specific ones, such as the objective; the variety of interesting topics and tasks; clear instructions; sequencing and grading; vocabulary and grammar, etc. (Ur, 1996).

2.3.5.3 Byrd's textbook evaluation theory

Byrd's textbook evaluation theory has some common characteristics with Cunningsworth's one. This theory fixes up the sections to look at for a successful textbook evaluation, namely:

- Physical appearance: which implies textbook size, the durability of the material (papers) and the attractiveness of the cover page and other illustrations,
- Topics: which refer to their appropriateness to intended students' needs, their logical arrangement in the material, and their contemporariness
- Vocabulary: which concerns vocabulary load, grading and recycling,
- Linguistic structure: which means grammar load and distribution, sentence length, etc.,

- Exercises: this implies revision of vocabulary and grammar and of other meaningful communication exercises, etc.
- Illustrations: which deals with the clarity of pictures to help students understand the texts and their appropriateness to the situation they illustrate, and finally
- Teacher's manual: which engages the value and the relevancy of the methodological and theoretical guidelines it carries (Byrd, 2002).

The theory also underlines the need for the best relationship of functioning between the textbook and the curriculum, the teacher and the student. Besides, it insists on the fact that a good textbook should at least meet both teachers' and student' needs. As far as, scientific studies require the use of more than one theory for truthfulness of the findings, in the following section, I propose to discuss how the above-mentioned textbook evaluation theories help complete one another.

2.4 Complementarity of textbook evaluation theories and criteria for textbook evaluation

There are a variety of textbook evaluation theories and criteria discussed in the literature. I confirm that the list of theories discussed above is not exhaustive, however the criteria tend to be rather similar through different theories. The difference is that the authors of these theories name differently their criteria. I have also noticed that some theories such as the ones developed by Cunningsworth (1995), Byrd (2002), Skierso (1991) and Ur (1996) provide detailed criteria for evaluation, but they do not set up a clear framework for the whole process of evaluation, while other approaches, such as those ones proposed by Tomlinson (2003), Littlejohn (2011) and McDonough and Shaw (1998 & 2003) provide evaluators with a clear framework for the whole process and detailed criteria.

At this juncture I am aware that Cunningsworth (1995), McDonough and Shaw (1993 & 2003), Tomlinson (2003), Littlejohn (2011), Ur (1996), Skierso (1991) and Byrd (2002) in their respective textbook evaluation theories present different ways of evaluating textbooks. Other theorists not mentioned in the present study have also suggested their ways of evaluating textbooks. In general, all textbook evaluation theorists underscore the necessity to define, select or develop criteria that best serve the purpose the evaluation focus on (Breen & Candlin, 1987; Ellis, 1998; Grant, 1990; Hutchinson, 1987; McDonough & Shaw, 2003; Yumuk, 1998).

In common, a number of theorists have suggested either macro or a micro evaluation approach taking into account the purpose of the evaluation. According to them the external or macro evaluation examines the extent to which a set of materials encounters the requirements of a specific group of students, the curriculum, and the assessment, i.e. whether a set of materials is appropriate for a group of students. Cunningsworth (as cited in McDonough & Shaw, 1993), says that it is mainly based on “what the books say about themselves” (p. 67). It is conducted by surveying what has been claimed explicitly in the ‘blurb,’ or claims made on the cover of the teachers’/students’ book, in the introduction and by scrutinizing the table of contents (McDonough & Shaw, 1993).

The external evaluation (macro evaluation) elaborates a summary prior to the internal evaluation (micro evaluation). This kind of evaluation either support or denounce the author/publisher claims. However, the ‘external’ evaluation can be biased by the familiarity with the textbook to evaluate or by the evaluator prior experience and knowledge on it. This necessitates an in-depth analysis of the material combining the internal and the external evaluation into an overall evaluation (McDonough & Shaw, 1993). The above-stated view witnesses that each theory to textbook evaluation has its own strengths and weaknesses. In order to conduct an effective evaluation, evaluators need to apply evaluative criteria of their choice taking into account particular contextual circumstances of the evaluation they conduct. The most important consideration is that each evaluator should be aware of the purpose of his evaluation because there are many purposes for evaluating textbooks. More the evaluation purposes change, the most the criteria change. In my opinion, I believe that it is important to combine theories in order to counterbalance the weaknesses of one theory with the strengths of others. Therefore, any evaluator cannot make a right decision about the appropriateness or not of a textbook if all the necessary evaluation processes and criteria have not been applied.

For the purposes of this study, taking into consideration the priority, the nature of the problem, the rationale and the circumstance of evaluation, I have adopted the textbook evaluation theory provided by Cunningsworth (1984 & 1995) and the one by McDonough and Shaw (1993 & 2003) in order to have pertinent criteria to evaluate the textbook used for teaching English to 6th secondary school students in DRC. I highlight that the adoption of these theories is to undertake a detailed evaluation on all components and on specific items of the textbook. The theories also help to determine how exercises, tasks, skills, grammar, vocabulary and pronunciation cater for the syllabus and students’ needs. When I take into

consideration the respective processes as they are organized in these theories, I understand that textbook evaluation with these theories is conducted under two different but complementary levels. The first level is theoretical and descriptive based on internal and external evaluation criteria while the second level carries a more precise inspection into the textbook using the research instruments data. I wish the theories' procedural format and flexibility can allow me to fully evaluate the content of the textbook in use so as to propose in regard of the research questions understandable and informed answers likely capable of making great change in the Congolese ELT field.

By adopting Cunningsworth's and McDonough and Shaw's textbook evaluation theories to evaluate the appropriateness and efficacy of the ELT textbook's content in use in 6th form secondary school in DRC, I have considered Rubdy's (2003) point of view according to which a good evaluation framework helps match flexibility, adaptability, and relevance of a textbook with students and their changing needs. As far as the Cunningsworth's textbook evaluation theory proposes general criteria for textbook evaluation (Cunningsworth, 1984 & 1995), the McDonough and Shaw evaluation theory establishes the analysis category, classifies the analysis criteria into external and internal evaluation and suggests the way these evaluation should be performed (McDonough & Shaw, 1993 & 2003), I expect that these textbook evaluation theories are important and satisfactory to be used with the selected methods judged appropriate for the present study. While the Content analysis theory helps in how data gathered through interviews and transcribed as well as the content of the textbooks can be evaluated by using textual information in a standardized way that allows making inferences about the information. Therefore, the selected theories can evaluate textbooks on four main aspects which are: (1) internal content of the textbook, (2) aims and approaches, (3) supporting sources, and (4) physical appearance (Rea-Dickins & Germaine, 1994).

In conclusion to this subsection, I acknowledge that different theories to textbook evaluation have been developed in the available literature. In this section I have presented some of them and selected only two in order to conduct this study. Cunningsworth (1995) has suggested the importance to adopt a "leveled" approach in evaluation according to which the first level overview "impressionistic" evaluation and the second is an "in-depth" evaluation. The theory offers 8 criteria of evaluation which are evaluated through a series of questions seemingly designed for general non-context-specific evaluations. McDonough and Shaw (2003) demonstrate a comprehensive framework with an "external" and "internal" evaluation. Their

external evaluation evaluates the arrangement and appearance of the textbook and the author's statements. While their internal evaluation necessitates an in-depth analysis of at least one unit of the textbook to deliberate on components such as skill presentation, sequencing, and text appropriacy, etc. In the final analysis, internal and external evaluations are all advertising the weight of a mixture of impressionistic and in-depth evaluation of a textbook in order to help achieve a standing evaluation process.

In the doing of this research, it is very important to look and identify methods used in previous research studies in this field. It is also important to compare the results and findings in order to make necessary updates for future studies. Taking into consideration, the above-stated view, in the following section, I propose to review studies that have addressed textbook evaluation in ELT throughout the world, so as to deduce and establish their relevance to the present study.

2.5 Research Studies on ELT Textbook Evaluation and their relevance to the present study

During these last 15 years, researchers have conducted remarkable and consistent studies on the field of textbook evaluation. I have chosen the studies below because they are published in academic journals (Asian EFL, RELC, etc.), books, or as PhD/Masters theses. Litz (2005), Çakit (2006), Zohrabi, Sabouri and Behroozian (2012), Kazem and Fatemeh (2014), Nazeer, Kazim and Sarwat (2015) as well as Nguyen (2015) have conducted studies to provide a comprehensive assessment of the overall pedagogical value of the textbooks content. The researchers have been able to reveal not only some of the major strengths and weaknesses of the content of different textbooks but also their suitability in regard of the users and the teaching learning curriculum objectives.

2.5.1 Litz's study (2005)

Litz (2005) conducted a comprehensive study to evaluate a textbook entitled '*English Firsthand 2*' used to teach undergraduate science students (high beginner level) at the Sung Kyun Kwan University Science and Technology in Suwon, South Korea in 2000-2001 academic year. The study took into consideration both teachers' and students' views as users of the material.

By means of a checklist, Litz collected data from 8 teachers and 500 students who used the textbook that academic year (2000-2001). The checklist was designed to evaluate the overall pedagogical value and suitability of the textbook for the language program, including “the practical considerations (price, accessories, methodology, etc.), layout and design, range and balance of activities, skills appropriateness and integration, social and cultural considerations, subject content, and language types represented in the textbook” (Litz, 2005, p. 11). In addition to the checklist, he also conducted a student needs analysis by a questionnaire, alongside the textbook evaluation.

The study discovered that physically the textbook was appealing. It was clearly and logically organized to reflect a topic-based structural-functional syllabus which facilitates communicative competence. It was a multi-skills focus textbook, which integrates the four language skills without neglecting the development of other language elements such as vocabulary and grammar. Activities and tasks in the textbook were found to be communicative, including both “controlled practice with language skills as well as creative, personal, and free responses on the part of the students” (Litz, 2005, p. 33).

The shortcomings were said to be: repetition of activities, lack of encouragement of meaningful practice, and lack of realistic discourse, etc. The study concluded with recommendations for supplementing, modifying and adapting problematic aspects. In addition, consciousness-raising activities, genuine negotiation of meaning tasks, and cooperative learning strategies were suggested by the author.

Litz’s study provides detailed information about the textbook, from its physical appearance to its detailed structure and activities within lessons. It analyzed language elements, such as vocabulary and grammar, and the development of the four language skills presented in the textbook. However, the use of checklist only to collect data in this study does not make it persuasive enough, as checklists have their own weaknesses.

2.5.2 Çakıt’s study (2006)

Çakıt (2006) conducted a study to assess the effectiveness of an intermediate textbook entitled “*New Bridge to Success 3*”. The Turkish Ministry of National Education prepared this textbook as an instructional material for the ninth grade high school students from the perspectives of the teachers and students.

The study uses the macro evaluation on the basis of eleven criteria. Çakit collected both quantitative and qualitative data through questionnaires administered to 336 students and interviews with eight teachers. Frequencies, percentages, means and standard deviations were calculated for each item to describe the overall picture of how the students rated the textbook in terms of ten criteria. Data collected through interviews were transcribed, content analyzed and grouped according to 11 criteria used in this study for the evaluation of the “*New Bridge to Success 3*” textbook.

The results revealed that both teachers and students felt negative about the most of the characteristics of the textbook. It was found that the reading passages needed to be simplified in terms of both vocabulary load and structures. Majority of the students and all the teachers mentioned that the level of the textbook was not appropriate for the ninth grade high school age group. It also indicated that the materials failed to consider learning style preferences of the visual, auditory, and kinaesthetic learner. On the other hand, one of the strengths of the textbook was the artwork’s being up-to date and helpful for the students to understand the lesson.

2.5.3 Zohrabi, Sabouri and Behroozian’s study (2012)

Zohrabi, Sabouri and Behroozian (2012) conducted a study to evaluate “*English book 1*” an ELT textbook used to teach English to first grade Iranian high school students. To evaluate the weaknesses and strengths of this ELT textbook, the authors used 13 criteria selected from various checklists. The study was carried out at four schools of Tabriz in Iran.

The participants to the study were 126 female and male language students. The data were collected through a questionnaire with 34 close-ended questions related to the seven sections of the textbook including the layout or physical make-up, vocabulary, topics and content, grammar points and exercises, language skills, pronunciation practice, language function, and social and cultural activities. Quantitative data were analyzed via SPSS. Meanwhile, qualitative data which were obtained through interviews with teachers and students were analyzed interpretatively.

The results clarified that even though the textbook has some strength it cannot meet the Iranian students’ and teachers’ needs because of some weaknesses. In fact, the textbook’s physical appearance and its related features such as the thickness, good binding and fastening, fair size, and its font size and type are attractive. But there are no complementary

means such as visual aids, CDs, and workbook. It is believed that this textbook should be supported by pronunciation and listening activities. Generally, the arrangement of the textbook makes it seem uninteresting. It does not have real pictures and explanations, especially the ones likely capable of helping students understand the texts.

In short these results indicate that the *English book 1* is grammar-based. As a recommendation the study invites the writers of the textbook to modify their book by inserting in and employing more communicative tasks in order to motivate both teachers and students.

2.5.4 Aftab, Sheikh, and William's study (2014)

Aftab, Sheikh, and William (2014) investigated how textbooks influence learning experiences and the study aimed at highlighting the pedagogical implications of the incorporation of materials as the backbone of language-teaching programme. It analyzed and evaluated a compulsory and prescribed English textbook for intermediate classes in Pakistan entitled "*Prose and Heroes*", and explored the degree it benefited and challenged both the students and the teachers. The research project utilized both the teacher's and the student's perspectives and was based on Dubin and Olshtain (1986) textbook evaluation model.

The main purpose of this study was to arrive at conclusions that would contribute to the improvement of the English language programmes in Pakistani colleges.

The study was exploratory and descriptive in nature. The researcher used mixed methods approach since both quantitative and qualitative paradigms were used to support each other. The quantitative approach provided a quick and effective assessment of the students' beliefs and opinions regarding learning English and the relevant textbook. The qualitative data highlighted an in-depth picture of the issues being explored. The Dubin and Olshtain model of materials evaluation was adopted since it was deemed to be the most appropriate tool keeping in mind the context of second language materials scenario in Pakistani colleges. The selected framework was broad and focused and could provide opportunities for utilizing qualitative and quantitative tools to elicit comprehensive and significant findings.

Aftab, Sheikh, and William's study (2014) utilized triangulation of methodology and data. Thus, the findings were elicited from three different perspectives (that of the researchers, as well as that of the relevant students and the teachers) and the conclusions were similar. The

textbook fails to meet the objectives as specified in the preface and is incompatible with the target students' interests and needs (namely that of promoting fluency and enhancing language skills). The evaluation highlighted a diverse set of shortcomings which need urgent focus and subsequent remedies in order to improve the English language skills of the students. It is essential to design a new textbook which utilizes updated material that are of interest and value to a variety of students.

The results of this study show that the *“Prose and Heroes”* textbook does not cater to the needs of the students. The data also implied that more attention needs to be given to the English language textbooks being utilized in language programmes.

2.5.5 Kazem and Fatemeh's study (2014)

Kazem and Fatemeh (2014) evaluate the *“English for the Students of Dentistry”* (ESD) textbook. Their study used two evaluation models to carry out the research: the McDonough and Shaw model and the ACTEFL textbook evaluation model. They preferred the first model because of its ability to conduct external and internal evaluation and the second because of its adaptability to use the evaluation checklist to evaluate the textbook appropriacy for the target situation.

In the external and internal evaluation stage, they have scanned the textbook, to obtain the general idea regarding the material in order to decide whether the materials conform to the teachers' and students' expectations. Then, from the external and internal evaluation models they have progressed to the next stage, which consists of an in-depth analysis of the materials. The ACTEFL evaluation checklist has helped to evaluate the textbook appropriacy for the target situation. They have chosen these models because they appear to be the most appropriate, time-saving, economical and applicable methods of evaluation for their situation.

As results, the external and internal evaluation of ESD revealed that the textbook cannot be used as the core material in its present format and state. Also, based on standards of the ACTEFL Evaluation Checklist, the textbook scored 33 out of 100 points indicating that it does not observe the features of an acceptable material for the target situation.

Kazem and Fatemeh (2014) have discussed in details the weak and strong points of the textbook. Some useful recommendations have been suggested for adapting and improving this textbook so as to meet the required criteria.

2.5.6 Nazeer, Kazim and Sarwat's study (2015)

Nazeer, Kazim and Sarwat (2015) conducted a study to evaluate textbooks of secondary level, class 6th and 7th in Pakistan Public school, to find strengths and weaknesses in them.

The research was both quantitative and qualitative in its nature. To evaluate a textbook the study used interviews with the participants and an evaluation checklist by Mukundan, Nimehchisalem and Hajimohammadi (2011a) which in reality is a review, a synthesis and an adaptation of elements previously used in different evaluation questions and evaluation checklists by scholars such as Tok (2010), Alamri (2008), Ansary and Babaii (2002), Garinger (2002), Harmer (1998), Chambers (1997), Cunningsworth (1984 & 1995), Sheldon (1988), Breen and Candlin (1987) as well as Williams (1981 & 1983).

In the evaluation process of the two textbooks, two different types of methods conducted the study to find out results. The first method was to analyze the textbooks from the quantitative aspects. To give the frequency and percentages of activities and exercises and to interpret various skills presented in both textbooks. The second method used the checklist as a tool of evaluation. From the checklist perspective, the Nazeer, Kazim and Sarwat (2015)'s study aimed to interpret qualitative results.

The study has important implications for teachers and students. The results showed that the textbooks suffer from inadequacies in different and essential characteristics and also in fundamental skills. Consequently, these textbooks need to be revised and improved.

2.5.7 Nguyen's study (2015)

Nguyen (2015) evaluates "*English 6*" an official textbook used for grade 6 students in all secondary schools all over Vietnam, in the teaching and learning context of the Mekong Delta. He conducted the research in two different but complementary stages: theoretical evaluation and empirical evaluation. The theoretical evaluation took into consideration the researcher's experience, his expertise, and the literature on textbook evaluation. The empirical evaluation took into consideration data collected from 22 teachers and 313 students at 8 different secondary schools in four different provinces in the Mekong Delta in the form of questionnaires, semi-structured interviews, documents and classroom observation.

The study aimed at finding out the textbook users' views, the textbook impact on users and the users' recommendations for improvement.

The results of the evaluation show that: (1) the textbook suits the teaching and learning context and culture, (2) it gives much help to both teachers and students, and (3) it receives positive responses from teachers and students. Beside these merits, the textbook needs to be improved with:

- More and varied types of activities, this means that the activities and more especially those ones which help students to practice the use of the target language communicatively should be added to the textbook content.
- Free practice activities which should come after the controlled activities in order to help students practice speaking and writing creatively.
- Language material from different resources such as picture stories, comic strips, etc.
- The supporting resources which need to be more available and useful, both in terms of physical appearance and quality.

Table 2.6 : Summary of previous relevant research studies on ELT textbooks evaluation

Order	Study	Type of evaluation	Participants involved in the study	Data collection instruments
1.	Litz (2005)	Overall	Teachers and students	Checklist and questionnaire
2.	Çakit (2006)	Macro evaluation	Teachers and students	Questionnaires and interview
3.	Zohrabi et al., (2012)	Overall	Students	Questionnaires and interview
4.	Aftab et al., (2014)	Overall	Teachers and students	Document analysis, questionnaire and interview
5.	Kazem and Fatemeh (2014)	Overall	Teachers	Checklist and document analysis
6.	Nazeer et al., (2015)	Overall	Teachers and students	Checklist and interview
7.	Nguyen (2015)	Overall	Teachers and students	Questionnaire and interview

Textbook evaluation studies have been found important in teaching learning field in general on their capacity to examine textbooks and decide the extent to which they are appropriate or not to a given learning situation and context.

All the above-cited studies on ELT textbook evaluation assume particular importance in the scope of this study. They provide insights on which the checklist and or the questionnaire can be used in association with the interviews to evaluate the content and the quality of a textbook. From the methodological perspective, these studies provide guidance on how to conduct a textbook evaluation by designing appropriate frameworks that are capable to facilitate the collection and the analysis of intended data and to make informed conclusions about the materials.

At this juncture, I observe that all these studies have been conducted in different parts of the world. Most of them have used overall evaluation approaches or checklists, as suggested by Mukundan, Nimehchisalem and Hajimohammadi (2011b), Garinger (2002); Harmer (1998); Chambers (1997); McDonough and Shaw (1995 & 2005); Cunningsworth (1984 & 1995) and others. For more insights they have also added data from interviews and document analysis. I also believe that these studies testify an increasing interest in textbook evaluation in recent decades which implies useful contributions to the improvement of English language teaching and learning in general and to ELT materials design and evaluation in particular.

The selected studies make a picture of evaluative approaches to textbook evaluation designed in the present study. Most are evaluations based on data collected from the primary users of the textbooks I mean teachers and students. Almost all of the present studies evaluated the textbooks not only theoretically from their own perspective but also practically in respect of their physical appearance, practical considerations and detailed contents (topics, layout, organization, activities and tasks, etc.) by adapting the evaluation criteria available in the literature to their own context. In addition, some like Litz (2005) have even conducted a student needs analysis through a questionnaire, to determine the degree to which the textbook met the students' needs.

Çakit's study (2006) is useful to the present study in that it provides insights on how data collected through interviews can be content analyzed and grouped according to criteria of evaluation.

Zohrabi, Sabouri and Behroozian's study (2012) is useful in that it provides insights on how quantitative data can be analyzed via SPSS. Meanwhile, qualitative data obtained through interviews can be analyzed interpretatively.

Aftab, Sheikh and William's study (2014) deserves a particular importance in the scope of this research in that it provides insights on how informed findings from different perspectives can be elicited by means of triangulation and also it gives insights on how the checklist can be used with the content analysis to the content of a textbook.

Kazem and Fatemeh's study (2014) and Nazeer, Kazim and Sarwat's study (2015) are appropriate to the present study in that they have provided insights on how some extra features of different checklists can be merged to generate an adapted checklist for the study as there is no omnipotent checklist available for all studies.

Nguyen's study (2015) is relevant to the present study in that it provides insights on how theoretical evaluation can be conducted on the basis of the researcher's experience, his/her expertise, and the literature on textbook evaluation in general.

To conclude this section, I highlight that the selected studies on textbook evaluation have demonstrated how the content of the textbook can be evaluated by using a checklist in association with interviews and/ or content analysis. All of them adapted to the context of the study as textbook evaluation cannot involve a universal touchstone, because each learning situation is unique and different from others (McDonough & Shaw, 2003). This implies that a combination of methods, techniques and instruments remains a good way of evaluating adequately a textbook.

2.6 Summary of the chapter

In this chapter apart from the introduction and the conclusion sections, there are four different sections or points. The first section (2.2) relates to the textbook. It develops the following subsections: the definition of the textbook, the role, advantage and disadvantage of ELT textbooks for SLA classroom use and finally how an ELT textbook can be evaluated. In brief this section defines and presents different textbook's constituents. It presents pedagogical consideration of textbooks and it also discusses why and how textbooks can be evaluated to determine whether they fulfill their primary roles. The second section (2.3) relates to textbook evaluation theories. The section presents seven different ELT theories developed by

some of well-known textbook evaluation theorists, namely: Cunningsworth (1984 & 1995), McDonough and Shaw (1993 & 2003), Littlejohn (2011), Tomlinson (2003), Skierso (1991), Ur (1996) and Byrd (2002). The section explains the ways each theory addresses evaluation and what are its strengths and weaknesses. The third section (2.4) presents a summary of ELT textbook evaluation theories discussed in previous section. This summary of theories helped me to decide about which theories to select in the case of the present study. The fourth section (2.5) presents different ELT textbooks evaluation studies conducted in different parts of the world. This section helped me understand how different theories and instruments are used to conduct studies and to collect data. It also gives insights on how a research can use two or three evaluation theories in an evaluation process and make it of acceptable quality.

In order to answer the research questions of the present study, I need to lay out an appropriate design that takes into account the study objectives, questions, scope and framework and elaborate on its strengths. I propose to address this issue in the next chapter entitled *Research Design and Methodology*.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, I propose to lay out the design and methodology I have employed in my study. Before I present this description, I first start by introducing the research questions and justifying each of them. Then after, I describe the research design and the research methods I have chosen and put into practice to conduct this study. Following this, I present and describe the research site, the research population as well as the sample methods. Next, I describe in detail the data collection instruments and data collection procedures before going on to describing the methods I have used to analyze the collected data. Finally, I present and describe the ethical considerations I have observed throughout this research process. In sum, this chapter addresses all the issues that pertain to the overall design of the study. In the following first section, I state the research aims of my study.

3.2 Statement of the research questions

In my previous chapter, I had voiced my intent to conduct the present study on the basis of both Cunningsworth and McDonough and Shaw textbook evaluation theories. These theories propose that evaluating a textbook is to examine its content/ subject matter and explanations, the language skills and sub-skills, the examples and the exercises or the tasks in order to determine their appropriateness, relevance, and efficacy. In view of this conceptualization, textbook evaluation is valid if its findings can be interpreted as evidence of the evaluator's abilities to determine weaknesses and strengths of the textbook and to propose solutions in order to make it a pedagogical instrument of good quality for educational practices in ELT classrooms. In conformity with this view, I assume that the present study provides indications of the textbook's interaction with students through tasks and activities. It determines whether this interaction develops students' language use and literacy. It also provides informed insights on the impact of the textbook on the students using it. Finally, it determines the contribution of activities and tasks based on language skills and sub-skills to language use and literacy development.

In light of the above-discussed issues, the framework I have proposed in literature review theorizes the evaluation of textbooks' appropriateness, relevance and efficacy. In this way, I

have set up the approach to approve or disapprove as verifiably as possible in regard to what the true value of contribution is to students' development of language use and literacy by the ELT textbook in use in 6th form secondary school in DRC.

Taking into account the above-mentioned consideration, the purpose of this study is to address the following main research question (MRQ):

“What should an ELT textbook for Second Language Acquisition (SLA) have as its content in order for it to be considered relevant and efficient to students in terms of language use for literacy?”

In my endeavor to provide a coherent and cogent response to this question, I have decided to break up the MRQ into the following sub research questions (SRQ).

- a. How relevant and efficient should be the content of the ELT textbook designed for Congolese 6th form secondary school students?
- b. What are the opportunities that the ELT textbook designed for Congolese 6th form secondary school students present in order for them to develop their language use for literacy?
- c. To what extent do the 6th form ELT textbooks in use in the DRC contribute to enhance Congolese secondary school students' language use for literacy (reading and writing)?

The answers to the above-stated SRQs aim to label and list the content of the ELT textbook in use in 6th form secondary school in DRC so as to deduce and derive main insights for the determination or not of its appropriateness and relevance in terms of its contribution to language use and literacy. By the same token my handling of the SRQs can help answer my MRQ.

The first SRQ aims to determine how relevant and efficient is the content of *GFE I^{RE}* the ELT textbook designed for Congolese 6th form secondary school students and to evaluate the extent to which this content potentially influences Congolese 6th form students in terms of the development of their language use and literacy. When referring to relevancy and efficiency of the content, I have in mind the appropriateness of different language functions the textbook presents to the students to practice language use and literacy skills. This relevancy and efficiency of the content implies evaluating the extent to which the textbook contains real and rich activities and tasks that promote students' engagement and interest in learning

English in general and in promoting the teaching / learning of reading and writing in particular.

The second SRQ aims to present evidence indicating the different types of opportunities *GFE I^{RE}* provides in order for Congolese 6th form secondary school students to develop their language use and literacy skills. This means that, the second SRQ aims at investigating into the learning activities and tasks contained in the ELT textbook in general and more particularly in different reading and writing activities and tasks in order to determine the extent to which they are appropriate and how they help Congolese 6th form secondary school students to develop language use and literacy.

The third and last SRQ aims to examine different ways *GFE I^{RE}* contributes to enhance Congolese 6th form secondary school students' language use and literacy skills (reading and writing). This examination will help determine the extent to which the ELT textbook content in general and reading and writing activities and tasks in particular enhance students' abilities to develop language use for literacy.

The evaluation process I have adopted to address these research questions is twofold: theoretical evaluation and empirical evaluation. For the former evaluation process, I have mainly used my informed understanding and experience with reference to the literature in regard to the impressionistic and the in-depth evaluation of the ELT textbook. For the later evaluation process, I have used and processed the data collected by means of textbook evaluation checklists and semi-structured interviews.

In the following section, I propose to describe the research design I have used to conduct this study.

3.3 Research Design

As far as designing a research helps the researcher to familiarize himself/ herself with research methods, it is often hard to think about how to conduct a research without practical conception. In keeping with this conception, I believe that, researchers must have a clear understanding of what they want to approach so as to be able to follow the right path of investigation. This means that if one has not clearly understood the study he is conducting, it becomes more difficult for him/ her to carry it out. Thus, designing a research provides a description and a sense of what to do and how to do that. It helps make an operating

framework for conducting research (Vogt, 1999; Gay & Airasian, 2000; Babbie, 2004; Terre Blanche, Durrheim & Painter, 2006; Griffiee, 2012).

In light of the above-mentioned view, I am convinced that a research design is a mechanism that permits the researcher to provide acceptable and informed answers to the research questions on the basis of the availability, the feasibility and the success of methods, data sources and data generation related to the study and its background to literature and selected theories of research (Mason, 2002).

According to Burns and Grove (1997) “the designation of a study is the end result of a series of decisions made by the researcher concerning how the study will be conducted” (p. 225). Therefore, in my attempt to find out the extent to which the content of *GFE I^{RE}* is appropriate, relevant and efficient in terms of its support to language use for literacy development in SLA, I have decided to conduct the present study as one that is descriptive, exploratory and interpretive in nature. The descriptive research design is meant to help the researcher provide answers to the questions such as who, what, when, where, and how that are associated with a particular research problem. Meanwhile exploratory designs are often employed to establish a comprehension of how best to conduct a study, what methodology would be effective to use to gather adequate information about the issue (University of Southern California Libraries, 2016; van Wyk, 2012).

The rationale behind the use of descriptive exploratory design in my study is meant to explore and interpret the data in detail. It also helps me to shape up a tailored evaluation scheme, which reflects the complexity of the phenomenon under study. In other words, this design is closely associated with the theoretical framework I have designed to inform and guide this study. It gives me the opportunity to interact with the participants via interviews in addition to the checklists so as to provide informed answer the research question. I think this blueprint will help me conduct this research effectively and determine whether the ELT textbook under investigation is appropriate and efficient to enhance 6th form secondary school students’ language use and literacy.

Theoretically, this research design that I have chosen concurs with the objectives of this research study and I am inclined to believe that it is capable of adequately addressing the stated research question. In the following section I propose to discuss the research methods which, I believe are consistent and commensurate with the above-stated research design.

3.4 Research Methods

“Research methods” is an umbrella term which refers to all those methods and techniques used for conducting a research study. In this section, I discuss research methods that I have used in conducting the present study.

To comply with the requirements of the present study, I have considered the elucidation of the research scope suggested by Dornyei (2007), Greene (2007), Smith (2006), Creswell (2003), Creswell (2002), Patton (2002) and Creswell (1994) which mentions that a research can use different methods in what they call ‘*mixed methods approach*’. I have decided to use mixed methods because both quantitative and qualitative methods are essential. McMillan and Schumacher (2006); Polit and Hungler (1999) think that descriptive design is not a perfect definition of either quantitative or qualitative research methodologies; but that its function is to help the researcher collect the data that enable him / her to provide a definitive and acceptable answer to the MRQ of his / her research study. This research design allows the use of intensive research structures of quantitative studies and the fluid strategies and procedures of the qualitative studies within the same study. I have used the mixed methods in this study to integrate the two fundamental ways of thinking about social phenomena. Even though, I have used the mixed methods approach in my present study, it remains mainly a qualitative study. An important consideration is that the use of mixed methods “provides a rationale for hypotheses / theories / guiding assumptions to compete and provide alternatives” (Niaz, 2008, p. 64). In light of this, I have planned to collect more information about the ELT textbook in use in DRC for teaching English in the 6th form secondary school.

I can justify the choice of this approach by taking into account the view of Johnson and Onwuegbuzie (2004) who assume that

[Mixed methods approach] is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research (p. 18).

Some other methodologists also encourage the use of mixed methods. Tashakkori and Creswell (2007) believe that this approach helps the researcher to collect and analyze both qualitative and quantitative data, to put the findings together and to draw conclusions in one

single study format. Dornyei (2007) too assumes that “Words can be used to add meaning to numbers and numbers can be used to add precision to words” (p. 45). In a more methodological conception, Ivankova, Creswell and Stick (2006) explain that “quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants’ views in more depth” (p. 5).

According to Bergman (2008), using a mixed method approach with its different data collection strategies, determined either by qualitative or quantitative research criteria, can have the following advantages:

- It provides *corroboration*: Using qualitative and quantitative research together validates results by providing greater validity.
- It can *offset* disadvantages: A study is able to take advantage of the strengths found in the two disjoint inquiries by offsetting any of the disadvantages found in either of the two.
- It is *comprehensive*: The researcher is able to give a more comprehensive description of the field of investigation by using both qualitative and quantitative methods.
- It allows for *instrument development*: Conception of a more clear and structured scale items from a qualitative exploration of the investigation area.
- It enhances *credibility*: Using both qualitative and quantitative research techniques improves the wholeness of findings.
- It allows *discovery and confirmation*: This means that using qualitative research to generate objectives and thereafter employing quantitative methods to confirm hypotheses (p. 91).

The above-stated reasons and advantages signpost the centrality and the necessity for the use of both qualitative and quantitative components of data in a research study. Relying on this and considering the nature of my current study, the quantity and quality of data I needed to evaluate the ELT textbook in use in 6th form secondary school in DRC, I think the mixed

methods seemed to be the most appropriate research method to conduct my study. The qualitative exploration of the process and quantitative measurement of the outcomes in a concurrent triangulation design would provide a more complete picture of the phenomenon under study. Creswell (2003) believes that concurrent data analysis “can result in well-validated and substantial findings” (p. 217).

The exploratory dimension of the present study provides an in-depth qualitative and quantitative evaluation of the document, while the descriptive one examines quantitatively and statistically the characteristics of the evaluative criteria. With this approach I have quantified qualitative data for integration with quantitative data to “answer research questions [...] addressing relationships between independent (or explanatory or predictor) variable(s) and dependent (or response or outcome) variables” (Sandelowski, Voils & Knafl, 2009, p. 211).

In the following section I describe the qualitative exploration of the data by presenting the plan for its use, its primary expectation as well as its significance to the present study.

3.4.1 Qualitative exploration of data

The qualitative exploration in the present study is one of the different uses of qualitative methods approach. I have used this process to collect in-depth data for an informed evaluation of the 6th form secondary school ELT textbook in use in DRC so as to propose recommendations for its improvement. Creswell (2007) argues that qualitative data collection intends to build an extensive comprehension of the problem under investigation, by providing a general picture of the problem, analyzing data through words, reporting detailed opinions of participants, and conducting the study in a natural setting where the problem is experienced. Therefore, in consideration of qualitative exploration of data I have attempted to interpret the phenomenon under investigation on the basis of perceptions participants have brought to me (Denzin & Lincoln, 2000; Creswell, 2007). I have collected these qualitative data through interviews and I have also scrutinized the ELT textbook under investigation page by page to understand what it says about itself and discover what it really contains.

In order to be able to explore both the interviews and the ELT textbook in this study, I have preferred to use one of the 15 methods of qualitative exploration of data proposed by Strauss (2015), which is Content Analysis. I have found it appropriate to this study because it provides me with opportunities to explore in-depth the data obtained through interviews and

to analyze theoretically the content of the ELT textbook as I have stated in my literature review chapter. Content analysis has played a significant role in analyzing and interpreting both qualitative and quantitative data. It is a data analysis technique within a rule guided research process which is bound to common qualitative and quantitative data. It is a distilling procedure of differently scrutinizing data either qualitatively or quantitatively or again by using mixed methods which also supports that from its procedures (Neuendorf, 2002). I have used this method for its objectivity-intersubjectivity, reliability, validity, generalizability and replicability.

In light of the above-mentioned points of view, I believe that with content analysis the qualitative design guides the quantitative design and the quantitative design feedbacks into the qualitative design redundantly (Dornyei, 2007). The use of quantitative designs alone could not guarantee the in-depth analysis of the data collected. Through content analysis, I have used qualitative exploration of data to conduct an advanced evaluation of *GFE I^{RE}* the ELT textbook in use in 6th form secondary school in DRC.

In the following section I propose to address the issues underlying the quantitative measurement of data.

3.4.2 Quantitative measurement of data

The quantitative measurement of data that I have used in the present study deals with the statistical analysis and numerical interpretation of data to provide understandable quantitative information as suggested by Babbie (2011). This research measurement of data based on quantitative method is important to this study because it has helped me to summarize large amounts of data and reach generalizations, based on informed statistics. It requires evaluating objectively the data which consist of numbers and trying to prevent bias from my own point of view. As a rule, the quantitative measurement extracts its data from quantitative data collection tools. In conformity with the above-mentioned perception, I have for the present study designed and used Likert scale checklists (Mukundan, Nimehchisalem & Hajimohammadi, 2011b; Sullivan & Artino, 2013) to evaluate the ELT textbook in use in 6th form secondary school in DRC.

Since a quantitative measurement of data requires statistical procedures, I have used the descriptive factor and the Cronbach alpha coefficient. Jaggi, (2003) thinks that “Descriptive statistics gives numerical and graphic procedures to summarize a collection of data in a clear

and understandable way” (p. 1). To ensure construct validity, I have calculated the Cronbach alpha coefficient to determine the internal reliability or intercorrelation of the grouped variables measuring a specific category in each construct of different subsections of the Likert scale checklists. This measurement is one of the two significant steps I have made to collect accurate data to explain the phenomenon under investigation.

In keeping with the above-mentioned research methods, in the following section, I present and define the site where I have collected data for the present study.

3.5 Research site

The DRC is a very vast country in Africa and in the world. Its landmass of 2,345,000 square kilometres makes it the second largest country in Africa after Algeria and the 11th in the world. It is also one of the most populated Sub-Saharan countries after Nigeria and Ethiopia with a population over 80 million people estimated in 2018 (Source: www.Worldometers.info). Virtually, it is impossible to carry out a survey reliably in such a vast and populated country unless all the teachers of the country and a consequential budget are accounted for.

For reasons of procedural feasibility, I have decided to restrict the present study to Kinshasa the capital city of DRC. According to United Nations Statistics Division, Kinshasa has about 11,587,000 inhabitants (World Statistics Pocketbook, 2017). The rationale behind this decision is that apart from being a cosmopolitan environment, Kinshasa is the microcosm of the Congolese society and administratively and economically it occupies a strategic position in DRC. It reflects the reality of all the country’s social classes. In Kinshasa, I had the possibility to meet almost all the categories of participants (teachers and students, the consumers of ELT textbook) I needed for this study. It encompasses a diversity of teachers and students, and of teaching and learning conditions that exist in other provinces of the DRC in both rural and urban environments. According to the Congolese Ministry of Primary and Secondary Education (MinEPS) sources, Kinshasa had about 15% of 6th form secondary school students regularly registered for the national certificate test in 2017 (Muderhwa, 2017).

After having defined the research site in this section, in the following section, I propose to elucidate the sampling techniques and sampling methods I have used to conduct this study.

3.6 Population and Sampling

By definition, a sample is a set of individual units, drawn from some definable population of units, and generally a small proportion of the population, to use for a statistical examination of which the findings apply to the whole population (Webster's online dictionary). When it deals with people, a sample is a set of respondents selected from a larger population for the purpose of a survey.

Sampling typically is more complex in mixed methods studies than in mono-method studies. In purely qualitative or quantitative studies researchers use any of the suggested sampling schemes they think are appropriate to address their research questions. Onwuegbuzie and Collins (2007), Teddlie and Yu (2007) propose the choice of different sampling schemes in mixed methods research for both the quantitative and qualitative components of the study. Therefore, for the present study I have chosen the purposive sampling technique and the probability sampling technique.

Purposive sampling techniques which are also referred to as nonprobability sampling or purposeful sampling or "qualitative sampling" is as a type of sampling in which, "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices" (Maxwell, 1997, p. 87). I have preferred it for the qualitative component. It involves selecting participants "based on a specific purpose rather than randomly" (Tashakkori & Teddlie, 2003, p. 713). Cohen, Manion and Morrison (2013) think that a purposive sample is vital because participants should not be ignorant of the issues of investigation and should be also able to comment on matters of interest to the researcher. Many other methodologists such as Kuzel (1992), LeCompte and Preissle (1993), Miles and Huberman (1994) as well as Patton (2002) have also appreciated purposive sampling techniques.

In contrast to the above-stated sampling techniques, "Probability sampling techniques" are primarily used in quantitatively oriented studies and they involve "selecting a relatively large number of units from a population, or from specific subgroups (strata) of a population, in a random manner where the probability of inclusion for every member of the population is determinable" (Tashakkori & Teddlie, 2003, p. 713). According to Teddlie and Yu (2007) the aim of probability samples is to achieve representativeness, which is the degree to which the sample reliably represents the entire population.

Onwuegbuzie and Collins (2007) presuppose that the relationship of the qualitative and quantitative samples can be identical, parallel, nested, or multilevel. In this study, I have used a parallel mixed method sampling. When the sample is parallel it means that “the samples for the qualitative and quantitative components of the research are different but are drawn from the same population of interest” (Onwuegbuzie & Collins, 2007, p. 92). I preferred this kind of sampling to avoid bias that could derive from participants’ willingness of concord and adaptation of their previous perceptions and or answers during the collection of one of the data sets.

In view of the above-mentioned sampling directives, I have conducted the present study with two hundred and fifty-nine (259) participants from thirty-seven (37) secondary schools. Among them two hundred and nineteen (219) were 6th form secondary school students and forty (40) were ELT teachers (teaching English in 6th form) with all of them relying on the sampling techniques. In order to respect the principles of parallel samples among the 259 participants, I had 234 participants for quantitative data collection and 25 participants for qualitative data collection. Among the 234 participants who had provided quantitative data 209 were students and 25 were teachers. All of them worked actively to evaluate the ELT textbook under investigation on the basis of the Likert-scale checklist. For qualitative data collection, I used 25 participants of which 10 were students and the remaining 15 were ELT teachers who participated in the interview.

Since this study concerns 6th form secondary school students and 6th form secondary schools ELT teachers in DRC, I have grouped schools into categories corresponding to categories of participants. After I had grouped schools into categories, I purposively and randomly selected participants from each category in order to have a balanced and representative sample. The reason, which pushed me to proceed in this way for sampling was to include the participants from different social backgrounds and also to ensure that the sample is the prototype of Congolese 6th form secondary school students and 6th form ELT teachers, which in turn could yield data reflecting current and actual reality on the ground. By doing so, the selected sample appeared to be rational and it helped to reduce a number of bias linked to the participants’ background. In *Table 3.1 below*, I have provided detailed information on the number of schools, teachers and students in each school category.

3.6.1 Schools

In order to classify different schools in categories, I considered two main factors. The first was the official classification of schools in the DRC and the second was the tuition fees to pay. According to the first factor the DRC has the following categories of schools:

- (i) Public (official) schools: This category consists of schools subsidized by the government and directly managed by the government or indirectly under the supervision of religious institutions (Catholic, Protestant, Islam, Kimbanguist and others).
- (ii) Private recognized schools: This category consists of schools created by individuals not managed by the government and not subsidized by the government but regulated by the Ministry of Primary and Secondary Education (MinEPS).

Then, the combination of the first and the second factor engenders the following categories of schools:

(1) The category of well-equipped and furnished schools:

This category represents only the highly performing schools. In this category, the pass rate in the national certificate test is higher than 90%. This category includes all types of schools paying at least \$350 tuition and school fees per annum. Most of the students studying in the schools of this category come from the bourgeoisie class and some rich families.

(2) The category of medium schools:

It represents less expensive schools. Its pass rate in the national certificate test is about 60%. It includes all types of schools, where most students come from average families and moderate background environments. The annual tuition and school fees range between \$150 and \$300.

(3) Category of poor and cheap schools:

It represents and includes all types of schools not furnished at all and paying less than \$150 tuition and school fees per annum. Its pass rate in the national certificate test is less than 50%. Most students in this category of schools come from poor families and disadvantaged areas.

The following Table 3.1 summarizes the information related to participants and schools selected to collect data for this study.

Table 3.1: Number of schools, teachers and students participants by school category

School Categories	Type of schools	Number of schools	Number of teachers	Number of students
One	Catholic	6	5	33
	Protestant	5	5	26
	Public / others	2	3	10
	Sub-total	13	13	69
Two	Catholic	5	5	37
	Protestant	5	5	25
	Public / others	3	4	19
	Sub-total	13	14	81
Three	Catholic	5	5	27
	Protestant	3	4	26
	Public / others	3	4	16
	Sub-total	11	13	69
Total		37	40	219

3.6.2 Participants

I conducted this investigation with two categories of participants: the English language teachers and the 6th form secondary school students. The rationale behind the choice of teachers and students as the principal participants in this study is that the first are the end-users facing the merits and demerits of the ELT textbook under investigation and the latter are the other stakeholders positively or negatively affected by the potential of the same ELT textbook. They are all the consumers of the targeted ELT textbook.

3.6.2.1 Teachers

Among the 40 teachers who voluntarily agreed to take part in this study there were fourteen (14) females and twenty-six (26) males, 26 were graduate (B Ed Honours) and 14 undergraduate (Bachelor of Education). To qualify as teachers they have all attended either the teacher training college (Institut Supérieur Pédagogique, ISP) or the National Pedagogic University (Université Pédagogique Nationale, UPN), where they have been taught general didactics and special methodologies of Teaching English as a Foreign Language (TEFL) and trained to be ELT teachers. I believe that although these teacher participants came from different social environments and belonged to a diversity of social classes and different age groups, they all had different required qualifications and different seniority and experiences

in teaching career. Above all, they had the same educational characteristics and consequently made a representative sample of teachers of English in 6th form secondary school in the country.

The information contained in the following table 3.2 gives details about teachers who participated in the present study.

Table 3.2: Demographics of teachers who participated in the study.

Qualification		Experience	Number of participants	Gender	
				Male	Female
1.	B. Ed (Hon.)	Less than 3 years	5	4	1
		Between 3 years and 5 years	8	5	3
		More than 5 years	13	9	4
		Subtotal	26	18	8
2.	B. Ed	Less than 3 years	3	1	2
		Between 3 years and 5 years	2	1	1
		More than 5 years	9	6	3
		Subtotal	14	8	6
TOTAL			40	26	14

3.6.2.2 Students

The 219 student-participants in the present study were males (63 %) and females (37 %), aged between 18 and 24; with the majority of them being 19 (31 %), 20 (24 %) and 18 (17 %). They could speak French and one or two of the four national languages (Ciluba, Kikongo, Lingala, and Swahili) with different proficiency levels. The information provided in Table 3.3 suggests that the majority of the student-participants reported to have the highest proficient level in Lingala (71 %) and the lowest proficient level in Ciluba (10 %). Furthermore, the majority of student-participants (78 %) reported to have good proficiency level in French, the language of education and administration.

The information contained in the following Table 3.3 gives details about students who participated in the present study.

Table 3.3: Demographics of students who participated in the study.

Variables		N				%	
1. Age	18 years	38				17	
	19 years	67				31	
	20 years	53				24	
	21 years	25				11	
	22 years	13				6	
	23 years	19				9	
	24 years	4				2	
2. Gender	Total	219				100	
	Male	138				63	
	Female	81				37	
	Total	219				100	
3. Languages spoken	Proficiency	Level 5	Level 4	Level 3	Level 2	Level 1	Total
	Ciluba	10	13	23	19	35	100.0
	Kikongo	44	21	18	9	8	100.0
	Lingala	71	13	9	4	3	100.0
	Swahili	13	8	33	15	31	100.0
	French	2	78	20	0	0	100.0

Having discussed the sampling, the schools and the participants I have considered for this study, in the following section I present the instruments that I have used to collect data for this study. I have also presented the procedures I used and followed to ensure their validity and reliability.

3.7 Research instruments

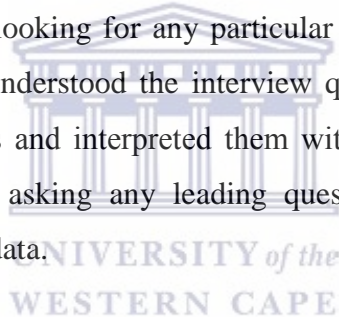
The research design, research methodology and the sampling techniques I have adopted to conduct this research, highlight the need to use two or more different instruments for data collection. Therefore, I decided to use two instruments: one related to qualitative data (the interviews) and the other to both qualitative and quantitative data (the checklist). In the following subsection, I wish to present the instrument I used to collect qualitative data.

3.7.1 Interview

Somewhere else in the present study, I have mentioned that even though I have used the mixed methods approach, the study remains qualitative. In keeping with this assumption, I have used the most popular tool for qualitative data collection: “the interview”. I preferred to

use the interviews because with it I was able to facilitate the accrual of qualitative information that the second tool could not accomplish. According to Selinger and Shahomy (1989); Denscombe (1998) and McNamara (2009), interviews are a capable and important method to collect data based on emotions, experiences, feelings, sensitive issues and privileged information. They investigate issues in an in-depth manner by discovering how individuals feel and think about a topic and why they hold certain opinions. Folkestad (2008) observes that interviews give a new insight into a social phenomenon as they allow the respondents to reflect and reason on a variety of subjects in a different way.

Even though interviews provide self-report data, they also have a number of limitations. For example, (a) interviewees may respond in a way that gives a good impression of themselves, and responses that they think the researcher wants to hear; and (b) the researcher may unconsciously influence the interviewee in a particular way. To minimize the limitations of interviews, I have used realistic steps proposed by Timmis (2003). First, I tried to avoid imposing my own attitude on the interviewees. In the second place, I tried to make it clear to the interviewees that I was not looking for any particular preferred answers. Then, I made sure that the interviewees had understood the interview questions. I also made sure that I understood participants' answers and interpreted them with reference to the context of the study. Finally, I avoided from asking any leading question in the interview session. I cautiously interpreted interview data.



3.7.1.1 Design and focus of interviews

In this research, I opted for the semi-structured interviews with participants. I used open-ended questions to conduct interviews and collect data from participants. I chose this type of interview because of its flexibility with the participants and the opportunities it offers to both interviewer and interviewee to discuss the topic in detail and in a look like ordinary conversation manner (Mackey & Gass, 2005). As observed by Denscombe (1998) it allows the participants to “develop ideas and speak more widely on the issues raised by the researcher” (p. 113).

The semi-structured interview helped me to complete information addressed by the second instrument. My purpose in doing this was to get more and detailed data especially on the appropriateness and efficiency of the content of the ELT textbook in use in 6th form secondary school in DRC, on its impact on developing students' language use and literacy,

and also on its overall evaluation and suggestions for its improvement. I also set up the interview questions in such a way that it would help seek the users' opinions about the ELT textbook they are using.

The following is the interview schedule which helped me to conduct the interviews with my participants. (For students I have translated it in French).

Interview guide

1. What textbook(s) do you use to teach your 6th form students?
2. How do you judge the physical aspects of this textbook? (Describe its physical aspects: page cover, illustrations, binding, font, etc.)
3. What do you think about the content of this textbook? (Is it appropriate and efficient? If yes or no explain how? In regard to the course objectives as stated in the national curriculum in terms of language use and literacy)
4. How do you judge the subject matter developed in this textbook? (Does it present enough language opportunities that can help your students develop their practical use of English in their everyday life situation, more particularly the development of language use and literacy skills? Explain in which way do you find the learning opportunities it contains are real and rich in ways that promote students' engagement and interest in learning English?)
5. Why do you think, this textbook is (not) appropriate for your students?
6. What do you think about the quality and nature of the language used in this textbook?
7. Do you think the subject matter of this textbook is inclusive and respectful of human morality?
8. Are language skills and sub-skills presented in the textbook in a way that can help your students develop their communicative competence in general and reading and writing in particular?
9. Are reading and writing presented in a good and logical order to help your students learn from exercises?
10. The national curriculum states that in 6th form reading and writing must cover 50% of teaching activities. Do you think the textbook you use respects this official instruction?
11. What problems or challenges do you personally face when you use 6th form textbooks?

12. What do you think can be done to ameliorate the content of this textbook to make it more competitive in terms of literacy and language use?

3.7.1.2 Administration and procedures for interview

In order to collect data based on the experiences of the textbooks users, I arranged and carried out one on one interview sessions with participants in a form of ordinary conversation around a habitual topic. While talking about the procedure of the administration of interviews, it is important to mention that from September 2016 to January 2017, the DRC has experienced extreme violence, civic turmoils and strikes due to political uncertainties. These events had in general affected and perturbed the normal functioning of all the institutions of the country. In particular, they impacted on the normal functioning of schools causing delay and disruption of several teaching hours. As a strategy to simultaneously save time for both teachers and students, to keep them going on teaching and learning while I was busy collecting the data I needed, the education authorities suggested some practical strategies to me. To work with student-participants, they asked to conduct interviews during the English lesson slots so as to not bother other teachers not targeted by the research, and with ELT teacher participants during their break time.

I strictly conducted interview sessions in French for student participants and in English for teacher participants. This was to make sure that there were no language barriers which could prevent the interviewees from expressing their opinions easily and clearly. I have carried out and voice-recorded interviews with only participants who have consented to. The reason for choosing only the participants who consented is to do with my research ethics. Each interview session lasted about 10 to 15 minutes for students and 15 to 20 minutes for teachers. During this time, the participants presented their perceptions of *GFE I^{RE}* the EFL textbook they use and or study.

During the interview sessions to ensure that interviewees answered the questions honestly, I have tried to make them relaxed and exhorted them to give complete answers to questions, to feel free to answer all the questions or to skip some of them or to ask for more clarification.

After having discussed, the first tool I have used for data collection in the following section I present the second one: the checklist.

3.7.2 Checklist

According to Mackey and Gass (2005) checklists are “any written instruments that present respondents with a series of questions or statements to which they have to react either by writing out their answers or selecting one from among existing answers” (p. 6). In the case of the present study, I have used the Likert-scale checklist as one of the instruments to obtain participants’ evaluative perceptions of the ELT textbook under investigation in an effective and practical way (Demir & Ertas, 2014). Mukundan, Nimehchisalem and Hajimohammadi (2011a), Mukundan and Nimehchisalem (2012) think that checklists allow for a more sophisticated evaluation of the textbook in reference to a set of generalizable evaluative criteria. They are believed to be efficient instruments to generate comprehensible data from participants in social research, and also they are the popular and useful instruments for gathering both quantitative and qualitative data. Cunningsworth (1995) states that one major benefit of using checklists is that they provide a very economical and systematic way to ensure that all relevant items are considered for evaluation.

As I have mentioned above, checklists may be qualitative or quantitative. It is important to know that when a checklist is designed in the form of quantitative scales, it agrees with objective evaluation. On the other hand, when it is qualitative, it elicits subjective information on the quality of the textbook it investigates (Mukundan, Hajimohammadi & Nimehchisalem, 2011a). The use of textbook evaluative checklist has been frequently proposed by a number of textbook evaluation experts who have themselves used different evaluation checklists in their respective studies (Cunningsworth, 1995; Richards, 2001a; McDonough & Shaw, 2003; Litz, 2005; Miekley, 2005; Mukundan & Ahour, 2010; Mukundan, Hajimohammadi & Nimehchisalem, 2011a; Demir & Ertas, 2014). For reasons of reliability in evaluation, Roberts (1996), Byrd (2002), McDonough and Shaw (2005) feel that based on their difference each educational region needs its specific evaluation criteria which differs from others to successfully address and evaluate in a specific way the teaching material in use in that area. In keeping with the above-stated point of view, I elaborated and adapted a checklist in respect of the present study objectives and the research questions. In the following section I propose to explain the design and focus of the checklist that I have used in this study.

3.7.2.1 Design and focus of checklist

In designing the checklist for this study, I not only gave careful consideration to the students' needs and wants, but I also considered carefully the course objectives as stated by the national curriculum of English in DRC and the research questions of the present study. I developed the checklist's criteria on the models of those developed in previous textbook evaluation studies by Cunningsworth (1984 & 1995), McDonough and Shaw (2005), Litz (2005), Tomlinson (2003), Miekley (2005), Mukundan and Ahour (2010), Mukundan, Hajimohammadi and Nimehchisalem (2011a), Demir and Ertas (2014). In an organized way I addressed and adapted the research questions into appropriate textbook evaluative criteria.

Considering the form of this instrument, I designed a checklist consisting of close-ended items requiring responses on a five-point Likert-scale (detailed as 1: Strongly agree, 2: Agree, 3: Not sure, 4: Disagree and 5: Strongly disagree). In this Likert-scale checklist I also included an open-ended item asking participants to make comments on the ELT textbook concerned by the study, based on its different main components considered for evaluation and related to the close-ended items.

In this study, I have used one checklist in two different versions, one for teacher participants and another one for student participants. Both versions are similar in content on the basis of overall evaluation, organization and structure, activities, language level and practical considerations, physical appearance and the content itself. I regrouped the items in the following categories of analysis (physical and utilitarian attributes / content and suitability to students / skills and sub-skills) and I expressed them in two different languages: English for teachers and French for students. The main difference between the two instruments was that, I purposely omitted in students' checklist all items requiring teaching and professional experiences. As a result, the students' checklist adapted from the teacher's model (Table 3.4 below) had 43 items or 10 less than the teacher's.

Table 3.4: Teacher's checklist

Textbook title:						
Tick one of the codes (from 1 to 5) to indicate the level of importance of each criterion according to this key: 1: Strongly agree (SA), 2: Agree (A), 3: Not sure(NS), 4: Disagree (D), 5: Strongly disagree (SD) and add a comment where you can						
Nº	Evaluative criteria	SA	A	NS	D	SD
	Physical and utilitarian attributes of GFE 1^{RE}	1	2	3	4	5
1.	The material is up-to-date.					
2.	The book contains fun elements.					
3.	The textbook is compatible to the age of the students.					
4.	The textbook is compatible to the needs of the students.					
5.	The cover of the textbook is attractive.					
6.	Illustrations in the textbook are simple enough and close to the text that they facilitate its comprehension rather than detracting.					
7.	The textbook is interesting enough that students enjoy reading it.					
	Content and suitability					
	<i>Suitability of the content of the textbook to Congolese 6th form students</i>	SA	A	NS	D	SD
8.	The textbook content is relevant and efficient for the curriculum.					
9.	The content presents relevant activities and tasks to develop reading comprehension skills.					
10.	The content contains real-life issues that challenge the reader to think critically about his/her worldview in comparison to texts for native speakers.					
11.	The content serves as a window into learning about the target language culture (American, British, etc.)					
12.	The content presents enough integrated activities and tasks to develop all language skills.					
	Subject matter developed in the textbook	SA	A	NS	D	SD
13.	The subject matter is presented topically, functionally in a logical and organized manner. (Tasks move from simple to complex.)					
14.	The subjects and the content of the textbook are generally realistic. (Task objectives are achievable).					
15.	The subjects and content of the textbook are interesting, challenging and motivating.					
16.	The subjects and the content of the textbook are relevant to my students' needs as English language learners.					

	<i>Quality and nature of language in the textbook</i>	SA	A	NS	D	SD
17.	Examples and explanations in the textbook are understandable.					
18.	The language in the textbook is natural and real.					
	<i>Diversity in the subject matter and cultural aspects in the textbook</i>	SA	A	NS	D	SD
19.	There is sufficient diversity in the subjects and content of the textbook. (It covers a variety of topics from different fields)					
20.	Materials are not culturally biased and they do not portray any negative stereotypes					
	skills and sub-skills					
	<i>Appropriateness of activities and tasks by skills in the textbook</i>	SA	A	NS	D	SD
21.	Tasks are efficiently graded according to complexity.					
22.	Tasks are authentic or close to real language situations.					
23.	Tasks have achievable goals, creative and take into consideration students' capabilities.					
26.	There are activities for activating students' background knowledge before reading the text.					
27.	There are interactive and task-based activities that require students to use new vocabulary in writing.					
	<i>Listening activities and tasks in the textbook</i>	SA	A	NS	D	SD
28.	The textbook has appropriate listening tasks with well-defined goals.					
	<i>Speaking/communication activities and tasks in the textbook</i>	SA	A	NS	D	SD
24.	Activities are developed to initiate meaningful communication.					
25.	Activities are balanced between individual response, pair work and group work.					
	<i>Authenticity of Reading materials in the textbook</i>	SA	A	NS	D	SD
29.	The reading selections are authentic pieces of language.					
30.	The textbook uses authentic (real world) reading material at an appropriate level.					
31.	Many of the reading passages are up-to-date, interesting and meaningful.					
	<i>Quality of reading passages in the textbook</i>	SA	A	NS	D	SD
32.	There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively.)					

33.	The text selections represent a variety of literary genres, and they contain multiple sentence structures.					
34.	Reading passages are graded and arranged.					
35.	Text lengths are appropriated.					
36.	Some reading passages are not easy for most of the students to deal with.					
	<i>Reading processes in the textbook</i>	SA	A	NS	D	SD
38.	There are instructions telling students how to read for comprehension.					
39.	Students are given sufficient instructions and examples of using top-down and bottom-up reading strategies for reading comprehension.					
40.	There are adequate activities for students to preview, skim, scan, summarize, and to find the main idea.					
	<i>Writing activities and tasks in the textbook</i>	SA	A	NS	D	SD
41.	Writing activities and tasks are interesting.					
42.	The writing tasks enhance free writing skills.					
43.	Some writing tasks are easy for most of the students to deal with.					
44.	Writing activities and tasks are suitable in terms of degree of accuracy and amount of guidance.					
	<i>Writing procedures and techniques in the textbook</i>	SA	A	NS	D	SD
45.	Writing activities and tasks in the textbook are guided and controlled according to writing types. (Models are provided for different types)					
46.	The textbook leads students from simple controlled writing activities to free guided writing activities.					
	<i>Presentation of vocabulary in the textbook</i>	SA	A	NS	D	SD
47.	The vocabulary load (number of new words) in each lesson is appropriate to the level, so the text is understandable and students are able to retain new vocabulary.					
48.	New vocabulary items are repeated in subsequent lessons to reinforce their meaning and use.					
49.	New vocabulary items are presented in a variety of ways (in different context).					
50.	The textbook follows top-down techniques for presenting and teaching new vocabulary words.					
	<i>Presentation of Grammar in the textbook</i>	SA	A	NS	D	SD
51.	Grammar rules are presented in a logical manner and in increasing order of difficulty.					

52.	The spread of grammar is achievable.					
53.	The grammar is contextualized. Examples are interesting and based on real facts.					

From the above-presented teachers' checklist (Table 3.4) conceived first in English, I removed all technical questions to adapt it to the students' level (Table 3.5) and translated it from English into French. I translated this instrument for students to minimize their eventual comprehension problems. I preferred French because it is the language they all master well (See Table 3.3) in comparison to English the other means of instruction in RDC. By making this choice, I had made sure that student participants would not have comprehension difficulties. The following Table 3.5 is the English version of the students' checklist.

Table 3.5: Student's checklist

Textbook title:						
Tick one of the codes (from 0 to 4) to indicate the level of importance of each criterion according to this key: 1: Strongly agree (SA), 2: Agree (A), 3: Not sure(NS), 4: Disagree (D), 5: Strongly disagree (SD) and add a comment where you can						
Nº	Evaluative criteria	SA	A	NS	D	SD
	<i>The physical and utilitarian attributes of GFE 1^{RE}</i>	1	2	3	4	5
1.	The material is up-to-date.					
2.	The book contains fun elements					
3.	The textbook is compatible to 6 th students' needs.					
4.	The cover of the textbook is attractive.					
5.	Illustrations are simple enough and close to the text that they facilitate its comprehension rather than detracting.					
6.	The textbook is interesting enough that students enjoy learning with and reading it.					
	Content and suitability	SA	A	NS	D	SD
	<i>Suitability of GFE 1^{RE} content to Congolese 6th form students.</i>					
7.	The textbook content is relevant and efficient for the curriculum.					
8.	The content presents relevant activities and tasks to develop reading comprehension and writing skills.					
9.	The content contains real-life issues that challenge the reader to think critically about his/her worldview in comparison to texts for native speakers.					
10.	The content serves as a window into learning about the target language culture (American, British, etc.)					

11.	The content presents enough integrated activities and tasks to develop all language skills.					
	<i>Subject matter developed in GFE 1^{RE}</i>	SA	A	NS	D	SD
12.	The subject matter is presented topically, functionally in a logical and organized manner. (Tasks move from simple to complex.)					
13.	The subjects and the content of the textbook are generally realistic. (Task objectives are achievable).					
14.	The subjects and content of the textbook are interesting, challenging and motivating.					
15.	The subjects and the content of the textbook are relevant to my needs as English language learners.					
	<i>Quality nature and type of language in GFE 1^{RE}</i>	SA	A	NS	D	SD
16.	Examples and explanations in the textbook are clear and understandable.					
17.	The language in the textbook is natural and real.					
	<i>Diversity of subject matter and cultural aspects GFE 1^{RE}</i>	SA	A	NS	D	SD
18.	There is sufficient variety in the subjects and content of the textbook. (It covers a variety of topics from different fields)					
19.	Materials are not culturally biased and they do not portray any negative stereotypes					
	skills and sub-skills					
	<i>Appropriateness of activities and tasks by skills in GFE 1^{RE}</i>	SA	A	NS	D	SD
20.	Activities and tasks have achievable goals, creative and take into consideration students' capabilities.					
21.	There are activities for activating students' background knowledge before reading the text.					
	<i>Listening activities and tasks in GFE 1^{RE}</i>	SA	A	NS	D	SD
22.	The textbook has appropriate listening tasks with well-defined goals.					
	<i>Speaking/communication activities and tasks in GFE 1^{RE}</i>	SA	A	NS	D	SD
23.	Activities are developed to initiate meaningful communication.					
24.	Activities are balanced between individual response, pair work and group work.					
	<i>Authenticity of Reading materials in GFE 1^{RE}</i>	SA	A	NS	D	SD
25.	The reading selections are authentic pieces of language.					
26.	Many of the reading passages are up-to-date, interesting and meaningful.					
	<i>Quality of reading passages in GFE 1^{RE}</i>	SA	A	NS	D	SD
27.	The text selections represent a variety of literary genres, and					

	they contain multiple sentence structures.					
28.	Reading passages are graded and arranged.					
29.	Text lengths are appropriate.					
30.	Some reading passages are easy for most of the students to deal with.					
	<i>Reading processes in GFE 1^{RE}</i>	SA	A	NS	D	SD
31.	There are instructions telling students how to read for comprehension.					
32.	Students are given sufficient instructions and examples of using top-down and bottom-up reading					
33.	There are adequate activities for students to preview, skim, scan, summarize, and to find the main idea.					
	<i>Writing activities and tasks in GFE 1^{RE}</i>	SA	A	NS	D	SD
34.	Writing activities and tasks are interesting.					
35.	The writing activities and tasks enhance free writing skills.					
36.	Some writing tasks are easy for most of the students to deal with.					
37.	Writing activities and tasks are suitable in terms of degree of accuracy and amount of guidance.					
	<i>Writing procedures in GFE 1^{RE}</i>	SA	A	NS	D	SD
38.	Writing activities and tasks in the textbook are guided and controlled. (Models are provided for different genres)					
	<i>Presentation of vocabulary in GFE 1^{RE}</i>	SA	A	NS	D	SD
39.	New vocabulary items are repeated in subsequent lessons to reinforce their meaning and use.					
40.	New vocabulary items are presented in a variety of ways (in different context).					
	<i>Presentation of Grammar in GFE 1^{RE}</i>	SA	A	NS	D	SD
41.	Grammar rules are presented in a logical manner and in increasing order of difficulty.					
42.	The spread of grammar is achievable.					
43.	The grammar is contextualized.					

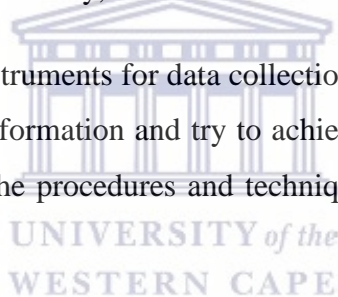
Having discussed how I designed the checklist for this study, in the following section I explain the administration and data collection procedure with this instrument.

3.7.2.2 Administration and collection of checklists

A part from the general ethics requirements related to scientific research procedures and the special recommendation made by Congolese education authorities in order to save time for teaching and learning activities, every time before administering the checklist for ELT textbook evaluation either to teacher or to student participants, I also abided by the research ethics on the research setting. I carefully instructed the participants on how to complete and use the checklists. I took the opportunity to read for both them their respective version of the checklist to make sure the wording used in the evaluative items was clear enough and sufficiently easy for them. Besides, I made sure that all the participants had understood how to deal with the instrument without difficulty.

During this process I followed the guidelines proposed by education authorities and school principals. I handed the checklists and collected them back in the following 24 hours. To avoid disrupting the normal functioning of activities, each teacher collected his / her students' checklists during English classes. Finally, I collected them from the teacher.

I used the above two different instruments for data collection to complete one set of data with another so as to elicit relevant information and try to achieve the objectives of this study. In the following section I explain the procedures and techniques I used in order to sustain the research rigour in my study.



3.7.3 Rigour in research

Validity and reliability determine rigour in scientific research and they are also important for the practicality of data collection, and for the analysis and interpretation of the results. According to LeCompte and Goetz's (1982) "Validity in research is concerned with the accuracy and truthfulness of scientific findings and reliability is concerned with the consistency, stability and repeatability of the informant's accounts as well as the investigators' ability to collect and record information accurately" (p. 32). While the words reliability and validity are basic criterion for quality in quantitative paradigms, in qualitative paradigms the terms Credibility, Neutrality or Confirmability, Consistency or Dependability and Applicability or Transferability are used for criteria referring to quality (Lincoln & Guba, 1985). Reliability also refers to the extent to which test scores are free of any measurement error.

3.7.3.1 Validity

In order to ensure that the evaluation checklist and the semi-structured interviews I used in this study were valid, I ensured that they were credible, neutral and transferable. This means that they were able to cover the broad range of areas within the concept under study. I also made sure that they were able to address all the items related to language use and literacy which they were designed to seek, that they included most of the criteria that meet the research objectives and that the findings could be generalized or transferred to other context in respect of research design, research methodology and research ethics. I tried to follow the guidelines provided by similar previous studies. To ensure that the data collected from these tools were consistent, I ensured that participants were able to provide consistent answers mostly coming from their own experience as users and consumers of the ELT textbook under investigation.

The main guidelines for the checklist I used in this study come from other studies conducted before (Cunningsworth, 1995; Richards, 2001a; McDonough & Shaw, 2003; Litz, 2005; Miekley, 2005; Mukundan & Ahour, 2010; Mukundan, Hajimohammadi & Nimehchisalem, 2011a; Demir & Ertas, 2014) in the field of textbook analysis and adapted to the context of the present study. The interview questions I used also come from previous studies (Sheldon, 1988; Skierso, 1991; Cunningsworth, 1995; Chang, 2000; McDonough & Shaw, 2003; etc.) and adapted to the context of the present study in respect of the belief that each evaluation focuses on local criteria. I have adapted the close-ended items used in the checklist into open-ended questions to elicit the participants' perceptions of the textbook.

Well aware that any failure to correctly fill out the checklist may result in data that are not credible, I provided clear instructions to participants to ensure that they have understood how to fill out the checklists. On the other hand I made sure that the participants have understood the interview questions and were capable of providing comprehensible and acceptable answers. In keeping with this, I have supplied the interviewees with clear and concise explanation about the aim and the process of the interview and I have formulated questions in a very clear way.

Taking into account the mixed methods I am using in this study, I have observed their fundamental principle by genuinely combining both quantitative and qualitative methods, approaches, and concepts that have complementary strengths and non-overlapping

weaknesses (Greene, Caracelli & Graham, 1989; Brewer & Hunter, 1989; Johnson & Turner, 2003). All the above-mentioned strategies have helped me to assure validity in a convergent way between findings generated from quantitative data and the qualitative ones via triangulation as stated by Creswell (2003) and Patton (2002). However, this principle is not only limited to triangulation or corroboration.

3.7.3.2 Reliability

It is very rare to have perfect reliability, but in general procedures such as the test-retest and alternate-form methods and the split-half technique proposed by Gratton and Jones (2010), Delport and Roestenburg (2011) exist to establish the reliability of a data collection instrument. In textbook evaluation field, Cunningsworth (1995) hypothesizes that for reliability of textbook evaluation instruments “It is important to limit the number of criteria used, the number of questions asked, to manageable portions, otherwise we risk being swamped in a sea of details” (p. 5). Therefore, in the present study to have a reliable checklist and semi-structured interview questions I have tried my best to avoid large, vague and dogmatic questions by providing understandable items for most of the participants to the study. I have also used the Cronbach alpha coefficient to measure the internal consistency of evaluative criteria in the Likert-scale checklist. According to Sekaran and Bougie (2010) internal consistency refers to the degree of correlation between different items of a measuring construct. The Cronbach alpha coefficient is widely used as a reliable procedure to indicate how well various items are positively correlated to one another.

If the items are strongly correlated with each other, their internal consistency is high and the alpha coefficient is close to (1.00). On the other hand, if the items are poorly formulated and do not correlate strongly, the alpha coefficient is close to (.00). The accepted Cronbach’s alpha coefficients vary from high reliability (.900) to low reliability (.700) through moderate reliability (.800).

For this study, the general coefficient of the internal consistency within the subsections of the checklists was higher than the minimal acceptable, which is (.700). The following Table 3.6 presents the Cronbach alpha coefficients for each subsection of the evaluative criteria in order to illustrate the internal consistency of each subsection of variables.

Table 3.6: Cronbach alpha coefficient for checklists used to collect data.

Checklists construct	Teacher	Student
Total number of evaluative criteria	53	43
General consistency of the checklists	.926	.890
Number of Content evaluative criteria	20 (1 – 20)	19 (1 – 19)
Internal consistency of Content items	.905	.777
Number of Skills evaluative criteria	33 (21 – 53)	24 (20 – 43)
Internal consistency of Skills evaluative criteria	.872	.842

When I consider the value of the alpha coefficient for these two data collection instruments (Teacher and student’s Likert-scale checklists) I can assume that the instruments were reliable with the general Cronbach alpha coefficient ranging between .926 - .872 for teachers’ checklist and between .890 - .842 for students’ checklist which indicate an acceptable level of reliability for both instruments.

To ensure reliability of the data collection instruments in this study I made sure that I have used consistent approaches that have been used successfully across different researches and different projects in the field of ELT textbook evaluation before by different experts such as Demir and Ertas (2014); Mukundan, Hajimohammadi and Nimehchisalem (2011a); Mukundan and Ahour (2010); Miekley (2005); Litz (2005); McDonough and Shaw (2003); Richards (2001a); Chang (2000); Cunningsworth (1995); Skierso (1991); Sheldon (1988); etc.

After having discussed and explained how I have proceeded to ensure rigour in this research study, I wish to present the procedures I followed to collect the data for this study in the following section.

3.8 Data Collection procedures

According to Onwuegbuzie and Collins (2007) for most mixed method designs, sampling typology is the main factor in the determination of timing orientation dimension for collecting data. It highlights two different time orientation design related to data collection, the sequencing or the concurrency of the qualitative and quantitative phases. In the present study I opted for the concurrency time orientation data collection. This means that

simultaneously I have collected both sets of data from my parallel samples. I used each side of the sample to collect specific set of data. When one side of sample was busy I worked with the other. Consequently, the two sets of data were independent from one another but linked to some extent on the basis of their specific objectives. I can justify the decision of choosing this typology of data collection by the reason of time management and bias prevention.

From February 23rd to April 27th, 2017 I collected data for this study. I used data collection instruments which best suit the selected research design. I collected data by means of Likert-scale textbook evaluation checklist and semi-structured interviews. I submitted checklists to a group of 234 participants among them 209 6th form secondary school students and 25 ELT teachers teaching in 6th form. I also conducted one on one interview sessions with a group of 25 participants composed of 15 ELT teachers and 10 6th form secondary school students all of them selected from 37 schools (See Tables 3.1, 3.2 and 3.3).

During this data collection process, I strictly followed my schedule and moved from one school to another to submit checklists and/or to conduct interview with participants. I managed these data collection activities due to prior contacts that I have had with the school principals and the consent I obtained from their English language teachers. Then, later when I arrived in schools, I made sure that during the data collection period, the normal progress of activities was not disrupted, and also I adhered to the school's code of conduct. To create and establish easy and confident contact with participants every time when I met them for the first time, I introduced myself and explained the objective of the research as well as the importance for their participation in the study. I stated my intention to abide by the research ethics during all the process. After this first contact and presentation stage, I handed consent forms to all students who volunteered to take part in the research, and I demanded them to sign those consent forms in order to affirm their free participation. Then, I collected all the consent forms and ensured that students had signed them. In each classroom where I had to meet with student participants, the English teacher of that class helped me.

In the following section, I wish to present data analysis strategies complying with the research methods and the types of data I collected and also how I have used them to analyse the collected data.

3.9 Data analysis

Patton (2002) supports that data analysis is an inexplicable fact, there is no fixed formula to transform data into findings, but there are ways to do so. When proposing ways of transforming data for analysis Marshall and Rossman (1999), assume that it is to go through “the process of bringing order, structure and meaning to the mass of collected data” (p. 150). They also warn that “It is a messy, ambiguous, time consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat” (Marshall & Rossman, 1999, p. 150).

Data analysis in mixed methods research consists of analyzing the quantitative data using quantitative methods and the qualitative data using qualitative methods (Onwuegbuzie & Teddlie, 2003; Creswell & Clark, 2007; Onwuegbuzie & Leech, 2004). Therefore, relying on the type of data I collected and the variable that could better explain and provide answers to the research questions I decided to describe each variable through content analysis or statistical analysis and numerical interpretation, in a concurrent data analysis design. This data analysis design aims at first conducting separately qualitative and quantitative analysis; then to merge the two sets of data or to make comparisons by examining the similarities of the quantitative and qualitative data results in the discussion section of a study.

In the following sections, I wish to explain how I analysed the data separately qualitatively and quantitatively.

3.9.1 The content analysis process and Qualitative data analysis

By means of semi-structured interviews I collected qualitative data. Then, I engaged with content analysis to analyse those data. The aim of using this method was to help in distilling the quantity of oral information into a possible minimum of coded information. I transcribed recorded interviews, then, coded them in very limited words and statements (Cohen et al., 2013; Elo & Kyngäs, 2008; Krippendorff, 2012; Mayring, 2014). According to this process I coded and categorized not only the interviews but the checklists' data as well before comparing the results and concluding the study. The aim of coding was to make sense of the data that I have collected and to highlight important messages and features that led to the findings.

Many experts have complimented content analysis in various but complementary ways. As an illustration Cavanagh (1997) observes that it is much more than a naive technique that results in a simplistic description of data. Another supportive view comes from Downe-Wamboldt (1992), who believes that it is much more than an accounting game. To come up with codes in this study, I have considered the literature review, the specific items and issues covered in the aim and the research questions of this study. The checklist I have adapted for content analysis of the ELT textbook in use in 6th form secondary school in DRC was of crucial importance in the determination of codes. Checklists are good examples of pre-coding the researcher can use before the effective data coding and categorising phase and refer to them in order to fix codes and categories (Cohen et al., 2013).

The following are variables that I have used as codes in this study:

- Physical and Utilitarian
- Content and suitability to students
- Organization and Structure
- Skills and sub-skills

Through this process, I have aligned the objectives of the research, the research questions and the literature to give specific meaning to the interview data. I have analysed only the manifest content of the interviews or the expressed intention of the participants. I have not put an emphasis on analyzing latent content (i.e. participant's silence, sighs, laughter, posture etc.) because all the interviews did not take place simultaneously and they did not occur in the same environment. By doing so, I have striven to make sense of interviews and to learn the messages they were conveying.

While analyzing the data qualitatively, I have mainly followed the content analysis theory. I have critically prepared, coded and categorized the data in respect of the theory's procedure. I have also examined the ELT textbook under investigation page after page, unit after unit to establish in codes and categories so as to determine whether this ELT textbook meets the requirements of the national programme of English in DRC among which the development of students' language use and literacy skills.

3.9.2 Quantitative data analysis

Besides the process of analyzing qualitative data based mainly on content analysis theory, I have used descriptive statistical techniques to organise, analyse and interpret the quantitative data obtained and derived from Likert-scale checklists. I have recorded measurements on the basis of five-point Likert-scale used in the checklist and ranged the variables from low to high level of interest. I have used one of the devices which helps quantitative measurement to handle large amounts of data and perform all of the analyses to conduct a descriptive analysis and much more (Arkkelin, 2014) the *Statistical Package for the Social Sciences* (SPSS). With this statistics software I have created tables, calculated frequencies and percentages of occurrence of each variable to describe the overall picture of how the participants have rated the ELT textbook they are using in terms of the evaluative criteria presented in the checklist.

3.9.3 Qualitative and quantitative data results merging

In respect of mixed methods principles, I have analyzed the data for this research in two different stages of evaluation. The first stage was theoretical, impressionistic and in-depth, based on the ELT textbook content evaluation using textbook itself. The second stage was empirical and based on data obtained from participants (interviews and checklists). Considering this concurrent design I have decided to use in this study, the ‘Triangulation’ of data becomes necessary for the validity of the results. In this respect, I have congruently triangulated both qualitative and quantitative data as suggested by Denzin (1978), Patton (1987), Creswell (2003), Creswell and Clark (2007) in order to generate the understanding of the phenomenon under investigation.



(Source: Creswell & Clark, 2007)

Figure 3.1: The triangulation mixed methods design

Triangulation of data gathers and integrates complementary yet distinctly different data on the same topic for analysis and interpretation. Triangulation makes intuitive sense to gather information from different sources, utilising different methods, which work together as an efficient design (King, Churchill & Tan, 2017).

In brief, I have in the present study evaluated the textbook under investigation by presenting qualitative data under the form of codes and categories; quantitative data under the form of tables containing columns of frequency and percentage for each item of evaluation expressing participants appreciation (agreeing, strongly agreeing, disagreeing, strongly disagreeing or not sure about the applicability of variables of evaluation). I have tried to explain how the data I have obtained from different sources answer the research questions and attempt to satisfy the research problem. I have used triangulation of qualitative data with quantitative data.

Having discussed how I have made use of mixed methods of data analysis to conduct the present study, I present ethical considerations and ethical aspects I have observed through this research in the following section.



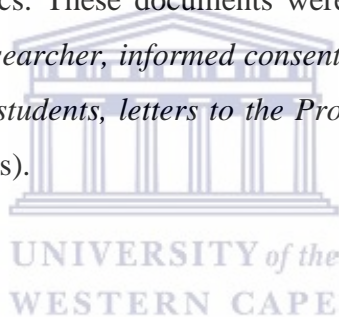
3.10 Research ethics

In a scientific study, the rights of participants and obligations of the researcher constitute the research ethics. These rights and obligations demand strict respect throughout the research process (Creswell, 2003; Babbie, 2011). As for this research study, before I started collecting the data for this study I have had to obtain ethical clearance from the Senate Research Committee of the University of the Western Cape. I strictly observed ethical procedures with regard to the information I provided to the participants and the obtaining of their consents to participate in the study. In addition, prior to starting the collection of data for this study I sent letters to the Congolese authorities of the Departments of Education in the educational province of Kinshasa the capital city of DRC (The principal inspector of the province/ Inspecteur Principal Provinciale: IPP, the Head of the Department of Education in the Province/ Chef de Division Provinciale de l'Education: PROVED, and the inspector in charge of secondary schools/ l'Inspecteur Chef de Pool de l'Enseignement Secondaire: INSPOOL/Sec), seeking their permission to conduct this research in some private, official and public schools of the area.

Before conducting the study at each school, I asked the permission to the school principals showing them at the same time the written authorization from the IPP and I received verbal permission to undertake the research, and to access the school teachers' of English and the 6th forms students for the research study. Prior to starting my research activities, I met the participants in order to talk to them about the research plan and to seek voluntary participants.

At each of the first face-to-face meeting with teachers and students, I read the information sheets to explain them the importance of the research and to assure them about their right to give or refuse their cooperation, and of how their anonymity would be protected. During the meeting I gave them opportunity to ask questions related to the research. Then I explained to them the study processes, and I requested those who agreed to participate in the study to sign a consent form, in which I mentioned their right to withdraw from the research project at any time, without explaining the reasons.

In Appendices 3 I have presented all official documents I have used during data collection stage in respect to research ethics. These documents were: *information sheet for research participants, statement by the researcher, informed consent forms for both ELT teachers and their 6th form secondary school students, letters to the Provincial education services and to school principals* (see Appendices).



3.11 Summary of the chapter

In this chapter, I have described the research aim, research design and the research methods I have adopted to conduct this research study. From the selected research methods I have adopted a descriptive exploratory design based on both qualitative and quantitative data. I have also described the research site with a particular focus on the population of my study and the number of schools sampled. I have explained the sampling method, data collection instruments and data analysis methods. I have also presented demographic information of the research participants from who I collected data. Then, I have described the sampling procedure and the importance of using parallel sampling (Purposive and Probability sampling) procedures. I have explained the benefits of these types of sampling. I have also described the two instruments that I used to collect the data: the checklist and the semi-structured interviews. I have also explained the techniques I used when collecting data with these instruments to ensure the truthfulness, the reliability and the consistency of scientific findings obtained on the basis of these instruments. I have adopted and described the methods

I have analyzed the data based on both qualitative and quantitative analysis process. Finally, I have outlined the ethical issues of the research by explaining the content of ethical documents I used during the data collection stage.



CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

Textbook evaluation is one of the most important activities in teaching practice. It helps to determine how teaching materials contribute to teaching. In this study, presentation and data analysis focus on the evaluation of *GFE I^{RE}* ELT textbook, which helps to determine to what extent this ELT textbook used to teach English in 6th form secondary school in DRC contributes to develop students' language use and literacy skills. In the second chapter where I have described the framework of this study, I have mentioned that a textbook cannot be evaluated in isolation from the educational process. This means that an evaluation cannot take place in a laboratory or a vacuum. It is a systemic process, individuals execute in order to collect information that will enable them to choose whether to agree, modify, or eliminate something (Hunkins & Ornstein, 2016). I have also mentioned that textbook evaluation can be done through theoretical analysis and/or empirical analytical methods including statistical methods. Taking into consideration these methods of textbook evaluation, the objectives of this study are meant to investigate the relevance and efficiency of the ELT textbook *GFE I^{RE}* in use in 6th form in the DRC and to find out whether it presents gaps in relation to the development of language use for literacy (Reading and Writing). Therefore, my MRQ was “What should an ELT textbook for Second Language Acquisition have as its content in order for it to be considered relevant and efficient to students in terms of language use for literacy?”

In this chapter, I present and analyse the data that sought to evaluate the content of *GFE I^{RE}* the most used ELT textbook in 6th form secondary school in DRC. In light of the content of the instruments I have used to collect data, I have organized this chapter in the following two main sections: impressionistic and theoretical evaluation, and empirical evaluation. I used the textbook under investigation to conduct the impressionistic and theoretical evaluation. I also generated other data necessary to answer the MRQ of my present study with the help of the two instruments that I described in my methodology chapter: (1) the textbook evaluation checklist and (2) the semi-structured interviews both conducted with teacher and student participants. In order to provide a picture of the frequency of occurrence of different participants' points of view, I have analysed quantitatively the data collected from the

checklist. Besides, in order to provide deeper insights necessary for grasping the reasons of the participants' points of view and appreciations I analysed qualitatively the data collected through the semi-structured interviews.

The study generated a great quantity of information. Although it supports the fundamental beliefs and value systems of this study, it is not possible to capture all of this information in the limited space this chapter allows. In light of this, I find Taylor and Bogdan (1998)'s position helpful according to which "there are no guidelines in qualitative research for determining how many instances are necessary to support a conclusion or interpretation. This is always a judgment call" (p. 156). By the same token, I understand that a single incident or instance is sufficient to build a conceptual category and also that the best insights might come from quite a small amount of data. The following views of Bleich (as cited in Cooper, 1985, p. 261) provide further support to my position:

More is known about response ... processes from small numbers of detailed reactions than from large numbers of one- word judgments. In this way, the process of teaching and the development of detailed subjective response is simultaneously research into the nature of response processes.

Consequently, I decided to use in my present study 7 selected excerpts from the interviews conducted with teacher participants and 5 selected from student participants to address different categories of textbook evaluation. In sum and spirit, I believe that this position can act as rich underpinnings to my research practices with which I believe that I am better equipped to propose subject-centred conceptualizations of my phenomenon of investigation.

I hasten to comment that, even if this chapter fundamentally identifies itself as description and evaluation of the ELT textbook *GFE I^{RE}*, in support of the immediacy and significance of findings, in some sections of this chapter I will attempt to elaborate on some of the findings. This practical mixture aims to draw attention to the significant findings and elucidate their connections to the aim of my study and its objectives.

In the following section, I impressionistically and theoretically describe the ELT textbook *GFE I^{RE}* taking into account its internal and external characteristics.

4.2 Textbook Content Analysis: An Impressionistic evaluation

I wish to point here that my use of the word “evaluation” should be seen as one that is synonymous with the word “analyze/analysis” and therefore I wish to use them both interchangeably.

In this section, I conducted the first step of the evaluation. This evaluation mainly concerns the presentation of the ELT textbook *GFE I^{RE}* used to teach English in 6th form secondary school in DRC. As I have mentioned in the literature review chapter, my impressionistic evaluation of *GFE I^{RE}* ELT textbook is an introductory step for carrying out an exhaustive analysis. It consisted of analysing this textbook on the basis of a broad and common impression that I gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout and illustrations. It helped me to conceive a quick judgment of the textbook based on its design and structure and on aspects such as the attractiveness of the cover, the ancillary materials accompanying the textbook and the way the textbook is sequenced (Cunningsworth, 1995; McDonough & Shaw, 1993; Skierso, 1991; McGrath, 2002).

In order to evaluate impressionistically and theoretically the content of *GFE I^{RE}* textbook and to make an overall description of its organization and structures, I considered the following aspects:

- The title page,
- The copyright page,
- The table of contents to see how it is organized and the topics covered and their divisions and subdivisions,
- The preface to know the authors’ and the editor’s reasons behind writing and publishing this textbook, and the audience that the textbook it is written for,
- The ancillary material (CD, DVD, audio tapes, teacher’s guide book, exercise book, etc.),
- Any illustrations (pictures, charts, graphs, tables or bibliography).

The following section presents general information describing the textbook under investigation.

4.2.1 The general information on the ELT textbook *GFE 1^{RE}*

GFE 1^{RE} is one volume of the series *Go for English* intended for the 6th form secondary school or grade 12. This ELT textbook continues with the language items learnt in this series from the first volume *Go for English 6^E* (*GFE 6^E* intended for the 1st form secondary school or grade 7) to the fifth volume *Go for English 2^{NDE}* (*GFE 2^{NDE}* intended for the 5th form secondary school or grade 11). It revises many of the language items learned in the previous volumes of the series. This is because it is the last volume in the series. It provides learning opportunities to students besides specific prompts intended for teachers to help students understand some of the grammar lessons they did not understand during previous years of study. Concisely, *GFE 1^{RE}* provides secondary school leaving students with many opportunities of learning the language.

Taking into consideration the textbook's aims, the authors, the physical appearance (including the illustrations), the design and the organization, I have attempted an extensive description of the content of this ELT textbook at two different levels of analysis:

Level 1: Impressionistic description, which has involved an overall presentation and analysis of the textbook related to its design, table of contents, distribution of units and finally the components of the units.

Level 2: In-depth description, which has examined separately and more analytically the different constituents of *GFE 1^{RE}* based on its language skills and sub-skills as well as on learning activities and practices.

4.2.2 Aims, Objectives and Approaches

Many language textbooks have specific set of objectives based on explicit teaching approaches. The objectives, contained in a textbook, play the role of signposts for different activities and tasks contained in that textbook. As their principal role is to act as guidelines to the selection of the elements constituting the curriculum, they precede the elaboration and development of the content and the activities. They give users a clear idea about what they can expect from the textbook and how it can help them learn in order to be successful. It is in this context that *GFE 1^{RE}* specifies distinctly the goals for different activities it contains.

According to Montgomery, Nama and Tamla, (1994b) *GFE 1^{RE}* aims at:

- Helping students develop their English language knowledge and skills along with the necessary motivation to continue learning which will enable them communicate with English speakers on everyday topics in a variety of situations,
- Developing capacity to read and study in English,
- Developing capacity to listen to lectures and broadcasts in English,
- Conducting practical writings tasks such as letters, reports, articles and essays,
- Reinforcing the teacher's teaching techniques (p. 1).

What is interesting in these aims is that they establish the foundation of the core objective of *GFE I^{RE}*, which is to develop communicative skills through communicative language approach by teaching English for communication through use. Its methodological directives initiate teachers to play the role of organizers and guides in order to include all the students in communicative activities. These directives also recommend ELT teachers to use specific techniques that motivate their students to interact.

In keeping with the above-mentioned methodological approaches, Montgomery, Nama and Tamla, (1994b) write:

A very important element in each unit is the development of a study skill. Whatever education or training students are receiving now or will undertake in the future, they will have to learn to read and take notes, to listen to a talk and take notes, to skim a text to discover its main points quickly, to use an index, to be aware when a text is biased, to revise for exams and to take them, to write 'compare and contrast' essays and to argue a case convincingly. This book gives practice in developing these crucial self-advancement study skills (p. 1).

This means that based on its aims, objectives and methodological directives *GFE I^{RE}*, aims at presenting language through use or real practice of listening, speaking, reading, writing and use of vocabulary and grammatical structures. It integrates all the language skills and develops them simultaneously. It helps students develop all the language skills.

After having discussed the aims, objectives and methodological practice of *GFE I^{RE}*, in the following section, I present the authors of *GFE I^{RE}* and its publishing house.

4.2.3 Authors and publishers

The authors of *GFE I^{RE}* are Michael Montgomery, Michael D. Nama and Berthe K. Tamla, all of whom are teachers of English. The team leader Montgomery is an experienced teacher of English from Britain, who has taught English in Africa for many years. In the project of writing this textbook Montgomery worked closely with his African colleagues to produce this volume, which is the continuation of the volumes of the series started in 1990 by Kenneth Cripwell, Jan Keane, Michael D. Nama and Berthe K. Tamla and published simultaneously by Macmillan Press Ltd in London and EDICEF in Paris.

Macmillan Publishers Ltd also known as Macmillan Group is an international publishing company owned by Holtzbrinck Publishing Group. It has offices in 41 countries worldwide and operates in more than thirty others (Macmillan English, n.d.).

Editions Classiques d'Expression Française (EDICEF) is another publishing house. It is a subsidiary of Hachette and its vocation is to meet the multiple expectations of the French-speaking public of Sub-Saharan Africa, the Maghreb, and the Indian Ocean region. Most essentially, it publishes and co-publishes with *Hatier International* textbooks for students (Edicéf & Hatier International, n.d).

In the following section, I describe in detail the physical appearance and the illustrations contained in the *GFE I^{RE}* textbook.

4.2.4 Physical appearance

Following the impressionistic principles of textbook evaluation, I have described the physical appearance of *GFE I^{RE}* based on its external look. Specifically, I considered aspects such as its cover, its size, the binding and the quality of illustrations.

GFE I^{RE} has a red front cover page made of hard art card paper laminated with UV. The UV technique makes the cover durable enough and protects it from water and accidental rip up. Its size is 25.8 x 19.4 x 1cm a bit smaller than A4 paper. It almost has the standard landscape size (25 × 20 cm). Considering this size, the textbook is light enough for students to place it into their schoolbags and to take to school every day. It is not cumbersome on the desk. Its binding is durable enough because the pages are folded in signatures sewn and glued to the

spine. In this way, papers inside remain stick with the spine and cannot separate into many pieces to cause damage to the textbook.

In the following table 4.1 I present additional physical features and other details of *GFE 1^{RE}* as provided by the publisher for its identification.

Table 4.1: *GFE 1^{RE}* detailed characteristics

Collection	:	Go for English
Authors	:	<u>Michael MONTGOMERY</u> <u>Michael D. NAMA</u> <u>Berth K. TAMLA</u>
Editor	:	EDICEF
Publication	:	August 1994
Title	:	Go for English 1 ^{RE}
Weight	:	0,3900kg
EAN	:	978-2841290598
ISBN	:	284129059X
Pages	:	208

Source: Amazon.ca (n.d.)

The title of the textbook “*Go for English 1^{RE}*” is on the front cover page, written in bigger vivid white prints. The front cover also has a colourful picture of a hand scoring in the basketball net. This illustration on the cover is important because our (human) society is visually oriented. In many circumstances, illustrations literally replace hundreds of words and convey messages more dramatically and quickly than comparable sections of texts.

Sometimes non-critical observers think that the illustration on *GFE 1^{RE}*'s cover page is simply a picture for aesthetic reasons. However, it cannot be only for the above-mentioned reason. It might be convey some other meaning/ reason. The meaning can accrue from the consideration of the details the picture represents. When considering the picture on the cover page of *GFE 1^{RE}*, I think to play and win, to try, practice and improve, because in any sport and / or game, the players are involved in play for a victory. They play to win, to be victorious, and to be successful but sometimes people play for hobby/pastime. Therefore, when I consider these aims of sports and / or games, I am inclined to hypothesize that the

picture on the textbook's cover is metaphorical and it conveys a set of meaningful messages. I believe that through the picture the authors allude to successful English language teaching and learning. They invite and motivate students to be the winners, to be victorious in the English language they are learning. They encourage 6th form secondary school students not to be afraid of using the textbook. They invite them to play with the language like basketball players, who want to be good performers and professionals by playing with the ball (throwing it several times to score in the net). They invite students to use English language learning as a hobby. From the teachers, the authors ask for courage, perseverance, and focus like for real sports coaches who mentor and coach their teams to victory.

The following figure shows the details on the front cover page of *GFE 1^{RE}*.

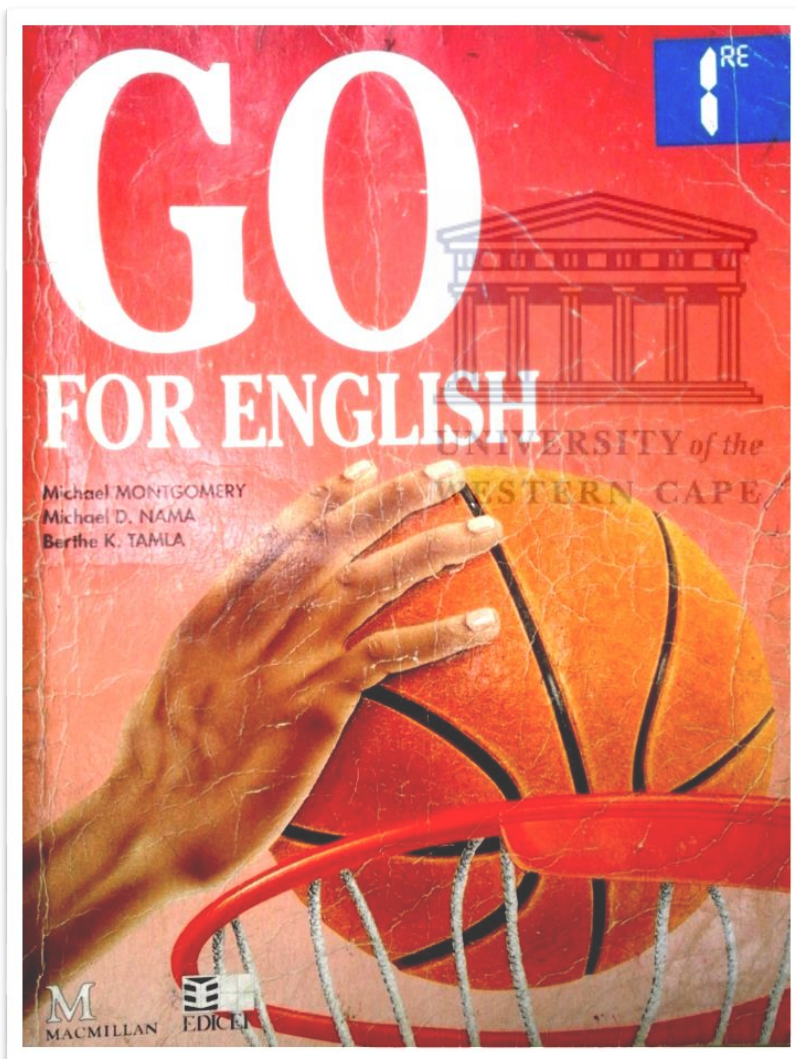


Figure 4.1: The front cover page of *GFE 1^{RE}*

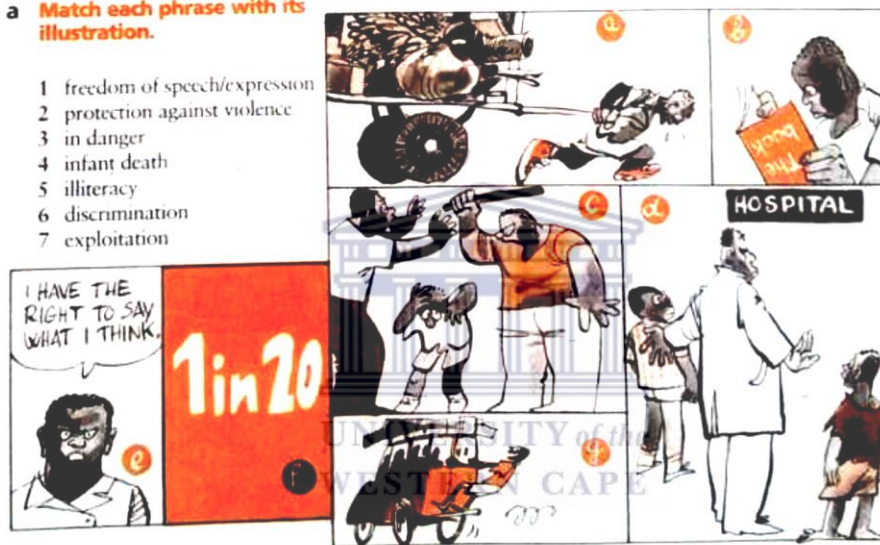
The font used in the textbook is big enough and legible; the pages are not busy with too much content. The topics and sections are in bold with black colour, the instruction notes are in bold with orange colour, while the general text is in black font.

When evaluating the physical appearance of *GFE 1^{RE}* I have also considered different illustrations contained in it. This evaluation looked into how pictures and texts correspond and how they attract students to be more interested in the lesson and how they can help them understand meaning and messages contained in the reading passage. These illustrations are in two colours, orange and black (see figure 4.2 below).

3 Vocabulary 1: Rights and abuses

a Match each phrase with its illustration.

- 1 freedom of speech/expression
- 2 protection against violence
- 3 in danger
- 4 infant death
- 5 illiteracy
- 6 discrimination
- 7 exploitation



11

Figure 4.2: Illustrations extracted from *GFE 1^{RE}*

Most illustrations in *GFE 1^{RE}* are caricatures accompanying and representing different subjects and scenarios explaining what is going on in the unit, in a reading passage or in any learning activity. They represent according to cases physical aspects of countries, animals or plants, machines or tools, photos, drawings or diagrams that visually support the learning activities. Sometimes these illustrations present the situation they represent in a very funny way to draw students' attention. Apart from caricatures for illustration purpose *GFE 1^{RE}* also contains white and black photos in some places to give the precise appearance of what it emphasizes on.

Most illustrations contained in *GFE I^{RE}* like the one presented on *figure 4.2* do not present any superfluous detail, which might confuse and distract students from the fundamental purpose for which they were intended. They are used in association with the instructions, in a way that students can easily link them to principal activity of use they relate to. For example on *Figure 4.2*, there are many new words described by the illustrations. Students can easily understand these words used in context without asking for their respective meanings. Drawings and new words are near enough and are on the same frame. In sum, illustrations contained in *GFE I^{RE}* avoid superfluous details and present only the most specific details of the content they accompany.

Having scrutinized the physical appearance of *GFE I^{RE}*, in the following section, I evaluate its design and the organization of the constituents of its content.

4.2.5 Design and organization of *GFE I^{RE}*

From an impressionistic and theoretical evaluation point of view, evaluating the design and organization of a textbook does not consist only on examining the internal layout of the textbook (units as well as the activities and tasks contained in) but it also examines supplementary materials which comes along with it. From this consideration, the package of the textbook under investigation, *GFE I^{RE}*, includes only student's and teacher's book. It does not contain a workbook, an audio CD or tape, a class audio program, an online learning center, an audio CD test, or other components. The principal book of the package is the student's book.

This textbook contains twelve units. Each unit consists of a number of activities that cover different and necessary language skills and sub-skills that any language student needs to improve his / her language use skills. The evaluation of the content of these twelve units helped me to establish that each unit develops a specific subject matter and contains specific lessons. Apart from units with subject matter of general interest, the textbook introduces students to both scientific and cultural themes. However, it does not introduce purely technical language. All texts use a language, which any educated person can reasonably understand. The textbook grants 6th form secondary school students with a varied selection of reading passages composed of extracts of journal articles and texts in forms of prose and poetry (Montgomery, Nama & Tamla, 1994a)

Further to what I have said above, each unit of *GFE I^{RE}* presents the vocabulary items, grammatical structures as well as language functions developed in the unit and composition exercises. Some other texts intended for reading and study skills have footnotes attached to the words in them. According to the authors, these footnotes have two purposes:

- To give the reader detailed information without interrupting the flow of the text and the writer's train of thought.
- To give students the opportunity to learn how to use the words and to have practice in doing so (Montgomery, Nama & Tamla, 1994b)

Finally, each unit concludes with consolidation exercises, which reinforce the vocabulary and the communication items.

In order to successfully evaluate this ELT textbook's organization and structure, I grouped related components into three main sub-sections: (a) components of a unit, (b) Subject matter developed in units, and finally (c) skills developed in units. In all these subsections I tried to describe as clearly as possible the design and the organization of the content of *GFE I^{RE}*.

4.2.5.1 Components of units in GFE I^{RE} textbook

In this sub-section, I looked into different units contained in *GFE I^{RE}* in order to determine different major elements composing the units. I examined one unit after another. This operation revealed that units in this textbook follow almost the same pattern composed of the following sections: brainstorming, picture interpretation, study skill, vocabulary, communication, speech, listening, composition and the consolidation exercises. These sections are lessons, activities and tasks intended to develop integratively users' language use and literacy skills.

Brainstorming serves to set the scene and to introduce to students the main idea of the main reading passage of the unit. It provides teachers with opportunities to help students activate background knowledge, give their opinion about ideas, work as a team (in pairs or in groups), and draw links among different concepts. It also provides students with opportunities to develop ramification knowledge related to the topic. "Through this device [brainstorming], students can freely express and then comprehend various vocabulary structures, ideas, etc. related to a given [...] reading text before the reading activity in class." (Ahmed, 2001, p. 96; Ahmed, 2014, p. 19)

Picture interpretation task is a kind of visual literacy, which comes to strengthen the brainstorming activity. It cultivates students' capacity to read pictures and understand the meanings they convey. A set of leading questions proposed to this end guides students' thinking to unlock their comprehension. Students and teachers interpret not only pictures related to brainstorming but also different illustrations contained in the textbook.

Reading activities relate to the main reading passage of the unit presented during the brainstorming activity. Most of them are designed to respond and satisfy to the students' capacity and interest. Reading passages are sources of new vocabulary items. Two different but related reading tasks, *Pre-reading* and *Reading comprehension*, prepare and develop students' language use and literacy skills.

As I mentioned in the literature review chapter, when reading lacks appropriate strategies and activities such as pre-reading task, the students run into constant obstacles (Cunningsworth, 1995) while trying to decode useful information. These obstacles are due to insufficient background knowledge or lexical knowledge. Whereas when a pre-reading task introduces a reading passage, students have a smoother reading process because they have guidance towards information in the reading passage.

Study skill activities aim at providing students with specific judgments in order to develop their language use and literacy skills. They give them specific leads/hints to be able to listen, to read and to write critically and intelligibly.

Vocabulary lessons consist of presenting vocabulary items by introducing, defining or explaining the new words' meaning. In certain units of *GFE I^{RE}* some vocabulary lessons are warning lessons about correct way of using certain expressions and words. They are entitled "*Don't confuse*". They show and distinguish words with similar meanings in grids and use different illustrations for practice. Vocabulary lessons are accompanied by examples of the kind of matching exercises, word formation, gap filling with correct words, multiple choice and crossword puzzles, etc. In general, each unit in *GFE I^{RE}* has items, which extend the students' vocabulary in specific areas and phonetic transcription. Some French translations or new words facilitate the mastery of vocabulary.

Speech tasks focus on the pronunciation of specific sounds in English. These tasks aim at teaching pronunciation, intonation and stress. They represent an English Phonetics and Phonology course for 6th form secondary school students. Dickerson and Finney (as cited in

Al-Ahdal, Mohammed, Al-Hattami, Al-Awaid, & Al-Mashaqba, 2015) emphasize the importance of the spelling / pronunciation link for students. The focus of these tasks is on initiating students to sound discrimination, presenting sounds in isolation then in minimal pairs, to explain how to produce a sound, to help students correct their speech errors. They are features of oral communication helping to develop not only speaking but also listening and writing.

Communication tasks combine grammar subject matter and communicative functions. The communicative functions present language as it is used in everyday situations. This implies that they present most of the functional language or the language used for sociolinguistics formula. It presents language and expressions for agreeing and disagreeing, expressing obligation, expressing contrast, ways of emphasising, what you have to/ ought to, to mention but a few. By combining the teaching of language functions/ notions with the language structures, communication tasks teach appropriate ways of using the language to express facts, events, mood etc. They present the target language in a context, which shows its meaning and its use. Montgomery et al., (1994b) believe that this is the most interesting and effective way of presenting grammatical forms than presenting a series of connected sentences.

Listening activities contain various formats of listening materials, which encourage students to perform tasks. The listening content in *GFE I^{RE}* mostly simulates authentic content such as, radio advertisement and programs, talks and debates, interviews, and personal conversations. They aim at developing students' comprehension ability. It works like a reading activity. Students listen and answer questions. There is a pre-listening activity, which prepares students to actual listening activity and the post-listening activity, which consists of discussion to make sure whether students have understood and decoded the message contained in the oral passage.

Composition tasks cover writing sentences, paragraphs, letter, and brief reports. They aim at developing a variety of writing types. *GFE I^{RE}* textbook imagines and sets up scenarios then invites students to write based on those pre-established scenarios. The methodological process guides students and highlights the practical purpose of writing and situation in which they occur. The tasks provide guidance on what the content of the composition should be, how to organize and present the piece of writing (conventions, letter writing, description, narrative, reporting and other types of writing), which expression to use (including features of

both formal and informal style), helpful and appropriate vocabulary and grammar to use. Finally, it provides any necessary skill for any type of writing.

Consolidation exercises come at the end of the unit after different lessons, activities and tasks of the unit. It is a kind of unit conclusion and important information reminder. They are to remind and to check whether students can use the relevant language successfully.

After having looked into *GFE I^{RE}* textbook to examine the components of its units, in the following section, I intend to evaluate the different types of subject matter developed in each unit of this ELT textbook.

4.2.5.2 Subject matter developed in the 12 units of GFE I^{RE} textbook

In this section, I scrutinized the 12 units of *GFE I^{RE}* to highlight and determine the extent to which the subject matter they develop cover language skills in general and literacy skills in particular. The findings are meant to inform the study about the efficiency and appropriateness of the content of the textbook concerning its support to language use and literacy skills development. This has helped decide whether *GFE I^{RE}* presents both receptive and productive language skills as well as vocabulary and grammar lessons contained in suitable and relevant activities and tasks to enhance students' language use and literacy skills.

4.2.5.2.1 Receptive skills

Listening and reading are the two receptive skills, which assume particular prominence in the teaching and learning of language. In language acquisition, students extract meaning from what they read or hear. Consequently, receptive skills become part of language input. When evaluating the receptive skills I wanted to determine to what extent they are relevant, interesting and content useful based on what students expect in their everyday life.

a. Listening

In respect of my sub- research questions, to evaluate listening skill in *GFE I^{RE}*, I looked into the textbook to discover to what extent listening activities and tasks contained in can help students develop their listening abilities for efficiency language use and literacy skills. In the Table 4.2 below I present all listening activities and tasks contained in different units of *GFE I^{RE}*.

Table 4.2: Listening activities and tasks per unit

Units	Listening activities and tasks	Pages
1.	<ul style="list-style-type: none"> • Listening to the talk “Tempo boys” and taking notes • Listening to the talk “Tempo boys” and discussing about it 	16
2.	<ul style="list-style-type: none"> • Listening to the story entitled “Love link” and writing a short account of it 	31
3.	<ul style="list-style-type: none"> • Reading questions then listening to the talk entitled “Traditional role” and writing down correct answers 	46
4.	<ul style="list-style-type: none"> • Listening to the talk entitled “Pots: some uses and customs” for general comprehension • Then listening again to the same talk to complete sets of information 	60
5.	<ul style="list-style-type: none"> • No listening activity 	-
6.	<ul style="list-style-type: none"> • Listening to the talk about “Jobs interviews” to complete a table 	84
7.	<ul style="list-style-type: none"> • Listening to the “Radio interview with Dr Kalumo”; then copy and complete key points of the talk 	97
8.	<ul style="list-style-type: none"> • Listening to the “Radio broadcast” and then report to a friend who was unable to listen to it • Listening to the same broadcast and hold discussions on well specified questions 	113
9.	<ul style="list-style-type: none"> • Listening to discussions based on “Interviews before an election” and to answer different questions based on them 	126
10.	<ul style="list-style-type: none"> • Listening to the “Interview with Emile Yebo Guébéhi” then: <ul style="list-style-type: none"> • Write notes on two kinds of sculpture Emile makes • Say where he works and whether he is glad to work there • Tell the story of the dishonest keeper • Say what Emile does if he sees a face that interests him 	140
11.	<ul style="list-style-type: none"> • Listening to the discussion about “Harm done by bush fire” then answer the related questions 	153
12.	<ul style="list-style-type: none"> • Listening to the talk about “Revision techniques” then make a set of notes that can help a friend who missed it to understand what it was about 	165

Based on the information contained in Table 4.2 above, I wish to report this finding: *GFE I^{RE}* comprises different types of listening activities and tasks. The activities and tasks include listening to report, to discuss, to write. This makes a good example of integrated language skills development. Listening materials comprises talks, discussions and short stories or interviews. The weakness of the listening activities as presented in the textbook is the distinct lack of audio ancillary sets. As I indicated earlier *GFE I^{RE}* does not contain CDs or audio

tapes. In all circumstances, the teachers play the role that the audio sets could play and this procedure is a source of many negative consequences. A good example of this is the exposure of students to non-native speakers' speech with all the related consequences. They will never get accustomed to native speakers' language use, accent, intonation and pronunciation. They will not have an original model of language to copy.

b. Reading

In this section, taking into account the MRQ of my current study, I evaluated GFE 1^{RE} to highlight reading passages, the main themes exploited and different reading activities and tasks so as to determine whether they are current, up-to-date, relevant and appropriate for students' level and interest. In addition, this evaluation has also helped to determine whether reading passages in the textbook present authentic language, various native speakers' cultures as well as reading techniques and procedures to help students develop their language use and literacy skills.

Table 4.3: Topics, Reading passage titles and Themes developed in GFE 1^{RE}

Units	Topics	Reading passage titles	Themes	Pages
1.	Loved or Exploited?	<ul style="list-style-type: none"> • Nine different Extracts about Children's rights and duties 	Human rights	7
2.	Computer Magic	<ul style="list-style-type: none"> • Private property 	Technology	21
3.	Anyone can succeed	<ul style="list-style-type: none"> • Women's world banking • Untitled text about self determination 	Women's emancipation	35
4.	Custom and Traditions	<ul style="list-style-type: none"> • Two untitled extracts about Traditional ceremonies 	Culture/ Society	49
5.	Eyes in the Sky	<ul style="list-style-type: none"> • Untitled text about Health net 	Technology	62
6.	Getting a Job	<ul style="list-style-type: none"> • Four untitled extracts about Occupations/Jobs 	Choosing a career/ Society	75
7.	One bite too many	<ul style="list-style-type: none"> • Untitled extract about Malaria 	Science/ Health	89
8.	Media	<ul style="list-style-type: none"> • A stubborn peasant refuses to move a mad cock • An arrogant townsman threatens to kill harmless cock 	Social problem	103
9.	Political and Elections	<ul style="list-style-type: none"> • Electing an American president 	Politics	116

10.	Art Craft	<ul style="list-style-type: none"> • Untitled extract about the life of an artist 	Art / Design	130
11.	Seeds for the Future	<ul style="list-style-type: none"> • Untitled extract about sharing ideas to improve agriculture 	Agriculture	143
12.	Fashion	<ul style="list-style-type: none"> • Three untitled extract about elegance and fashion • Naomi sashayed down the cat walk looking a million dollars 	Art/ Aesthetics	156

Based on the information contained in the Table 4.3 above, I wish to report the following findings: each unit in *GFE I^{RE}* introduces a detailed reading passage, which exposes and conveys a specific problem of life representing a particular theme. However, from the main idea presented and exploited in the reading passages I have tried to allocate the themes to each reading passage in order to determine how varied the content of the textbook is and to determine whether the information it conveys is current, up-to-date, relevant and appropriate for students' level and interest. In keeping with this, the findings indicated that twelve units of *GFE I^{RE}* textbook explore cultural, social and science themes (technology, arts, politics, women's emancipation, health and agriculture). All the topics are reasonable because they address different aspects of active life that students might encounter in their everyday life. The texts are presented in the way to motivate and appeal the students. The themes and topics developed in *GFE I^{RE}* address modern and current issues corresponding with 6th form secondary school students' age and interest.

In this section, I have also tried to discover the extent to which the reading activities and tasks can prepare and help students to develop their reading abilities for efficient language use and literacy skills. In the Table 4.4 below I present all the reading activities and tasks contained in different units of *GFE I^{RE}*.

Table 4.4: Reading activities and tasks per unit

Units	Texts titles	Activities and tasks	Pages
1.	Children's Rights and Duties	<ul style="list-style-type: none"> • Reading the extracts to say what are the violated rights in each of them • Skimming the extracts to find words connected to different children right • Saying whether the extracts give extra view besides the ones depicted from brainstorming and picture interpretation activities 	10
2.	Private property	<ul style="list-style-type: none"> • Skimming the text to answer a series of open ended comprehension questions • Reading the text to have a global understanding of the topic • Reading the text to find answers to a series of open ended comprehension questions 	24
3.	a. Women's World Banking b. Untitled reading passage about personal determination	<ul style="list-style-type: none"> • Reading text (a), looking for its main ideas and making separate notes on them • Reading to make a comparison between the sets of notes made on the basis of text (a) • Reading the notes made on the basis of text (a) to answer a series of ten comprehension questions related to them, • Reading text (b) and making a set of notes on useful points to prepare a talk on them 	36 – 37 38
4.	a. Untitled extract about the celebration of Prophet's Birthday b. Untitled extract about Trooping the colour	<ul style="list-style-type: none"> • Reading the text (a) to draw up a list of participants depicted in each event • Reading both texts (a and b) to answer a series of ten open ended comprehension questions related to them 	49 - 50 50 - 51
5.	Untitled interview about the benefits of Health net	<ul style="list-style-type: none"> • Reading the interview to discover the benefits of Health net • Reading the interview to answer a series of seven mixed comprehension questions (open ended and multiple choice) related to them • Reading to write a summary of the interview covering its specific aspects 	64

6.	<p>Untitled passages a, b, c and d about:</p> <ul style="list-style-type: none"> • a. Journalism • b. Excavator operator • c. Lawyer • d. Actor 	<ul style="list-style-type: none"> • Reading all passages (a, b, c and d) to discover what people like about their careers and others then write about those discoveries • Reading to complete a grid and compare results • Reading to answer a set of five mixed comprehension questions 	74 – 75,
7.	Untitled text about Malaria	<ul style="list-style-type: none"> • Reading the text to discover the causes of increase of malaria • Reading the text to answer a set of ten mixed comprehension questions • Reading the text to write a summary 	90 -91
8.	<p>a. Stubborn peasant refuses to move mad cock</p> <p>b. Arrogant townsman threatens to kill harmless cock</p>	<ul style="list-style-type: none"> • Reading both texts (a and b) to detect bias • Reading both texts (a and b) to answer a series of ten mixed comprehension questions 	104
9.	Electing an American president	<ul style="list-style-type: none"> • Reading the text to find out the main steps in a presidential election • Reading the text to answer a set of ten mixed comprehension questions 	117
10.	Untitled text about Mmakgabo Mmapula H. Sebidi's painting	<ul style="list-style-type: none"> • Reading the text slowly to discover small details • Reading the text in groups and answer a series of 8 multiple choice comprehension questions and justify the answers 	131 - 132
11.	Untitled text about quality of seeds	<ul style="list-style-type: none"> • Reading the text to discover the quality of seeds • Reading the text to answer a series of ten open ended comprehension questions 	144 - 145
12.	<p>a. Untitled text about Elegance and Fashion</p> <p>b. Naomi Sashayed down the catwalk looking a million dollars</p> <p>c. Untitled text about African designs</p> <p>d. Untitled text about ancient design</p>	<ul style="list-style-type: none"> • Reading text (a) to make difference between Elegance and Fashion • Reading text (a) to answer a series of four open ended comprehension questions • Reading texts b, c and d to answer a series of fifteen open ended comprehension questions 	157 - 158

Taking into consideration the information contained in Table 4.4 above, I wish to indicate that *GFE I^{RE}* presents different reading activities and tasks based on varied types of reading materials. Like listening, it enables integrated development of language skills. Reading materials comprises extracts of articles, talks, discussions and short stories or interviews. Apart from reading passages contained in different units, there is a specific section in the textbook related literatures. It contains reading passages in prose and in verse extracted from novels and journals. Some of them are magazine articles, scientific and economic reports. Some others are cultural stories, biographical notes and interviews.

After having examined reading activities and tasks per unit, I have also evaluated the types of reading techniques and procedures developed and presented in the textbook to help students reach the objectives and enhance their language use and literacy skills. The information is contained in the following Table 4.5.

Table 4.5: Types of reading techniques and reading procedures

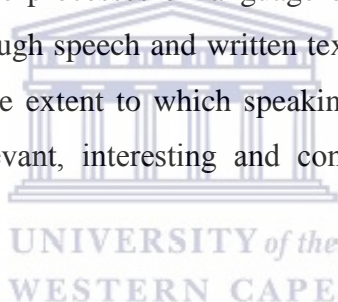
Units	Types of reading techniques	Reading objectives
1	Skimming	<ul style="list-style-type: none"> • Reading a text to find out what its main ideas are.
2.	Skimming	<ul style="list-style-type: none"> • Reading specific parts of the text to quickly find clues to answer some questions
3.	How to make notes on a text	<ul style="list-style-type: none"> • Reading a text looking for its main ideas
4.	Comparing texts	<ul style="list-style-type: none"> • Comparing two texts to identify their specific aspects, similarities and differences. To write an essay that compares them.
5.	Summarizing	<ul style="list-style-type: none"> • Writing a summary to prepare an article or a presentation
6.	How to make notes on a text notes	<ul style="list-style-type: none"> • Making notes on important points and exchanging information
7.	Summarizing	<ul style="list-style-type: none"> • Listening to a talk and write down a summary of important points
8.	Detecting bias	<ul style="list-style-type: none"> • Reading a newspaper report and decide which aspects of it can be believed and which ones cannot be believed
9.	Making a flow chart	<ul style="list-style-type: none"> • Summarizing a process by creating a process flow chart
10.	Scanning	<ul style="list-style-type: none"> • Reading a text quickly to look for a specific information
11.	Using an index	<ul style="list-style-type: none"> • For reading and finding information quickly.
12.	No specific skill is addressed	<ul style="list-style-type: none"> • The teacher may develop any of the skills or insist on making notes as for listening skill.

Taking into consideration the information presented in Table 4.5 above, I can report that the types of reading techniques contained in *GFE 1^{RE}* aim at developing students' skills of reading. These are primarily meant to help students to look for general understanding, to look for specific details, to compare information, to summarise the information, to detect bias, to use some information recorded and index them. When reading for comprehension, the textbook provides students with opportunities to develop both spoken and written language. Students signalled their understanding of the read passage either by answering orally or in written form.

After having evaluated and presented the findings of the receptive skills, in the following section I evaluate and present the findings of the productive ones.

4.2.5.2.2 Productive skills

Productive skills refer to both speaking and writing skills. They consist of the processes of production or in another way, the processes of language output where students acquire and practice to produce message through speech and written text. For this study, I have evaluated productive skills to determine the extent to which speaking and writing activities and tasks developed in *GFE 1^{RE}* are relevant, interesting and content useful to enhance students' language use and literacy skills.



a. Speaking

In respect of the sub-research questions(SRQ), to evaluate speaking skill in *GFE 1^{RE}*, I looked into the textbook to discover the extent to which speaking activities and tasks contained in the textbook can help students develop their speaking abilities for efficient language use and literacy skills. As speaking cannot be separated from phonology, this evaluation encompassed both speaking and phonological tasks included in *GFE 1^{RE}*. The speaking tasks I looked into were mainly conversations and dialogues, but I have also looked into phonological tasks where oral exercises are intended to improve students' pronunciations of certain difficult sounds.

In the table below I present all speaking activities and tasks contained in the different units of *GFE 1^{RE}*.

Table 4.6: Speaking objectives and language functions

Units	Speaking objectives and language functions	Pages
1.	Communication 1: To express present and past obligations and unnecessary actions Communication 2: To express contrast	12 and 19 15 and 20
2.	Communication 1: To express past habit Communication 2: To agree and to disagree	26 and 33 30 and 34
3.	Communication 1: To use reflexive pronouns correctly Communication 2: To express conditions	40 and 47 44 and 48
4.	Communication 1: To use a group of adjectives in the right order when qualifying one noun Communication 2: To express frequency, degree, manner and place	54 and 61 57 and 61
5.	Communication 1: To emphasize on some words while speaking Communication 2: To express conditions (other forms)	68 and 74 70 and 74
6.	Communication 1: To use both strong and weak obligations Communication 2: To predict progress	80 and 87 83 and 88
7.	Communication 1: To tell people to do or not to do something Communication 2: To make requests and ask permission	94 and 101 97 and 102
8.	Communication 1: To talk about ideas Communication 2: To state preference and opinions using appropriate structures	107 and 115 111 and 115
9.	Communication 1: To express ideas and past events Communication 2: To apologize and to accept apologies	121 and 129 125 and 129
10.	Communication 1: To use appropriately countable and uncountable nouns Communication 2: To check information	136 and 142 138 and 142
11.	Communication 1: To use some patterns with verbs Communication 2: To comparing things idiomatically	149 and 154 152 and 155
12.	Communication 1: To use reported speech Communication 2: To express exclamation, wishes and offers	160 and 168 164 and 168

Concerning the information contained in the above Table 4.6, I wish to report the following

findings: *GFE I^{RE}* textbook presents 24 tasks of language functions. Considering their content, these tasks are varied and wide enough to cover some of language functions students need for their everyday life language use. They are basics that language students need in order to be able to cover their language needs inside and outside the school. Most of them are presented in forms of role-plays, presentations, discussions, debates, and interviews. The textbook provides the above-stated kinds of speaking activities to students in different units. The activities aim at enabling students to develop their capacity to communicate confidently at any occasion and to express themselves intelligibly.

As mentioned in the introduction to this section, speaking skill has additional features such as Phonetic and Phonology connected to it. Therefore, when evaluating speaking skill in *GFE I^{RE}*, I have also evaluated the phonology tasks it contains.

Table 4.7: Phonology tasks

Units	Phonology tasks focus	Pages
1.	Using correct stress when pronouncing verbs that start with a prefix	14
2.	Using, pronouncing distinctively and making difference between the consonant sounds /w/ and /r/	28
3.	Using, pronouncing distinctively and discriminating between /e/ and /ei/ vowel sounds	43
4.	Pronouncing distinctively the consonant sounds /s/	55
5.	Using emphatic stress to give extra importance to a word	70
6.	Using appropriate stress and intonation when contradicting “What has been said before”	82
7.	Using appropriate stress and intonation when making requests and commands	95
8.	Practicing the pronunciation of the consonant sound /h/	110
9.	Using, pronouncing distinctively and making difference between /l/ and /r/ consonant sounds	122
10.	Using appropriate stress and intonation when asking question tags	138
11.	Using, pronouncing distinctively and making difference between /ɔ/ and /əu/ vowel sounds	151
12.	Using appropriate stress and intonation for exclamation	163

Concerning the information in the Table 4.7 above, I wish to present the following points: *GFE I^{RE}* covers 12 different phonology tasks. These tasks are not only restricted to vowel and consonant sounds in isolation but they also extend to pronunciation of words, phrases and sentences presented and integrated with other activities. These phonology tasks focus and help students not only in articulating words or sentences but also to develop listening and in writing.

After having examined and presented results based on speaking skill, in the following section I examine and present writing skill.

b. Writing

In respect of the SRQs, to evaluate writing skill in *GFE I^{RE}*, I looked into the textbook to discover the extent to which the writing activities and tasks contained in can help students to develop their writing abilities for efficient language use and literacy skills.

After I have examined all the writing activities and tasks contained in different units of *GFE I^{RE}* I present the findings in the table 4.8 below.

Table 4.8: Writing activities and tasks contained in *GFE I^{RE}*

Units	Writing activities	Pages
1	• Writing isolated sentences to express what people should and what they should not do	13
	• Writing a conversation in pair using selected words from two different vocabulary lists describing and differentiating a good cook from a bad one.	16
	• Writing an argument essay using arguments for and arguments against	17
2.	• Writing a dialogue talking about how things used to be	26
	• Rewriting a dialogue using would or used to or the past simple instead of the verbs in brackets to express the past habit	27
	• Writing a dialogue in which two people agree and disagree with each other	31
	• Writing an essay adding ideas by using suitable connecting words and phrases	32

	<ul style="list-style-type: none"> • Writing a letter to a friend or writing an imaginary story based on a proposed topic 	32
3.	<ul style="list-style-type: none"> • Writing isolated sentences using the correct form and tense of the verb to do and to make 	39
	<ul style="list-style-type: none"> • Writing and completing isolated sentences with reflexive correct pronouns 	40
	<ul style="list-style-type: none"> • Studying shorts conversations then writing five sentences in which the speakers agree/disagree with each other, contradict and correct themselves 	42
	<ul style="list-style-type: none"> • Rewriting a conversation using the appropriate tense and form of the verbs according to the context 	45
	<ul style="list-style-type: none"> • Writing an essay explaining the disadvantages faced by women 	46
4.	<ul style="list-style-type: none"> • Writing isolated sentences using words and phrases provided in the textbook 	53
	<ul style="list-style-type: none"> • Writing sentences using at least two adverbs in each of them 	59
	<ul style="list-style-type: none"> • Writing an essay describing a given traditional event 	60
5.	<ul style="list-style-type: none"> • Rewriting a conversation using the appropriate form of the verbs in each sentence 	71
	<ul style="list-style-type: none"> • Rewriting a conversation adding correct punctuation marks 	72
	<ul style="list-style-type: none"> • Writing a comparison essay 	73
6.	<ul style="list-style-type: none"> • Writing and completing isolated sentences using the future perfect and future perfect continuous 	84
	<ul style="list-style-type: none"> • Writing a letter of application 	85
7.	<ul style="list-style-type: none"> • Writing a short paragraph using expressions indicating the degree 	93
	<ul style="list-style-type: none"> • Rewriting sentences using ordinary phrases instead of idioms used initially in original sentences 	96
	<ul style="list-style-type: none"> • Copying and completing sentences with appropriate and suitable words 	97
	<ul style="list-style-type: none"> • Writing essays based on the interpretation of charts indicating the relationship between climate and malaria 	100
8.	<ul style="list-style-type: none"> • Copying and completing sentences with appropriate and suitable words 	107
	<ul style="list-style-type: none"> • Writing sentences about oneself life using a certain kind of appropriate phrases. 	109

	<ul style="list-style-type: none"> • Writing a report of an accident 	114
9.	<ul style="list-style-type: none"> • Copying and completing a conversation with appropriate and suitable words • Writing a report of an event 	122 128
10.	<ul style="list-style-type: none"> • Writing sentences with different words proposed in the textbook. Using them both as countable and uncountable nouns • Writing down what you think about other people • Writing a letter to an adult friend 	137 140 140
11.	<ul style="list-style-type: none"> • Copying and completing a diagram with appropriate words • Writing a formal letter 	148 153
12.	<ul style="list-style-type: none"> • Copying and completing a table using direct and indirect speech (1) • Copying and completing a table using direct and indirect speech (2) • Completing a conversation with suitable verbs, using the appropriate tense and form for each of them • Completing gaps in a table with appropriate verbs • Writing an informal letter of invitation 	160 161 161 164 166

Concerning the information presented in the Table 4.8 above, I wish to present the following findings: *GFE I^{RE}* textbook offers writing tasks as much as possible. Apart from the tasks defined as composition exercises, there are many other tasks either integrated with reading, speaking, listening, vocabulary or grammar but developing writing skill as well. The writing tasks are varied in *GFE I^{RE}*. They range from writing a single sentence to a paragraph, writing a conversation to writing a report. Tasks are to be attempted individually or in pair. All these writing tasks emphasize and focus on developing language use and literacy skills. Some writing tasks are very interesting and motivating for students because they are basically related to one or another activity in the textbook.

In the following table I present different types of writing activities and tasks contained in *GFE I^{RE}* to determine the extent to which the content of the textbook prepare students to use different types of writing so as to help them develop their language use and literacy skills.

Table 4.9: Types of writing

Categories	Frequency	Pages
Argument essay	1	17
Comparison essay	1	73
Creative writing	7	16, 26, 27, 31, 32, 109, 140
Descriptive essays	3	46, 60, 100
Guided writing	16	42,45, 59, 71, 72, 84, 93, 96, 97, 107, 122, 137, 160, 161, 161, 164
Letters	4	32, 85, 140, 166
Reports	2	114, 128
Writing isolated sentences	4	13, 39, 40, 53
Total	38	

Considering the information in the Table 4.9 above, I wish to report the following findings: *GFE I^{RE}* contains 8 types of writing namely argument, comparison and descriptive essays, creative writing, guided writing, letters, reports and writing isolated sentences. Almost half of the writing activities contained in *GFE I^{RE}* are guided writing tasks. Creative writing, letters, writing isolated sentences and descriptive essay, follows them. The textbook does not provide enough opportunities for argument and comparison essays. There is only one exercise for each of them. The textbook does not provide specific writing techniques. It presents general instructions to give the students an idea about what they have to write. This way of presenting writing activities gives opportunity to students but does not give them time to improve their free writing skills to a maximum level.

4.2.5.2.3 Sub-skills

According to the definition provided in my literature review chapter, sub-skills are specific behaviours that language users do in order to be effective in each of the skills. *GFE I^{RE}* like any language textbook also contains these specific behaviours. Therefore, taking into consideration the MRQ of my present study, I also evaluated vocabulary and grammar as some of those specific behaviours relevant to develop language use and literacy skills.

a. Vocabulary

As mentioned above, to evaluate vocabulary in *GFE I^{RE}*, I looked into the textbook to discover the extent to which the vocabulary items, the related learning-teaching activities and tasks, the numbers and variety of vocabulary items contained in can help students develop

their vocabulary capacity for efficient language use and development of literacy skills. In the Table 4.10 below I present all the information based on vocabulary topics and the vocabulary load for each topic contained in different units of *GFE I^{RE}*.

Table 4.10: Vocabulary topics and load per lesson

Units	Vocabulary topics	Number of words	Pages
1	Vocabulary 1: Rights and abuses	23	11
	Vocabulary 2: An inspiration to young people	16	14
2	Vocabulary 1: Computers	7	26
	Vocabulary 2: Word formation: Verbs in <i>-ify</i> , <i>-ise</i>	18	29
3	Vocabulary 1: Words that go with make and do	9	39
	Vocabulary 2: Do not be confused	9	43
4	Vocabulary 1: Synonyms	26	53
	Vocabulary 2: Phrases with adverbs	11	56
	Vocabulary 3: Do not be confused	6	56
5	Vocabulary 1: Satellites and telecommunications	12	65
6	Vocabulary 1: Application forms	26	79
	Vocabulary 2: Do not be confused	6	82
7	Vocabulary 1: Public health	9	92
	Vocabulary 2: Idioms	9	95
	Vocabulary 3: Do not be confused	6	96
8	Vocabulary 1: Newspapers	30	105
	Vocabulary 2: Do not be confused	6	110
9	Vocabulary 1: Elections	16	119
	Vocabulary 2: Phrasal verbs with stand	10	123
10	Vocabulary 1: Arts and crafts	19	134
11	Vocabulary 1: Phrasal verbs with get	7	146
	Vocabulary 2: Agriculture	25	147
12	Vocabulary 1: Fashion	10	159
	Wordlist	376	204
	Total words	692	

Based on the information contained in the above Table 4.10, I wish to report the following findings: *GFE I^{RE}* does not introduce the same number of vocabulary items per lesson and for each unit. Words vary from the minimum of 6 to the maximum of 30 vocabulary items in different vocabulary lessons but some other lessons have the possibility of spreading out or generating new vocabulary items. The textbook reinforces the learning and development of these items by presenting in comprehensible contexts to help students learn to use them in

appropriate contexts. Apart from items presented in specific lessons related to units in the textbook, *GFE I^{RE}* includes a list of 376 words extracted from different reading passages and other exercises contained either in the student's or in the teacher's book and literally translated from English into French.

To complete the evaluation of the language sub-skills included in *GFE I^{RE}*, after having evaluated vocabulary in the following section, I evaluate Grammar.

b. Grammar

In respect of the SRQs, to evaluate grammar lessons included in *GFE I^{RE}*, I looked into the textbook to discover the extent to which the grammar structures and the related learning-teaching activities and tasks contained in can help students develop their language usage for efficient language use and literacy skills development. In the Table 4.11 below I present all information related to grammar developed in different units of *GFE I^{RE}* to prepare and enhance students' language use and literacy skills.

Table 4.11: Grammar lessons developed in *GFE I^{RE}*

Units	Grammar lessons	Pages
1.	• Modal verbs: Should, ought to, need (affirmative and negative, present and past)	12
	• Conjunctions, prepositions, prepositional and adverbial phrases	15
2.	• Modal verbs: Would, used to (affirmative, negative and interrogative)	26
3.	• Personal pronouns as subject or object (after a preposition) and Reflexive pronouns (-self/ -selves, each other, one another)	40
	• Conditional sentences: Type 1 (simple present, future), Type 2 (simple past, conditional), Inversion with were and should	44
4.	• Position of adjectives in sentences	54
	• Position of adverbs (of frequency and others) in sentences	57
5.	• Emphasizing adjectives and adverbs	68
	• Conditional sentences: Type 3 If + past perfect, would/ could/ might have + past participle inversion using had	71
6.	• Modal verbs Have/ has to, must, need to, does not/ do not have to, needn't to, ought to, should	80
	• Verb tenses: Future perfect tense; future perfect continuous tense	83
7.	• Verb tenses: Imperative and polite request	94 - 97
8.	• Uses of THAT: as subject and or as object	107

	<ul style="list-style-type: none"> • Verb tenses: Pattern with would prefer • Adverbs of attitude 	111 111
9.	<ul style="list-style-type: none"> • Verb tenses: Expressing past tense (Present perfect, present perfect continuous, simple past, past continuous, past perfect, past perfect continuous tenses using active and passive forms) 	121
10.	<ul style="list-style-type: none"> • Countable and uncountable Nouns • Question tags 	136 138
11.	<ul style="list-style-type: none"> • Verb tenses: patterns of verbs followed by the infinitive and the gerund • Comparison (Idiomatic ways of comparing) 	149 – 150 152
12.	<ul style="list-style-type: none"> • Reported speech • Exclamatory sentences • Expressing a wish 	160 – 161 164 164

In light of the information provided in the Table 4.11 above, I wish to report that there are 23 grammar lessons spread through different units of *GFE I^{RE}* the textbook. Thanks to the volume of information contained in each of them, some units exploit one, some others two or three grammar topics. The textbook presents grammar in a sequenced and ordered manner even though it is a kind of reminder lessons. The lessons follow a specific order to support the acquisition of structures progressively. This spread helps both teachers and students. It helps teachers to deal with acceptable and manageable volume of information for students. It helps students to acquire a manageable quantity of language usage and to practice it to develop their literacy skills. To conclude this section, in the following table 4.12 I present the general view of the ELT textbook *GFE I^{RE}* content.

Table 4.12: Summary of subject matter developed in *GFE I^{RE}*

Impressionistic view	Total
Units in the textbook	12
Number of activities and tasks	186
In- Depth view	Total activities
Activities and tasks for Listening skills	13
Activities and tasks for Speaking and oral skills	44
Activities and tasks for Reading skills	30
Activities and tasks for Writing skills	30
Activities and tasks for Thinking strategies	23
Activities and tasks for vocabulary	23
Activities and tasks for grammar	23

In view of the information contained in Table 4.12 above, I wish to indicate that the ELT textbook *GFE 1^{RE}* contains a diversified range of activities which appear to be capable of developing students' language use and literacy skills. Each unit contains activities to develop language skills and sub-skills accompanied with adequate tasks. It presents skills in integrated and comprehensible way. For example, listening is depending on speaking, listening depending on reading, reading depending on writing, etc. I also observed that despite the integration of language skills and sub-skills there is a difference in the spread of activities and tasks that represent them. While some are exhaustively represented, others are not. For example, speaking and other oral skills come on top followed by reading and writing, while listening skill comes once in each unit. Grammar and vocabulary appear to be balanced.

This impressionistic evaluation of *GFE 1^{RE}* indicate that this ELT textbook contains necessary features that would help students to develop their language use and literacy skills. All the 4 main language skills are explicitly included and developed. The physical appearance of this textbook plays a big role in its suitability and appropriateness.

After having evaluated impressionistically the ELT textbook *GFE 1^{RE}*, in the next section I present its empirical evaluation based on the checklist and interview data.

4.3 Empirical evaluation of *GFE 1^{RE}*

In the preceding section, I have presented an impressionistic evaluation of *GFE 1^{RE}* textbook. According to literature on textbook evaluation, the impressionistic method is not adequate in itself. It needs to be used in combination with a more elaborate method. For this reason, I have combined the impressionistic method with the empirical one to provide a robust evaluation supported and informed by two different sets of data. I have used two different instruments to collect both qualitative and quantitative data for this empirical evaluation. The first instrument was a likert-scale checklist I elaborated in two versions one for teachers and another for students (See chapter 3, pages 110 - 113), and the other was the semi-structured interviews (See chapter 3 pages, 113 - 115). The questions I used in the interviews were based and adapted on similar evaluation criteria to the ones I used in the textbook evaluation checklist. I based the empirical evaluation on the perception expressed in the data obtained from participants. I have organized these data according to the different categories that I have

indicated in my methodology chapter (Physical and Utilitarian, Content and suitability to students, Organization and Structure, Skills and sub-skills).

Considering the criteria that I have used through my quantitative sampling of the data, it should be noted that five evaluative criteria constitute my quantitative sampling, namely: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD). Based on Cronbach alpha coefficient, which I discussed in my methodology chapter, page 118, when I analysed the data my analysis pointed to the fact that the first two evaluative criteria SA and A likewise the last two criteria SD and D appeared to be more or less the same. Therefore, I thought it would be efficient and also it would be effective to combine the first two and the last two into a set each. The evaluative criteria “Not Sure (NS)” does not appear on tables presenting teachers’ responses because it was not selected (in all the cases it represented 0.00% see appendix). However, it is important to remind that only selected and representative extracts from semi-structured interviews with participants (teachers and students) are furnished.

4.3.1 Teachers’ evaluation of *GFE I^{RE}*

Taking into account the MRQ and the objectives of my study, the checklist I submitted to teachers of English to evaluate the ELT textbook *GFE I^{RE}* had 53 evaluative criteria or items subdivided into three main sections comprising categories and their sub-categories. These evaluative criteria (items) aim at evaluating the extent to which the content of the ELT textbook in use in 6th form secondary school in DRC is relevant and efficient in terms of language use and literacy skills enhancement. I summarized and presented the data of the evaluation obtained from this checklist in a way, which helped me to provide insightful, comprehensible and acceptable answers to my different SRQs. I have presented the teachers’ findings according to the categories I have determined in my methodology chapter and their sub-categories as follows:

4.3.1.1 Physical and utilitarian attributes

Taking into consideration the MRQ of this study, in this sub-section, I measured the relevancy and efficiency of the physical and utilitarian aspects of the ELT textbook *GFE I^{RE}* based on teacher participants’ perceptions. To comply with the above, I collected teacher participants’ views thanks to 7 items contained on the textbook evaluation checklist designed for the

purpose. The physical and utilitarian attributes section sought to know what the perceptions of users about the currency of the textbook, the divertimento of elements contained in, the compatibility of the textbook to the needs and age of the students, the attractiveness of the cover and the quality of the illustrations are.

Based on seven evaluative items, I present in the Table 4.13 below teacher participants' views and perceptions collected to measure the impact physical and utilitarian attributes of *GFE I^{RE}* on their students' language use and literacy skills.

Table 4.13: Physical and utilitarian attributes of *GFE I^{RE}*

№	Evaluative criteria	SA	A	D	SD
1.	The material is up-to-date.	5 (20.0%)	10 (40.0%)	5 (20.0%)	5 (20.0%)
2.	The book contains fun elements.	2 (8.0%)	12 (48.0%)	7 (28.0%)	4 (16.0%)
3.	The textbook is compatible to the age of the students.	12 (48.0%)	11 (44.0%)	2 (8.0%)	0 (0.0%)
4.	The textbook is compatible to the needs of the students.	5 (20.0%)	6 (24.0%)	12 (48.0%)	2 (8.0%)
5.	The cover of the textbook is attractive.	14 (56.0%)	5 (14.0%)	2 (8.0%)	4 (16.0%)
6.	Illustrations in the textbook are simple enough and close to the text that they facilitate its comprehension rather than detracting.	0 (0.0%)	18 (72.0%)	4 (16.0%)	3 (12.0%)
7.	The textbook is interesting enough that students enjoy reading it.	3 (12.0%)	7 (28.0%)	15 (60.0%)	0 (0.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on the information contained in Table 4.13 above, I wish to report that the teacher participants' views and perceptions of the physical and utilitarian attributes of *GFE I^{RE}* textbook do not really differ. They were much positive in their evaluation. They either agreed or strongly agreed with 5 of the 7 evaluative criteria contained in this category. I have pointed it out in point 4.2 why I am saying this and would like to entreat my readership to treat this as a kind of running signpost. This is to suggest that wherever and whenever I pointed out the percentage of agreement and disagreement, they come close to each other. Their agreement ranged from 56.0% to 92.0%. They also disagreed or strongly disagreed with 2 of the 7

evaluative criteria contained in the category. Their disagreement ranged from 56.0% to 60.0%. The findings are as follows:

As far as the currency of the textbook is concerned, the majority of participants (60.0%) either agree or strongly agree with the evaluative item about the currency of the material. However, some participants (40.0%) either disagreed or strongly disagreed with the above-mentioned item.

Concerning the diverse aspects of the textbook, more than half of participants (56.0%) either agreed or strongly agreed that *GFE I^{RE}* textbook contains fun elements. On the other hand, slightly less than half of participants (44.0%) either disagreed or strongly disagreed with the item.

Regarding the compatibility of the textbook to the age of students, nearly all the teacher participants (92.0%) either agreed or strongly agreed that *GFE I^{RE}* is well matched to the age of Congolese 6th form secondary school students. On the contrary, very few participants (8.0%) disagreed with this item.

Regarding the compatibility of the textbook to students' needs, the majority of participants revealed a negative attitude. More than half of participants (56.0%) estimated that *GFE I^{RE}* textbook is not compatible with Congolese 6th form secondary school students' need. They either disagreed or strongly disagreed with the item.

Concerning the attractiveness of the textbook's cover the majority of participants (70.0%) either agreed or strongly agreed that the cover of *GFE I^{RE}* textbook is eye-catching but few participants, less than one-third (30.0%) judged that the cover of *GFE I^{RE}* textbook cover is not appealing.

As far as the illustrations contained in the textbook are concerned, the majority of participants, slightly less than three quarters (72.0%) either agreed or strongly agreed that the illustrations in *GFE I^{RE}* are simple enough and close to the text that they facilitate the comprehension rather than detract students. However, few participants slightly over a quarter of the participants (28.0%) either disagreed or strongly disagreed with the item.

Finally, concerning the motivation of the textbook to students, three fifths of participants (60.0%) reported that *GFE I^{RE}* textbook is not interesting enough for students. They do not

enjoy reading it. This negative attitude manifested by participants towards *GFE 1^{RE}* is a way of expressing their disagreement with the textbook because of certain facts. On the contrary, few participants representing two-fifth of participants (40.0%) either agreed or strongly agreed with the item. According to them *GFE 1^{RE}* interests, students and they enjoy reading it.

In order to gain more insights into the above-mentioned findings obtained on the basis of the checklist, I also examined data obtained from the semi-structured interviews with teacher participants in order to understand the reasons of their perceptions of the physical and utilitarian aspects of the ELT textbook *GFE 1^{RE}* and its suitability to students. I hasten to state that as pointed out in the introduction section of this chapter, I will only be furnishing a selection of seven representative samplings under each of the following categories.

The interview with teachers confirmed what they expressed through the checklist. In general, the physical aspects of the textbook satisfied them. About the currency of the textbook they explained why they supported that textbook is up-to-date. The following teachers' answers extracts can serve to illustrate the afore-mentioned perceptions:

Teacher 1: Even though *GFE 1^{RE}* textbook is published since 1994, it remains the most recent textbook we use in 6th form in comparison to other textbooks such as English for Africa 6^e and Practical guide published in the 1980's but also authorized to be used.

Teacher 2: I know that it's an old textbook because it has been published for more than twenty years now but I think that it is the best to be used than others. For example, it is talking about computers when others are talking about typing machines.

Teacher 3: *GFE 1^{RE}* is a very good textbook. Up-to-date taking into account other textbooks still used to teach. It has a content, which seems appropriate apart from some shortcomings.

Teacher 4: I can't teach with a textbook published since 1970's when there's a textbook recently published. You can just make a comparison between the textbooks' publication dates you'll see that this one is newer if not up to date.

Teacher 5: This textbook is talking about computer, even if it's not talking about it the way it is now, it makes difference from English for Africa 6e, which talks about typing machine.

Teacher 6: I don't see really a difference with all these textbooks. The grammar is almost the same but about this one, I can say it is the "youngest" textbook in use in our schools.

Teacher 7: I have been teaching this course for many years, I'm using English for Africa published by the end of the 1970's, Cartledge Book Four published since 1971, Britain adopted after the independence and this one published in 1994, it's like it was published yesterday.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

When I asked them about the compatibility of this textbook to their students' age and needs, its attractiveness and the illustrations it contains, the teacher participants were positive. However, they stated that *GFE I^{RE}* textbook is incompatible not only with students' needs but also with Congolese realities. Some teachers stated that this incompatibility is the main reason why they use magazines and other materials to complete or get what interest their students the most. Consequently, they had formulated some recommendations in amendment of the textbook. The following excerpts can illustrate this point of view:

Teacher 1: I think that the physical appearance and the layout of Go for English 1^{RE} aren't bad. The textbook isn't busy inside. The topics and the instructions are clearly visible because they are bolded and in different colour. The illustrations are very adapted and not too much on the page. Its cover is nice. I like that picture inside.

Teacher 2: The content of the *GFE I^{RE}* is good, appropriate and efficient. However, I can't say it's totally adapted to the curriculum. Sometimes I try to adapt the content to the need of my pupils and according to the curriculum, and I also choose some texts related to the grammar I have to teach.

Teacher 3: The textbook's content is relevant. I think what can be done is to adapt the reading passages, to select those ones sharing similar problems. Insert every day and national realities, to compare them to what is going on in other countries to show the current position of our country in this world of globalization.

Teacher 4: I prefer to select or choose the texts and other activities according to the interest and level of the learners I have. If this is done for us, it will help very much.

Teacher 5: The government should grant schools with updated textbooks related to our own society not only the ones reflecting the native speakers' cultures without our own culture.

Teacher 6: It's very difficult, there is no relationship between *GFE I^{RE}* and the curriculum. The texts in *GFE I^{RE}* are not adapted to our pupils, if the state exam items could be considered to build a textbook related to our educational system our pupils will like it very much.

Teacher 7: The *GFE I^{RE}* is not really adapted to my pupils. I try to select what I think can help them based on their needs and the orientation of the stream. Considering this textbook and the students' need this textbook needs to be changed or revised for it's successful use in this country (DRC).

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

Concerning the motivation of students to use the textbook, teacher participants explained that some students are motivated to use the textbook some others are not. In justification of the negative attitude of some of their students to use *GFE I^{RE}*, some teacher participants said that students are not motivated because they do not understand what is in the textbook. According to some others, it is because these students do not have their own textbooks. The following teachers' answers extracts can serve to illustrate that the majority of teachers support that students are not motivated to read or to learn with the help of the textbook under evaluation:

Teacher 1: A negative point I can mention is that the texts are too difficult for most pupils' comprehension.

Teacher 2: The textbook is difficult for most of my pupils. They have trouble in learning with it because they do not understand what is in. This difficulty of comprehension decreases their motivation to learn with it. I know some are motivated but they remain minority.

Teacher 3: In comparison some of my strong pupils like *GFE I^{RE}*. I can say that it is a better textbook for those pupils who have a better level of knowledge of English language or those who have already mastered the basics of the language. This means those who can read, write, understand and speak.

Teacher 4: The motivation is a feeling of joy, how will they be motivated when they learn with a textbook that they hardly understand the content? Most of my pupils aren't motivated to learn English with this textbook.

Teacher 5: When I enter the classroom, many pupils are sick. They want to go out for one or another reason. They qualify English of being "la bête noire" (Black beast).

Teacher 6: My good pupils are called stupid names and other names extracted from reading passages by their fellows simply because they like English. They are even treated to be the English teacher's spies to demotivate them.

Teacher 7: One of my pupils once told me that if English was not a subject at the state examination she couldn't waste her time learning it. She said that she would like to learn English in a language center because at school it is boring.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

In sum, both checklist and the interview data I have presented above revealed that teacher participants' perceptions about the physical and utilitarian attributes of *GFE I^{RE}* textbook and its suitability to students were much positive. However, they mentioned that the textbook is incompatible with students' need. They have requested that the textbook needs to be adapted to make it more compatible with students' needs, in order for it to be interesting enough and make students enjoy reading it. The teacher participants explained that the lack of textbook by

most students and the difficulty of understanding contribute to that only strong students and some other students who have their own textbook be among the motivated students who use this textbook.

4.3.1.2 Content and suitability to students

Intended to answer the first SRQ, this sub-section aims to determine how relevant and efficient is the content of the ELT textbook *GFE I^{RE}* used to teach English to Congolese 6th form secondary school students. This sub-section measures the extent to which this content potentially influences Congolese 6th form secondary school students in terms of language use and literacy skills development. As I have mentioned in my methodology chapter, when referring to the relevancy and efficiency of the content, I wanted to investigate the appropriateness of different language functions the textbook presents to students to practice language use and literacy skills. This investigation implies evaluating the extent to which the textbook contains real and rich activities and tasks that promote students' engagement and interest in learning English in general and in promoting the teaching / learning of reading and writing in particular.

In light of the above-mentioned consideration, I have measured these aspects through 13 items contained in the textbook evaluation checklist and presented them in this section in 4 different tables presenting the information expressing teachers' perceptions of the textbook they use to teach. Each table addresses a specific aspect of the category.

Based on five evaluative items, I present in the Table 4.14 below teacher participants' views and perceptions collected to measure the suitability of *GFE I^{RE}* content to Congolese 6th form secondary school students in regard to language use and literacy skills.

Table 4.14: Suitability of *GFE I^{RE}* content to Congolese 6th form students

Nº	Evaluative criteria	SA	A	D	SD
8.	The textbook content is relevant and efficient for the curriculum.	6 (24.0%)	5 (20.0%)	13 (52.0%)	1 (4.0%)
9	The content presents relevant activities and tasks to develop reading comprehension skills.	3 (12.0%)	16 (64.0%)	6 (24.0%)	0 (0.0%)
10	The content contains real-life issues that challenge the reader to think critically about his/her worldview in comparison to texts for native speakers.	2 (8.0%)	11 (44.0%)	6 (24.0%)	6 (24.0%)
11.	The content serves as a window into learning	5	9	10	1

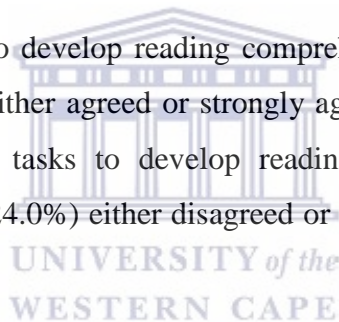
	about the target language culture (American, British, etc.)	(20.0%)	(36.0%)	(40.0%)	(4.0%)
12.	The content presents enough integrated activities and tasks to develop all language skills.	3 (12.0%)	16 (64.0%)	6 (24.0%)	0 (0.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on information provided in Table 4.14 above, I wish to report that teacher participants were more positive in their evaluation. They either agreed or strongly agreed with 4 of the 5 items contained in this category. They signalled their agreement, which ranged from 52.0% to 76.0%. On the other hand, 56.0% voiced their disagreement with one of the items.

In detail, about the relevancy and efficiency of the textbook for the curriculum, slightly over half of teacher participants (56.0%) reported that the content of *GFE I^{RE}* textbook is not relevant and efficient for the curriculum. However, slightly less than half of teacher participants (44.0%) did not agree with the majority. According to this minority of teacher participants, the content of *GFE I^{RE}* is relevant and efficient for the curriculum.

As regards activities and tasks to develop reading comprehension skills, slightly over three quarter of participants (76.0%) either agreed or strongly agreed that the content of *GFE I^{RE}* presents relevant activities and tasks to develop reading comprehension skills. On the contrary, very few participants (24.0%) either disagreed or strongly disagreed with the above item.



In regards to issues developed in the textbook, almost half of the participants (52.0%) either agreed or strongly agreed that the content of *GFE I^{RE}* contains real-life issues that challenge the students to think critically about their worldview in comparison to texts for native speakers. Yet, slightly less than half of participants (48.0%) either disagreed or strongly disagreed with the item.

Concerning, the introduction to the target language culture, slightly over half of participants (56.0%) either agreed or strongly agreed that the content of *GFE I^{RE}* serves as a window into learning about American and British culture. Meanwhile, less than half of participants (44.0%) strongly disagreed with the majority and estimate that the textbook has nothing to do with American or British culture.

Finally, as for activities and tasks to develop all the language skills, over three quarters of participants (76.0%) either agreed or strongly agreed that the content of *GFE I^{RE}* presents

enough and integrated activities and tasks to develop all the language skills. However, on the other hand, less than a quarter of participants (24.0%) either disagreed or strongly disagreed with the item.

With regard to suitability of the content of *GFE I^{RE}* to students, information obtained from the interviews with teacher participants revealed that their perceptions do not diverge. The great majority recognized the textbooks' relevancy and efficiency as a teaching instrument. However, based on their students' inadaptability to cope with the content of this document they expressed negative opinions. They said that the textbook is not adapted to their students. The following excerpts can serve to illustrate this:

Teacher 1: Relevant yes, but I find it not appropriate to my pupils in the way that the levels of structures, reading passages and other activities are not easy for them, not adapted to their level of language knowledge.

Teacher 2: The textbook contributes with activities and tasks related to different language skills. It contains grammar, vocabulary, pronunciation, reading, speaking, writing and listening exercises. Each skill has different types of exercises and activities.

Teacher 3: I find it rich and real in the way that it gives pupils various activities and tasks to practice different skills not like a language class but more like in actual life.

Teacher 4: Any language skill is well presented with specific exercises to develop specific skill in pupils. They are real because they are achievable by pupils even though one or two pupils only can perform well.

Teacher 5: I think this textbook cannot be used alone to teach. It must be used with other textbooks more adapted to the level of pupils.

Teacher 6: It happens that when you sometimes prepare or teach you feel that the content is not totally adapted to pupils. They ask questions over and over.

Teacher 7: The content of the textbook is high when compared to the level of pupils. This is very visible because most pupils are not active during the lessons. They report that they don't understand.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

In brief, when looking at the above-mentioned findings I can say that teacher participants have judged the content of the ELT textbook *GFE I^{RE}* suitable to be taught in 6th form secondary school. However, due to the inadaptability of their students to cope with the content of this textbook, they have mentioned some practical problems, which need to be addressed in order to adapt it to the level of their students.

To complete the above-mentioned information based on 4 evaluative items, in the following Table 4.15, I present information related to the appropriateness and relevancy of the subject matter exploited in *GFE I^{RE}* textbook.

Table 4.15: Subject matter developed in *GFE I^{RE}*

№	Evaluative criteria	SA	A	D	SD
13.	The subject matter is presented topically, functionally in a logical and organized manner. (Tasks move from simple to complex.)	4 (16.0%)	19 (76.0%)	1 (4.0%)	1 (4.0%)
14.	The subjects and the content of the textbook are generally realistic. (Task objectives are achievable).	6 (24.0%)	14 (56.0%)	5 (20.0%)	0 (0.0%)
15.	The subjects and content of the textbook are interesting, challenging and motivating.	3 (12.0%)	16 (64.0%)	6 (24.0%)	0 (0.0%)
16.	The subjects and the content of the textbook are relevant to my students' needs as English language learners.	6 (24.0%)	13 (52.0%)	6 (24.0%)	0 (0.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on information provided in Table 4.15 above, I wish to report that the participants are unanimous in their views and perceptions of the subject matter developed and exploited in the textbook. In general, they were much positive in their evaluation. They either agreed or strongly agreed with all the items related to this category. They were satisfied with the textbook's subject matter and manifested their agreement from 76.0% to 92.0%.

As far as the subject matter order is concerned in *GFE I^{RE}*, the great majority of participants slightly over nine tenth (92.0%) either agreed or strongly agreed that the subject matter contained in *GFE I^{RE}* is presented topically, functionally in a logical and organized manner. Most of the tasks move from simple to complex ones. However, very few participants, less than one-tenth (8.0%) did not agree with the majority, they either disagreed or strongly disagreed with the item.

Concerning the realism of the subject matter, slightly over three quarters of participants (80.0%) either agreed or strongly agreed that the subjects and the content of the ELT textbook *GFE I^{RE}* are generally realistic. Most of tasks' objectives are achievable. Yet, less than a quarter of participants (20.0%) either disagreed or strongly disagreed with the item. For them the subjects and the content of *GFE I^{RE}* are unrealistic.

In regard to whether the subject matter contained in *GFE I^{RE}* is interesting, challenging and motivating, the information analyzed indicates that slightly over three quarters of participants (76.0%) either agreed or strongly agreed that the subjects and content of *GFE I^{RE}* textbook are interesting, challenging and motivating for their students. On the other hand, very few participants slightly less than a quarter of participants (24.0%) did not agree with the item. They supported that the subjects and the content of *GFE I^{RE}* are not interesting, challenging and motivating to develop their students' language use and literacy skills.

Finally, in reference to whether the subject matter and content of *GFE I^{RE}* textbook are relevant enough to develop language use and literacy skills, more than three quarters of participants (76.0%) have either agreed or strongly agreed that the subject matter and the content of *GFE I^{RE}* textbook are relevant to their students' needs as English language learners. On the contrary, slightly less than a quarter of participants (24.0%) either disagreed or strongly disagreed with the above-mentioned item. In their perceptions and views the subject matter and the content of *GFE I^{RE}* are not relevant to Congolese 6th form secondary school students' need as English learners in order to help them develop their literacy skills and language use.

The information obtained from interviews with teacher participants indicated that *GFE I^{RE}* presents important, varied and well-organized topics, themes and ideas developed with specific activities to help students to practice different language skills. The following extracts can illustrate this consideration:

Teacher 1: The textbook provides good and well-organized activities for pupils to practice different language skills. It tries to develop language skills in the same way it is used.

Teacher 2: As an informed and professional teacher, this textbook is relevant and presents clear, ordered and interesting topics. Some of them are not really relevant for Congolese pupils but can help them develop their language. It contains different kinds of texts. It also contains texts that align with the context of social life.

Teacher 3: They are rich because they represent different language skills. Any language skill is well presented with specific exercises to develop specific skill in pupils. They are real because they are achievable by pupils even though one or two pupils only can perform well.

Teacher 4: For example, reading activities are organized according to the reading skill it wants to develop or according to the objectives of the lesson.

Teacher 5: As an informed and professional teacher, I think that this textbook is relevant and presents clear, ordered and interesting topics. It contains different kinds of

texts that align with the context of social life. They are all logically represented to help the user understand.

Teacher 6: The textbook is well organized. From the beginning to the end, it contains attractive pictures, and interesting learning material. It is a good textbook for experienced teachers.

Teacher 7: The textbook presents different activities to practice the language skills. In each unit of the textbook, there is a series of learning activities. These exercises give pupils good opportunities to practice the language in a practical way.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

In light of the above-stated information, I can report the following findings: *GFE I^{RE}* textbook contains good subject matter. Learning activities and tasks move from simple to complex. The objectives recommended for different tasks are practicable. The subject matter is interesting, challenging and motivating. However, this content remains not adapted to Congolese 6th form secondary school students.

In the same perspective of evaluating the suitability of the content, based on 2 evaluative items in the Table 4.16 below, I present the results related to the quality and type of language used in *GFE I^{RE}* to present the subject matter to students.

Table 4.16: Quality and nature of language in *GFE I^{RE}*

N ^o	Evaluative criteria	SA	A	D	SD
17.	Examples and explanations in the textbook are understandable.	0 (0.0%)	11 (44.0%)	13 (52.0%)	1 (4.0%)
18.	The language in the textbook is natural and real.	4 (16.0%)	14 (56.0%)	6 (24.0%)	1 (4.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on the information provided in Table 4.16 above, I wish to report that teacher participants did not have the same views and perceptions about the nature of the language used in the textbook. Of the two items contained in this sub-category, participants have either agreed or strongly agreed with one of them and they have either disagreed or strongly disagreed with the other. For one item, they have expressed their agreement at 72.0% and for the second one they have expressed their disagreement at 56.0%.

Comprehensively, about the nature of the language used in the textbook *GFE I^{RE}*, over half of participants (56.0%) either disagreed or strongly disagreed with the item, which states that the examples and explanations in the textbook are understandable. However, few participants less

than half (44.0%) thought differently and had an opposite perception about the language used in the textbook for examples and explanations to clarify the subject matter and the content. This important minority of participants either agreed or strongly agreed with the item.

As regards whether the language used in the textbook is natural and real, over three fifths of participants (72.0%) either agreed or strongly agreed with the item. On the other hand, slightly over a quarter of participants (28.0%) did not agree that *the language used in GFE I^{RE} is natural and real*.

During the interviews teacher participants have revealed that the quality and nature of the language used in *GFE I^{RE}* is good. The majority stated that the language in the textbook is natural and real. However, in general they experience difficulty related to language when students have to use the textbook by themselves. They observed that a great number of students do not understand the language used in the textbook. The following statements can serve to support this point of view:

Teacher 1: The language is real because most of reading passages are copied from true-life examples.

Teacher 2: Normally, I face problems when it comes to teach other reading lessons. To teach a text, I explore vocabulary with pupils but realize that some of them can still not understand the text and want me to translate for them. This gives me the impression that either the language or the reading passage is not at their level of comprehension or the content of the text does not match their background knowledge, or the number of new words in the passage to read is very high.

Teacher 3: It has some very long reading passages that cannot be taught in 45 or 50 minutes allocated for a lesson and that pupils cannot read and understand by themselves.

Teacher 4: The textbook has good reading activities but difficult for my pupils if I do not help them.

Teacher 5: As a teacher I find these activities and the tasks interesting to help my pupils practice writing skills. However, some activities are difficult when some others are acceptable.

Teacher 6: I have never encountered a less important activity in this textbook. They are all important but some are difficult for pupils, not less important.

Teacher 7: A negative point I can mention is that the texts are too difficult for most pupils' comprehension.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

In light of the above-mentioned findings, I can say that the language used in *GFE I^{RE}* is natural and real. However, examples and explanations used in the textbook are not understandable for students if there is not someone to help them paraphrase or translate in a language they understand better.

To close this section related to the evaluation of *GFE I^{RE}* content's suitability to students, teacher participants have evaluated the diversity in the subject matter as well as the culture-based aspects contained in this ELT textbook. I present the concerned data in Table 4.17 below.

Table 4.17: Diversity in the subject matter and cultural aspects in *GFE I^{RE}*

№	Evaluative criteria	SA	A	D	SD
19.	There is sufficient diversity in the subjects and content of the textbook. (It covers a variety of topics from different fields)	9 (36.0%)	11 (44.0%)	5 (20.0%)	0 (0.0%)
20.	Materials are not culturally biased and they do not portray any negative stereotypes	7 (28.0%)	11 (44.0%)	7 (28.0%)	0 (0.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on the information provided in Table 4.17 above, I wish to report that teacher participants were unanimous and shared the same view in their evaluation. They were positive about the diversity of subject matter in the textbook and cultural bias free aspects of *GFE I^{RE}*. In their appreciation, they have either agreed or strongly agreed with all the 2 items. They manifested their agreement from 72.0% to 80.0%.

In detail, considering the diversity of subject matter and the cultural aspects in *GFE I^{RE}*, four fifths of participants (80.0%) either agreed or strongly agreed that there is sufficient variety of the subjects in the ELT textbook *GFE I^{RE}*. The subject matter covers a variety of topics from different fields of life. On the contrary, very few teachers, representing one fifth of participants (20.0%) either disagreed or strongly disagreed with the item. This implies that they support that there are not sufficient variety in the subjects and content of *GFE I^{RE}*.

As for the cultural aspects almost three quarters of participants (72.0%) either agreed or strongly agreed that materials developed in *GFE I^{RE}* are not culturally biased and they do not portray any negative stereotypes. On the other hand, nearly over a quarter of participants

(28.0%) supported that the textbook was culturally biased and that it was portraying negative stereotypes.

In addition to the above-stated points, the information obtained from the interviews indicated that teacher participants observe diversity in the subject matter contained in the textbook. They have interpreted it in different ways. Some have considered the diversity of the topics, others the diversity of the themes and the diversity of activities. They have also affirmed that the textbook is not culturally biased. The following extracts can serve to support the point raised here:

Teacher 1: I have not seen something bad with the content of the textbook.

Teacher 2: It is not giving negative images of others and it is not making a difference between people. It has stories about whites and blacks, men and women, rich and poor.

Teacher 3: The textbook contains different important materials for students.

Teacher 4: The textbook contributes a lot in teaching. For example, when I want to teach a reading comprehension lesson, the material comes from the textbook, when I want to teach writing I take a topic and the procedures from the textbook. It is the same for listening, speaking, grammar, vocabulary and other skills.

Teacher 5: The textbook provides pupils with different activities and tasks to facilitate their reading comprehension even if it is not easy for them more particularly for the weak ones.

Teacher 6: It contains a lot of dialogues and conversations to develop speaking, many composition exercises to develop writing and also different texts to develop reading, the list is long.

Teacher 7: The textbook contributes with activities and tasks related to different language skills. It contains grammar, vocabulary, pronunciation, reading, speaking, writing and listening exercises. Each skill has different types of exercises and activities.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

Based on the above-mentioned findings I can say that *GFE I^{RE}* covers a variety of topics from different fields and also that it is not culturally biased and does not portray any negative stereotypes.

After having evaluated the content and the suitability of the subject matter to students, in the following section I evaluate activities and tasks used in the textbook to develop students' language use and literacy skills.

4.3.1.3 Activities and tasks by skills

Based on the second and the third SRQs, this section aims at measuring the extent to which the learning activities and tasks contained in *GFE 1^{RE}* textbook in general and more particularly the ones intended to develop reading and writing skills are appropriate to help Congolese 6th form secondary school students develop language use and literacy skills. It also aims at examining the extent to which these activities and tasks contribute to enhance students' language use and literacy skills (reading and writing).

To evaluate the appropriateness and the contribution of different activities and tasks to language use and literacy skills, I considered 33 items from the 53 contained in the textbook evaluation checklist designed and adapted specifically for this study. I subdivided these 33 items into 10 sub-categories (represented by 10 different tables). Each sub-category sought to indicate the perceptions the users have about activities and tasks related to listening, speaking, reading, writing, vocabulary and grammar.

Based on five evaluative items, I present in the Table 4.18 below teacher participants' views and perceptions collected to measure the appropriateness of activities and tasks contained in *GFE 1^{RE}* and aimed to develop different language skills.

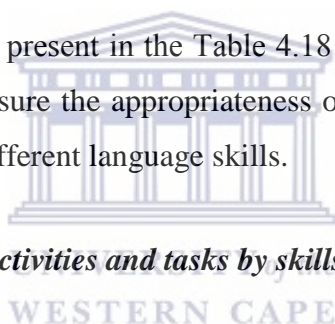


Table 4.18: Appropriateness of activities and tasks by skills in *GFE 1^{RE}*

Nº	Evaluative criteria	SA	A	D	SD
21.	Tasks are efficiently graded according to complexity.	3 (12.0%)	11 (44.0%)	9 (36.0%)	2 (8.0%)
22.	Tasks are authentic or close to real language situations.	2 (8.0%)	19 (76.0%)	2 (8.0%)	2 (8.0%)
23.	Tasks have achievable goals, creative and take into consideration students' capabilities.	4 (16.0%)	16 (64.0%)	2 (8.0%)	3 (12.0%)
26.	There are activities for activating students' background knowledge before reading the text.	8 32.0%	10 40.0%	5 20.0%	2 8.0%
27.	There are interactive and task-based activities that require students to use new vocabulary in writing.	2 (8.0%)	18 (72.0)	5 (20.0%)	0 (0.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on the information provided in Table 4.18 above, I wish to report that teacher participants' views and perceptions are quite positive. They either agreed or strongly agreed with all the items contained in the sub-category. Their agreement ranges from 56.0% to

96.0%. The sub-category consists of five items. Three are related to tasks and while the other two to activities.

In detail, regarding activities and tasks related to language skills in *GFE I^{RE}*, over half of participants (56.0%) either agreed or strongly agreed that the tasks contained in *GFE I^{RE}* are well graded according to complexity. However, less than half of participants (44.0%) did not agree with the above-stated item. Their conviction was that the tasks in this textbook are not well graded and that they are not following any order.

As for the authenticity of tasks, more than a quarter of participants (84.0%) either agreed or strongly agreed that the tasks contained in *GFE I^{RE}* are authentic and look like in real language use situations. Meanwhile very few teachers representing less than a quarter of participants (16.0%) were not in harmony with the above-stated item. They either disagreed or strongly disagreed with it.

Concerning the achievability of goals and the creativity in tasks, the majority of teachers representing about four fifths (80.0%) of participants either agreed or strongly agreed that the tasks contained in *GFE I^{RE}* have achievable goals, they are creative and take into consideration students' level and competencies. On the contrary, less than a quarter of participants (20.0%) did not agree with the item, they either disagreed or strongly disagreed with the item.

As far as the influence of activities in learning is concerned, slightly less than three quarters of participants (72.0%) either agreed or strongly agreed that activities contained in *GFE I^{RE}* activate students' background knowledge before they read the text. Yet, more than a quarter of participants (28.0%) either disagreed or strongly disagreed with the item.

Finally, about the interactivity and task-based aspects of activities, four fifths of participants (80.0%) either agreed or strongly agreed that activities contained in *GFE I^{RE}* textbook are interactive and task-based and that they require students to use new vocabulary in their writing. However, one fifth of participants (20.0%) did not have the same perception. They either disagreed or strongly disagreed with the item.

The information obtained from the interview revealed that the majority of teacher participants supported that activities and tasks contained in the textbook to develop different language skills are appropriate because they are graded according to complexity. They are based on

principles of real language use with achievable goals. The following excerpts can illustrate the above-stated point of view:

Teacher 1: In general activities and exercises are appropriate and helpful for pupils.

Teacher 2: The textbook has activities and tasks for listening and speaking, reading and writing integrated.

Teacher 3: *GFE 1^{RE}* contains a variety of writing activities and tasks. These exercises are ranged from the simplest to the complex. There are exercises on writing sentences, on writing a paragraph and on writing letters. Any language skill is well presented with specific exercises to develop specific skill in pupils. They are real because they are achievable by pupils even though one or two pupils only can perform well.

Teacher 4: All the activities in *GFE 1^{RE}* are important because they are used to develop one or another skill.

Teacher 5: *GFE 1^{RE}* has a content which seems appropriate apart from some shortcomings.

Teacher 6: The content is appropriate but some lessons are missing when I consider the national programme.

Teacher 7: I cannot say they are not appropriate but I think and support that it is not adapted to Congolese reality.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

In light of the above-mentioned findings, I can say that activities and tasks contained in *GFE 1^{RE}* are appropriate to develop language use and literacy skills. Tasks are authentic and arranged from the simplest to the complex with achievable goals. The tasks are creative and take into consideration students' capabilities. They are based on basic language skills to help students use effectively the language they learn, for example to use grammar structures and new vocabulary in writing, reading and speaking exercises.

4.3.1.3.1 Listening

In the following table 4.19, based on one evaluative item I present teacher participants' perception and views collected to evaluate the effectiveness of listening activities contained in *GFE 1^{RE}*.

Table 4.19: Listening activities and tasks in *GFE 1^{RE}*

Nº	Evaluative criteria	SA	A	D	SD
28.	The textbook has appropriate listening tasks with well-defined goals.	2 (8.0%)	10 (40.0%)	8 (32.0%)	5 (20.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

On the basis of information provided in Table 4.19 above, I wish to report that teacher participants have not found listening activities appropriate and effective to develop Congolese 6th form secondary school students listening skill and enhance their language use and literacy skills.

Extensively, concerning listening activities and tasks contained in the textbook, slightly over half of participants (52.0%) have either disagreed or strongly disagreed that *GFE 1^{RE}* textbook has appropriate listening tasks with well-defined goals. However, nearly half of participants (48.0%) either agreed or strongly agreed that *GFE 1^{RE}* textbook contains appropriate listening tasks with well-defined goals.

The information from the interviews indicated that teacher participants accept that there are listening activities and tasks in the textbook. However, they do not appreciate the way this skill presented and practiced in the classroom environment. The following extracts can justify their rejection of listening skill activities:

Teacher 1: For listening there are also some activities but they are not really good.

Teacher 2: The textbook must be accompanied by audio and video materials to help pupils see how what they learn is used and practiced by native speakers. Particularly about culture and pronunciation, for example most listening activities are interviews, with audios and videos pupils can learn twice.

Teacher 3: Teaching listening with *GFE 1^{RE}* is not easy because my pronunciation is not like the native speaker's one.

Teacher 4: I'm not comfortable with listening activities contained in *GFE 1^{RE}*. We have been taught that pupils will be trained to native speakers' speech. But I'm not a native speaker. How will I train them?

Teacher 5: Its listening activities and tasks could be very nice if the textbook had audio cassettes. With good teacher, who has a good pronunciation and English intonation it can help pupils. I know that pupils want to experience something new besides their teacher technology can help.

Teacher 6: Listening activities are there in the textbook but I think they could be improved and make something motivating for pupils.

Teacher 7: I don't think listening is the way it should be. I have tried some electronic lessons I have on my phone for listening and pupils were very excited. They wanted me to give them these lessons so that they can listen by themselves. If and only if *GFE 1^{RE}* had such kind of listening lessons they could have been very attractive.


(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

Based on the above-mentioned information, I can say that in general the participants found that the *GFE 1^{RE}* textbook does not contain good listening activities and tasks capable of developing their students' listening capacities. In light of the principles of integrative language skills teaching, this lack of good listening activities and tasks affects negatively on the development of student's language use and literacy.

4.3.1.3.2 Speaking

In the following table 4.20, based on two evaluative items I present teacher participants' perception and views collected to evaluate the effectiveness of speaking and communicative activities contained in *GFE 1^{RE}*.

Table 4.20: Speaking/communication activities and tasks in *GFE 1^{RE}*



N ^o	Evaluative criteria	SA	A	D	SD
24.	Activities are developed to initiate meaningful communication.	2 (8.0%)	18 (72.0%)	5 (20.0%)	0 (0.0%)
25.	Activities are balanced between individual response, pair work and group work.	3 (12.0%)	21 (84.0%)	0 (0.0%)	1 (4.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on the information provided in Table 4.20 above, I wish to report that speaking and communication activities and tasks in *GFE 1^{RE}* mainly contribute to the develop Congolese 6th form secondary school students' communicative abilities.

With regard to the capacity of activities and tasks to improve users' skill to take part in meaningful communication, slightly over three quarters of participants (80.0%) either agreed or strongly agreed that *GFE 1^{RE}* contains activities developed to initiate students to conduct meaningful communication. On the other hand, one fifth of participants (20.0%) did not share the same view. They have either disagreed or strongly disagreed with the item.

Concerning the balance of types of activities in the textbook, the majority of teachers largely over three quarters of participants (96.0%) either agreed or strongly agreed that activities contained in *GFE 1^{RE}* are balanced between individual response, pair work and group work. On the contrary, very few participants (4.0%) either disagreed or strongly disagreed with the item.

The information from the interviews showed that teacher participants recognize that there are good speaking activities and tasks presented in the textbook to develop students' communication. The following excerpts can serve to support the point raised here:

Teacher 1: It contains a lot of dialogues and conversations to develop speaking.

Teacher 2: It has good writing and speaking exercises from group to pair works.

Teacher 3: About speaking, it contains dialogues, conversations and debates.

Teacher 4: It presents activities and tasks for practicing the language for true communication on the basis of its skills.

Teacher 5: It gives them good opportunities to develop their speaking and listening skills.

Teacher 6: If it's true that pupils can develop their speech and speaking skills through dialogues, this textbook gives them what they can use to develop their language use and communicative skills.

Teacher 7: Almost all the lessons in this *GFE 1^{RE}* are oriented to communication and speaking. Based on skills integration it has good speaking and communicative exercises.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

Based on the above-mentioned information, I can say that in general the participants found that the *GFE 1^{RE}* textbook contains good speaking and communication activities and tasks capable to develop their students' communicative capacities.

4.3.1.3.3 Reading

In this section I present information of the evaluation of the effectiveness of reading materials contained in *GFE 1^{RE}* based on the authenticity and the quality of the reading passages. It also presents information related to the activities and processes of reading scripted in the textbook to guide users. I present the information in three different tables related to authenticity, quality and processes.

In the following table 4.21, based on three evaluative items I present teacher participants' perception and views collected to evaluate the authenticity of reading materials contained in *GFE I^{RE}*. This is to measure the extent to which these authentic materials expose Congolese 6th form secondary school students to authentic language in order to develop their reading skill and enhance their language use and literacy skills.

Table 4.21: Authenticity of Reading materials in *GFE I^{RE}*

Nº	Evaluative criteria	SA	A	D	SD
29.	The reading selections are authentic pieces of language.	2 (8.0%)	14 (56.0%)	7 (28.0%)	2 (8.0%)
30.	The textbook uses authentic (real world) reading material at an appropriate level.	2 (8.0%)	15 (60.0%)	7 (28.0%)	1 (4.0%)
31.	Many of the reading passages are up-to-date, interesting and meaningful.	2 (8.0%)	20 (80.0%)	0 (0.0%)	3 (12.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Concerning the information provided in Table 4.21 above, I wish to report that reading passages in general received a positive evaluation. Teacher participants either agreed or strongly agreed with all the 3 items contained in this sub-category. Their agreement ranged from 64.0% to 88.0%.

Comprehensively, as far as the authenticity of reading passages contained in the textbook is concerned, slightly over three fifths of participants (64.0%) either agreed or strongly agreed that the reading selections in *GFE I^{RE}* are authentic pieces of language. Yet, almost one third of participants (36.0%) either disagreed or strongly disagreed with the item.

Concerning the quantity of authentic language in the reading passages, over three fifths of participants (68.0%) either agreed or strongly agreed that *GFE I^{RE}* textbook uses authentic or real world reading material at an appropriate level. However, one-third teacher participants (32.0%) either disagreed or strongly disagreed with the above-mentioned view.

Finally, concerning the currency and quality of reading passages, over four fifths of participants (88.0%) either agreed or strongly agreed that many of the reading passages in *GFE I^{RE}* textbook are up-to-date, interesting and meaningful. On the contrary, less than one fifth of participants (12.0%) either disagreed or strongly disagreed with the item. According to them, the reading passages in *GFE I^{RE}* textbook are not totally up-to-date, not at all interesting and meaningful.

The information obtained from the interviews with teacher participants showed that they admit that the textbook contains current and authentic reading materials extracted from magazines, newspapers and everyday life situation. However, they suppose that the reading passages are either very long or too difficult for their students. The following extracts can support their point of views.

Teacher 1: The textbook has good reading activities but difficult for my pupils if I don't help them. If reading passages were shortened and developed to represent Congolese realities, I think they would be interesting and motivating for pupils.

Teacher 2: I think that the text "One Bite Too Much" is very interesting for pupils because it deals with Malaria, which is for any Congolese pupil a common word. The text explains very important aspects of everyday life.

Teacher 3: According to the subject and the theme developed reading activities and tasks help pupils to discover the world and to understand other peoples' cultures. For example, the text "Loved or Exploited?" is really very interesting as far as it gives pupils opportunity to learn about children's right violation and to express themselves on the topic.

Teacher 4: If reading passages were shortened and developed to represent Congolese realities, I think they would be interesting, motivating and easy to understand for pupils.

Teacher 5: *GFE 1^{RE}* contains reading activities and many reading passages extracts from different sources such as interviews, reports, politics, etc.

Teacher 6: I find it not appropriate to my pupils in the way that the levels of structures, reading passages and other activities are not easy for them, not adapted to their level of language knowledge.

Teacher 7: According to me, this textbook is not adapted to the level of my pupils because they are not able to understand simple language.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

After having evaluated the authenticity of reading materials in *GFE 1^{RE}*, on the basis of five different evaluative items in the following Table 4.22, I present the information of the evaluation of the quality of reading activities contained in *GFE 1^{RE}*.

Table 4.22: Quality of reading passages in *GFE 1^{RE}*

Nº	Evaluative criteria	SA	A	D	SD
32.	There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively.)	0 (0.0%)	11 (44.0%)	9 (36.0%)	5 (20.0%)
33.	The text selections represent a variety of	5	14	6	0

	literary genres, and they contain multiple sentence structures.	(20.0%)	(56.0%)	(24.0%)	(0.0%)
34.	Reading passages are graded and arranged.	6 (24.0%)	15 (60.0%)	4 (16.0%)	0 (0.0%)
35.	Text lengths are appropriated.	4 (16.0%)	7 (28.0%)	5 (20.0%)	9 (36.0%)
36.	Some reading passages are not easy for most of the students to deal with.	1 (4.0%)	18 (72.0%)	5 (20.0%)	1 (4.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on information provided in Table 4.22 above, I wish to report that reading passages in general received a positive evaluation. Teacher participants either agreed or strongly agreed all the five items contained in this sub-category. Their agreement ranged from 64.0% to 88.0%.

In detail, as far as the quantity of reading material is concerned, more than half of participants (56.0%) reported that there is not sufficient reading material in *GFE I^{RE}*. They have estimated that there is not a range of varied and interesting reading texts likely to engage students cognitively and effectively. However, some of them, less than half of participants (44.0%) either agreed or strongly agreed with the item. They supported that the range of reading material in *GFE I^{RE}* is sufficient, varied and interesting to engage students cognitively and effectively.

Concerning reading passage literary genres, almost three quarters of participants (76.0%) either agreed or strongly agreed that text selections in *GFE I^{RE}* represent a variety of literary genres, and that they also contain multiple sentence structures. On the contrary, few participants (24.0%) did not agree with the above-mentioned perception. They either disagreed or strongly disagreed with the item.

In regard to reading passages order and grade, over four fifths of participants (84.0%) either agreed or strongly agreed that reading passages in *GFE I^{RE}* are graded and arranged. However, slightly less than one fifth of participants (16.0%) did not agree with the item. They indicated that reading passages were not graded and arranged accordingly.

As for the length of reading passages in *GFE I^{RE}*, more than half of participants (56.0%) did not agree with the length of reading passages. They estimated that many reading passages' do not have appropriate length for their students. Concerning this, teachers have mentioned that the reading passages were very long for students. On the contrary, less than half of

participants (44.0%) either agreed or strongly agreed that the lengths of texts in *GFE I^{RE}* textbook are appropriate.

Finally, concerning the degree of difficulty of reading passages in *GFE I^{RE}* textbook, slightly over three quarters of participants (76.0%) either agreed or strongly agreed that some reading passages in the textbook are not easy for most of Congolese 6th form secondary school students to deal with. On the other hand, few participants less than a quarter of participants (24.0%) either disagreed or strongly disagreed with this item. According to them reading passages are not difficult to deal with.

The information obtained from the interviews revealed that almost all the teachers are experiencing similar problems. They explained that the textbook has many, graded and arranged reading passages representing different literary genres. Yet, they supported that they are not sufficient because there are not many passages adapted to their own students. The following extracts can illustrate the above-mentioned consideration:

Teacher 1: Most of the reading passages are copied from true-life examples and makes good reading texts.

Teacher 2: To teach a text, I explore vocabulary with pupils but realize that some of them can still not understand the text and want me to translate for them. This gives me the impression that either the language or the reading passage is not at their level of comprehension or the content of the text does not match their background knowledge.

Teacher 3: It has some very long reading passages that can't be taught in 45 or 50 minutes allocated for a lesson and that pupils can't read and understand by themselves.

Teacher 4: *GFE I^{RE}* contains reading activities and many reading passages. Unfortunately for my pupils these texts are very long and difficult for most of them.

Teacher 5: Texts or reading passages are too long for pupils with a problem of comprehension of complex sentence structures. Some texts have many paragraphs. It is not easy to study such long texts containing up to more than five paragraphs. Some others are so difficult based on the content and the pupils' background knowledge.

Teacher 6: Many colleagues I have discussed with the issues of this textbook they have supported that it is not adapted for Congolese pupils. It's why, I want Congolese government to think about it and adapt the textbook and the curriculum.

Teacher 7: The textbook is rich with a variety of reading extracts; however I observe a mismatch between this content and the Congolese 6th form secondary school pupils' level.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

After having presented the evaluation of the authenticity and quality of reading materials in *GFE I^{RE}*, on the basis of three different evaluative items in the following Table 4.23, I present the information collected to measure the extent to which the reading processes contained in *GFE I^{RE}* help students develop their language use and literacy skills.

Table 4.23: Reading processes in *GFE I^{RE}*

Nº	Evaluative criteria	SA	A	D	SD
38.	There are instructions telling students how to read for comprehension.	12 (48.0%)	9 (36.0%)	2 (8.0%)	2 (8.0%)
39.	Students are given sufficient instructions and examples of using top-down and bottom-up reading strategies for reading comprehension.	3 (12.0%)	10 (40.0%)	11 (44.0%)	1 (4.0%)
40.	There are adequate activities for students to preview, skim, scan, summarize, and to find the main idea.	9 (36.0%)	10 (40.0%)	3 (12.0%)	3 (12.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on the information provided in Table 4.23 above, I wish to report that reading processes in general received a positive evaluation. Teacher participants either agreed or strongly agreed all the 3 items contained in this sub-category. Their agreement ranged from 64.0% to 88.0%.

Extensively, as far as reading instructions for comprehension are concerned in *GFE I^{RE}*, over four fifths of participants (84.0%) either agreed or strongly agreed that *GFE I^{RE}* contains instructions telling students how to read for comprehension. On the other hand, less than a quarter of participants (16.0%) did not agree with the item.

Concerning reading instructions based on specific models of reading, slightly over half of participants (52.0%) admitted that the textbook gives sufficient instructions and examples of using top-down and bottom-up reading strategies for reading comprehension. However, contrarily, slightly less than half of participants (48.0%) either disagreed or strongly disagreed with the item.

In the end, with respect to reading techniques, slightly over three quarters of participants (76.0%) either agreed or strongly agreed that there are adequate activities in *GFE I^{RE}* for

students to preview, skim, scan, summarize, and to find the main idea. However, few teachers representing one fifth of participants (24.0%) did not agree with this evaluative item.

The information obtained from the interviews also revealed that the textbook contains different procedural instructions to help students read for comprehension. Here are some statements that can illustrate the above-mentioned point of views:

Teacher 1: Activities such scanning and skimming in reading, they really help pupils for reading comprehension.

Teacher 2: The textbook provides pupils with different activities and tasks to facilitate their reading comprehension even if it is not easy for them more particularly for the weak ones. They are good because they have well and clearly established instructions and reading leading questions.

Teacher 3: They are acceptable and interesting activities because they try to help pupils with techniques and methods to read and understand. They instruct them on how to read for general comprehension and how to read for specific information.

Teacher 4: The textbook facilitates pupils to understand by providing them illustrations of different situations. Before teaching by reading or observing the illustrations pupils try to understand the lessons or materials around it and this increases their motivation to go on and discover what is in other units of the textbook.

Teacher 5: They are good because they have well and clearly established instructions and reading leading questions.

Teacher 6: Reading instructions introduce each text in each unit. If reading could be made easy by using instructions I don't think my pupils would have a problem because GFE 1^{RE} is giving instructions, strategies and techniques for each passage.

Teacher 7: GFE 1^{RE} has different reading activities related to objectives to develop. The textbook presents good strategies and provides guidance for reading comprehension, but they don't resolve pupils' problem. They still need a lot of help apart from these reading guidelines.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

In brief, the information from both sources mainly indicates that the teachers recognised that *GFE 1^{RE}* contains relevant reading techniques and processes in regard to developing students' reading skills and enhancing their language use and literacy skills. However, they mentioned that the level of the language used in reading passages and reading instructions is a major obstacle for most students.

4.3.1.3.4 Writing

In this section I present information of the evaluation of the effectiveness of writing activities and tasks contained in *GFE I^{RE}* in regard to their capacity to develop language use and literacy skills. It also presents information related to the writing processes and techniques scripted in the textbook to guide users. I present the information in two different tables related to writing activities and writing processes and techniques.

On the basis of four different evaluative items, in the following Table 4.24, I provide the information collected to measure the extent to which writing activities and tasks contained in *GFE I^{RE}* help Congolese 6th form secondary school students to develop their writing skill and enhance their language use and literacy skills.

Table 4.24: Writing activities and tasks in *GFE I^{RE}*

Nº	Evaluative criteria	SA	A	D	SD
41.	Writing activities and tasks are interesting.	3 (12.0%)	8 (32.0%)	9 (36.0%)	5 (20.0%)
42.	The writing tasks enhance free writing skills.	3 (12.0%)	7 (28.0%)	12 (48.0%)	3 (12.0%)
43.	Some writing tasks are easy for most of the students to deal with.	1 (4.0%)	13 (52.0%)	3 (12.0%)	8 (32.0%)
44.	Writing activities and tasks are suitable in terms of degree of accuracy and amount of guidance.	1 (4.0%)	15 (60.0%)	4 (16.0%)	5 (20.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Considering the information provided in Table 4.24 above, I wish to report that even if teacher participants did not find writing activities interesting but in general they were positive in their perception of writing activities and tasks presented in *GFE I^{RE}*. Their agreement ranged from 56.0% to 60.0% and their disagreement ranged from 56.0% to 60.0%.

Concerning whether or not writing activities in *GFE I^{RE}* textbook are interesting, more than half of participants (56.0%) reported that writing activities and tasks contained in *GFE I^{RE}* are not interesting. On the other hand, less than half of participants (44.0%) either agreed or strongly agreed that the writing activities and tasks contained in the textbook. They said that *GFE I^{RE}* contains interesting writing activities and tasks.

Concerning the development of free writing skills, three fifths of participants (60.0%) either disagreed or strongly disagreed with the item. They reported that the writing tasks contained in *GFE I^{RE}* do not enhance Congolese 6th form secondary school students' free writing skills. Whereas, two fifths of participants (40.0%) either agreed or strongly agreed that the writing tasks in the textbook develop free writing skills.

As for the easiness of writing tasks contained in *GFE I^{RE}*, almost three fifths of participants (56.0%) either agreed or strongly agreed that some writing tasks contained in the textbook are easy for most of students to deal with. On the other hand, slightly over two fifths of participants (44.0%) either disagreed or strongly disagreed with the item. According to them writing tasks in the textbook are difficult for most students.

Finally, slightly over three fifths of participants (64.0%) reported that the degree of accuracy and amount of guidance provided for writing activities and tasks in *GFE I^{RE}* are not suitable. However, slightly less than two fifths of participants (36.0%) did not share the same opinion with the majority about the item. According to the amount of guidance provided for writing activities and tasks is suitable.

The information obtained from the interviews also indicated that different activities and tasks contained in the textbook help students to develop their writing skill. However, teacher participants regret the fact that some of these activities are not easy for some of their students.

The following statements can serve as evidence to illustrate the above-mentioned point:

Teacher 1: The textbook contains good writing activities. They are based on different lessons. In each unit of the textbook, there is a writing lesson or exercise. But not all of them are easy for my pupils.

Teacher 2: As a teacher, I find these activities and the tasks interesting to help my pupils practice writing skills. Some activities are difficult but some others are acceptable. There are also integrated exercises to develop at the same time other language skills.

Teacher 3: The textbook has clear exercises based on language skills and some interesting text topics, which motivate pupils to read and write about them.

Teacher 4: I have noticed some good and interesting writing activities in this textbook. Most of them are intended to prepare pupils to develop good writing skills. There are activities to guide pupils write for a specific tasks following specific instructions provided to help.

Teacher 5: Many students in my class do not want to writing. I think it is because they do not find writing activities interesting for them. I always adapt the ideas and

motivate them to write and to use even French words when they don't have English words.

Teacher 6: Composition presents good topics to help pupils write about, but it does not really present good opportunities to develop their writing skill. The tasks are very difficult for many pupils. They can write sentences but when it comes to writing paragraphs in a coherent manner, they are unable.

Teacher 7: The textbook provides different writing activities and tasks. They are good and relevant to help pupils develop their writing skills. Unfortunately, they don't help, because pupils were not prepared to write since they were in low classes. Every time I'm teaching composition I'm doing more than what I'm supposed to do.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

After I have evaluated and presented writing activities and tasks contained in *GFE I^{RE}*, I present on the basis of two different evaluative items in the following Table 4.25 the information related to the evaluation of the extent to which writing procedures and techniques used in *GFE I^{RE}* help to develop language use and literacy skills.

Table 4.25: Writing procedures and techniques in *GFE I^{RE}*

N ^o	Evaluative criteria	SA	A	D	SD
45.	Writing activities and tasks in the textbook are guided and controlled according to writing types. (Models are provided for different types)	1 (4.0%)	14 (56.0%)	8 (32.0%)	2 (8.0%)
46.	The textbook leads students from simple controlled writing activities to free guided writing activities.	1 (4.0%)	17 (68.0%)	5 (20.0%)	2 (8.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Based on the information provided in Table 4.25 above, I wish to mention that teacher participants agreed with one of the two items and rejected another.

Item by item the information indicates as far as writing instructions related to writing types are concerned, three fifths of teacher participants (60.0%) either agreed or strongly agreed with the item. According to them, writing activities and tasks in *GFE I^{RE}* are guided and controlled and that different writing types are provided for practice. On the contrary, two fifths of participants (40.0%) either disagreed or strongly disagreed with the item.

In reference to the presentation of different types of writing activities, over two third of participants (72.0%) either agreed or strongly agreed that *GFE I^{RE}* textbook leads students

from simple controlled writing activities to free guided writing. Yet, slightly less than one third of participants (28.0%) judged that the textbook does not lead students in writing and it does not give them writing techniques to help them develop their writing strategies.

The information obtained from the interview revealed that there are good procedures and techniques in the textbook to help students develop their writing skills. However, taking into account the level of comprehension of the majority of students, teacher participants supported that as the level of the language in the textbook is high they cannot use this textbook as it is with any help from a master. This explains why they either adapt it or select adapted exercises from other textbooks. The following extracts can serve to illustrate teachers' opinion:

Teacher 1: *GFE 1^{RE}* presents writing differently. It presents scenarios and proposes topics then instruct pupils to write. However, I think it doesn't give much writing opportunities. To complete writing activities I use other textbooks such as Practical guide, which provides other kinds of writing exercises.

Teacher 2: Sometimes the textbook gives instructions to guide pupils write and sometimes it does not.

Teacher 3: I have observed that writing activities and tasks in *GFE 1^{RE}* can help my pupils to be good at writing because I find them engaging and motivating. It is the case of activities such as writing letters, writing a descriptive report these are writing someone needs in everyday life situation.

Teacher 4: These activities help my pupils to practice in order to develop their writing capacities. The textbook gives me directives to teach and provide my pupils with techniques and procedures to write.

Teacher 5: *GFE 1^{RE}* contains a variety of writing activities and tasks. There are easy and difficult ones, short and long ones. For example, there are exercises on writing sentences, on writing a paragraph and on writing letters. They are good exercises for students who want to develop their writing skills.

Teacher 6: The textbook contains good writing activities. They are based on different lessons. In each unit of the textbook, there is a writing lesson or exercise. However, not all of them are easy for my pupils.

Teacher 7: Writing is integrated with reading and speaking because the textbook at some places asks pupils to read then to debate and finally to write.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

Based on the above-mentioned information, I can say that in general the participants found that the *GFE 1^{RE}* textbook contains good writing activities and tasks capable to develop their students' writing capacities and increase their language use and literacy skills. However, they mentioned that the lack of required level of language impedes students from developing their language use and literacy skills.

4.3.1.3.5 Vocabulary and grammar

Vocabulary and grammar are two basic language sub-skills, which support the development of language use and literacy skills. In this section, I present information of the evaluation of the contribution of both vocabulary and grammar used in *GFE I^{RE}* on literacy skills and language use.

In the following table 4.26, based on four evaluative items I present teacher participants' perception and views collected to evaluate the presentation of vocabulary lessons contained in *GFE I^{RE}*.

Table 4.26: Presentation of vocabulary in *GFE I^{RE}*

№	Evaluative criteria	SA	A	D	SD
47.	The vocabulary load (number of new words) in each lesson is appropriate to the level, so the text is understandable and students are able to retain new vocabulary.	3 (12.0%)	16 (64.0%)	6 (24.0%)	0 (0.0%)
48.	New vocabulary items are repeated in subsequent lessons to reinforce their meaning and use.	9 (36.0%)	6 (24.0%)	10 (40.0%)	0 (0.0%)
49.	New vocabulary items are presented in a variety of ways (in different context).	1 (4.0%)	15 (60.0%)	4 (16.0%)	5 (20.0%)
50.	The textbook follows top-down techniques for presenting and teaching new vocabulary words.	4 (16.0%)	11 (44.0%)	3 (12.0%)	7 (28.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

Taking into consideration the information provided in Table 4.26 above, I wish to mention that teacher participants were positive in their evaluation of vocabulary used in *GFE I^{RE}* in regard of its impact on language use and literacy skills even though they have formulated some recommendation to improve this sub-skill in the textbook. Their agreement ranged from 60.0% to 74.0%.

Concerning the relationship between vocabulary - understanding of the reading passage, slightly over three quarters of participants (76.0%) either agreed or strongly agreed that the number of new words in each reading passage contained in *GFE I^{RE}* is appropriate to the level of students. This implies that the comprehension of the vocabulary renders the comprehension of text easier for students and enriches their vocabulary. On the contrary, very few teachers, less than a quarter of participants (24%) did not agree with the above-stated

point of view. For them, the vocabulary load is not appropriate and does not help in the comprehension of reading passages.

As regards the repetition of vocabulary in other lessons or reading passages, three fifths of participants (60.0%) either agreed or strongly agreed that new vocabulary items in *GFE I^{RE}* are repeated in subsequent lessons to reinforce their meaning and use by students. However, two fifths of participants (40.0%) did not agree with the item.

As far as the repeated vocabulary presentation is concerned, almost two third of participants (64.0%) reported that new vocabulary items in *GFE I^{RE}* are presented in a variety of context. On the contrary, over one third of participants (36.0%) either disagreed or strongly disagreed with the item.

Finally, with reference to how to present or teach vocabulary to students, three fifths of participants (60.0%) supported that *GFE I^{RE}* presents new vocabulary in respect of top-down vocabulary teaching techniques. Contrariwise, two fifths of participants (40.0%) did not agree with item.

After having analysed data related to vocabulary, in the Table 4.27 below, I present information of the evaluation of Grammar lessons contained in *GFE I^{RE}* textbook concerning their contribution on the development of language use and literacy skills. I evaluated this sub-skill based on 3 evaluative criteria.

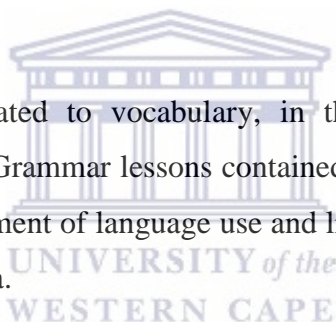


Table 4.27: Presentation of Grammar in *GFE I^{RE}*

№	Evaluative criteria	SA	A	D	SD
51.	Grammar rules are presented in a logical manner and in increasing order of difficulty.	1 4.0%	18 72.0%	0 (0.0%)	6 24.0%
52.	The spread of grammar is achievable.	2 (8.0%)	16 (64.0%)	7 (28.0%)	0 (0.0%)
53.	The grammar is contextualized. Examples are interesting and based on real facts.	3 12.0%	14 56.0%	8 32.0%	0 (0.0%)

* SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree,

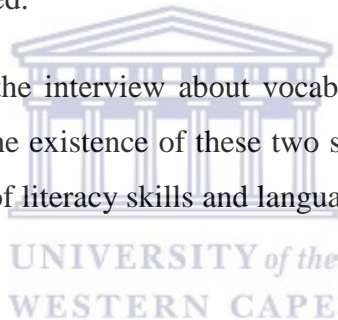
On the basis of information provided in Table 4.27 above, I wish to report that like for other skills and sub-skills of *GFE I^{RE}* evaluated before, teacher participants were more positive in their evaluation of Grammar activities and tasks. They agreed with all the items in this sub-category evaluation even if they have proposed some hints in order to improve this sub-skill for its effective support to Congolese 6th form secondary school students.

Comprehensively, in regard to the order of grammar lessons in the ELT textbook *GFE I^{RE}*, slightly over three quarters of participants (76.0%) either agreed or strongly agreed that grammar structures appear in a logical manner and in increasing order of complexity. However, slightly less than a quarter of participants (24.0%) did not agree with the item.

As far as the spread of grammar lessons is concerned, over two third of participants (72.0%) either agreed or strongly agreed that the spread of grammar in *GFE I^{RE}* is achievable. On the contrary, slightly less than one third of participants (28.0%) estimated that the grammar lessons contained in the textbook are too much for students and they are not achievable.

Concerning the contextualization of grammar lessons, almost two third of participants (68.0%) either agreed or strongly agreed that grammar lessons in *GFE I^{RE}* are contextualized and structures are presented in the way they appear in real language use. Grammar illustrations are interesting and based on real facts. Yet, about one third of participants (32.0%) were openly in disagreement with the item and reported that grammar lessons in *GFE I^{RE}* textbook are not contextualized.

The information obtained from the interview about vocabulary and grammar indicated that teacher participants recognized the existence of these two sub-skills in the textbook and their contribution to the development of literacy skills and language use. The following extracts can illustrate teachers' opinion:



Teacher 1: It provides pupils with a list of new words and a summary of grammar lessons. The vocabulary and grammar presented in this textbook are very important for pupils. They help them to develop other skills presented in the textbook such as writing, reading, listening and speaking.

Teacher 2: The textbook contributes with activities and tasks related to different language skills. It contains grammar, vocabulary, pronunciation, reading, speaking, writing and listening exercises. Each skill has different and relevant types of exercises and activities.

Teacher 3: The content of *GFE I^{RE}* is not very useful in regard to grammar. It gives synthesis of grammar that is comprehensible only to those who have a good knowledge of English. However, it contains most of grammar lessons proposed by the curriculum as well as other important language skills.

Teacher 4: If I want to teach a grammar lesson I must have a grammar book, otherwise I cannot teach successfully.

Teacher 5: It provides pupils with a list of new words and a summary of useful grammar lessons.

Teacher 6: The textbook might be a little out of date because published long time ago this can affect reading passages but its grammar lessons remain very important and relevant for pupils to prepare pupils to state exams.

Teacher 7: Grammar is perfect but not adapted to the level of my pupils.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

Teacher participants also observed that grammar is not fully developed in the textbook and that vocabulary is a problem because students want words to be translated for them. This means that students have not mastered enough English words for them to comprehend other words either by inference or by deduction using different learning techniques. The extracts below can serve to illustrate this point:

Teacher 1: In terms of reading, there is a problem because to read successfully pupils need to have enough vocabulary and the mastery of the grammatical structures to read well and understand.

Teacher 2: Most of our pupils are good in French and they experience serious problems to cope with English grammar structures and comprehending reading passages.

Teacher 3: Normally, I face problems when it comes to teach other reading lessons. To teach a text, I explore vocabulary with pupils but realize that some of them can still not understand the text and want me to translate for them.

Teacher 4: According to me, grammar lessons should be fully developed and accompanied with various examples for a better comprehension of pupils. The list of vocabulary is not presenting different use of items. This is not good because pupils get sometimes confused.

Teacher 5: Sometimes grammar and vocabulary are not enough and fully developed. I use a grammar book and a dictionary to understand certain lessons and new words before I teach them.

Teacher 6: Most of our pupils are good in French and they experience serious problems to cope with English grammar structures and comprehending reading passages because of their restricted number of vocabulary. This textbook doesn't bring adequate solution.

Teacher 7: The textbook brings a new problem to my pupils. If I have to teach a new text, I think for them more than half of words contained in that text are new and I have to explain or provide examples. As a result, they don't master the meaning of all the words rather they raise confusion in their comprehension.

(See Appendix 5, annexe 5.1 for additional responses provided on a select basis)

Concerning teachers' perceptions and views related to *GFE I^{RE}* textbook evaluation, I wish to report that from its physical and utilitarian attributes, the content and suitability to students and activities and tasks developed by skill teacher participants *GFE I^{RE}* is quite positively evaluated. However, teacher participants have mentioned that the textbook is not totally

adapted to the level of their students and made some recommendations for its suitability to Congolese 6th secondary school students.

4.3.2 Students' evaluation of *GFE I^{RE}*

Taking into account the MRQ and the objectives of this research study and after having presented and analysed teacher participants' perceptions about *GFE I^{RE}*, in this section I present and analyse student participants' perceptions. This evaluation is the investigation of the relevance and the efficiency of the content of *GFE I^{RE}* by Congolese 6th form secondary school students on its impact to develop their language use and literacy skills (reading and writing). The checklist I submitted to them to collect data and evaluate this ELT textbook had 43 evaluative criteria or items subdivided into three main sections comprising categories and their sub-categories. I summarized and presented the information of the evaluation obtained from this checklist by students according to categories and sub-categories as follows:

4.3.2.1 Physical and utilitarian attributes

Similarly to section (4.2.2.1) where I measured the relevancy and efficiency of the physical and utilitarian aspects of the ELT textbook *GFE I^{RE}* on the basis of teacher participants' perceptions, in this section I measured the relevancy and efficiency of the physical and utilitarian aspects of the same ELT textbook on the basis of student participants' perceptions. To comply with the above-stated measure, I gathered participants' perceptions thanks to 6 items contained on the textbook evaluation checklist designed for the purpose.

The physical and utilitarian attributes section sought to know what the students' perception about the currency of the textbook are, the entertainment and amusement elements contained in, its compatibility to their needs and age, the attractiveness of its cover and the quality of the illustrations it contains.

In the following table 4.28, based on six evaluative items I present student participants' perception and views collected to evaluate the physical and utilitarian attributes of the ELT textbook *GFE I^{RE}*.

Table 4.28: The physical and utilitarian attributes of *GFE I^{RE}*

N ^o	Evaluative criteria	SA	A	NS	D	SD
1.	The material is up-to-date.	16 (7.7%)	60 (28.7%)	17 (8.1%)	67 (32.1%)	49 (23.4%)

2.	The book contains fun elements	26 (12.4%)	109 (52.1%)	12 (5.7%)	50 (23.9%)	12 (5.7%)
3.	The textbook is compatible to 6 th students' needs.	52 (24.9%)	116 (55.5%)	10 (4.8%)	17 (8.1%)	14 (6.7%)
4.	The cover of the textbook is attractive.	50 (23.9%)	85 (40.7%)	24 (11.5%)	31 (14.8%)	19 (9.1%)
5.	Illustrations are simple enough and close to the text that they facilitate its comprehension rather than detracting.	72 (34.4%)	97 (46.4%)	0 (0.0%)	32 (15.3%)	8 (3.8%)
6.	The textbook is interesting enough that students enjoy learning with and reading it.	49 (23.4%)	101 (48.3%)	0 (0.0%)	33 (15.8%)	26 (12.4%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Concerning the information provided in Table 4.28 above, I wish to report that student participants were more positive in their evaluation of the ELT textbook they use to learn English. They have manifested their agreement with 5 of the 6 evaluative criteria of the category. Their agreement ranged from 81.0% to 65.0%. The Table also indicates that some students were not sure about certain evaluative criteria and this lack of opinion has ranged from 11.5% to 4.8%. They manifested their disagreement with one of the item with 56.0%.

As far as the currency of the *GFE I^{RE}* is concerned over half of participants (56.0%) either disagreed or strongly disagreed with the item related to the currency of the textbook. They assessed that the textbook was not up-to-date. On the other hand, over a quarter of participants (36.0%) think that the textbook is up-to-date and less than one tenth of participants was not sure whether the textbook is up-to-date or not.

Concerning, the entertainment aspect of *GFE I^{RE}* textbook, almost three quarters of participants (64.0%) either agreed or strongly agreed that the textbook contains fun elements. Yet, slightly less than one third of participants (30.0%) did not agree with the evaluative item. According to them there are no fun elements in *GFE I^{RE}*. Besides the above-mentioned two groups of participants either agreeing or disagreeing, less than one tenth of participants (6.0%) could not say whether there are or not fun elements in the textbook.

Concerning students' needs, over three quarters of participants (80.0%) either agreed or strongly agreed that *GFE I^{RE}* is compatible with their needs. On the contrary, less than one fifth of participants (15.0%) either disagreed or strongly disagreed with the item meanwhile

very few participants less than one tenth (5.0%) were not sure whether the textbook is compatible with their needs or not.

Concerning the attractiveness of the cover of the textbook, almost two third of participants (65.0%) either agreed or strongly agreed that the cover of the textbook is attractive but slightly over one fifth of participants (24.0%) did not agree with the item. In addition, slightly over one tenth of participants (11.5%) were not sure about the attractiveness of the textbook's cover.

As for the illustrations contained in the textbook *GFE I^{RE}*, over four fifths of participants (80.8%) either agreed or strongly agreed that the illustrations in *GFE I^{RE}* are simple enough and close to the text that they facilitate the comprehension of materials. However, slightly less than one fifth of participants (19.1%) did not agree with the above-mentioned item. They voiced their feelings that illustrations in the textbook are very complex and do not really help students to comprehend different materials contained in the textbook. They indicated that the illustrations are detracting and not helping.

Finally, concerning the capacity of *GFE I^{RE}* to arouse curiosity, attract and hold attention, slightly over two third of participants (71.7%) either agreed or strongly agreed that the textbook is interesting enough that they enjoy learning with and reading it. Contrarily, slightly less than one third of participants (28.2%) did not share their opinion about this item.

In addition to the above-stated points of view, the information obtained from the interviews indicated that student participants positively evaluated *GFE I^{RE}* based on its physical and utilitarian aspects. I hasten to state that as pointed out in the Introduction section of this chapter, I will only be furnishing a selection of five representative samplings under each of the following categories, which I believe is consistent with the epistemic position/stance voiced by Taylor and Bogdan (1998) mentioned in the introduction of this chapter.

The interview with students also revealed that they are satisfied with the physical aspects of the textbook. However, they maintain that the textbook is very old and needs to be updated. Most of them could not evaluate it efficiently because they did not have their own textbooks they said. Either they learn English with copies of some extracts or they use a textbook in groups. The following statements can serve to illustrate the above-mentioned point of view:

Student 1: There are many illustrations in the textbook and most of them are for young kids, the font is acceptable, the titles and other instructions are very clear. It is well-organized

to help us understand lessons and develop our language skills and language use as well.

Student 2: The textbook is older than me how can I say that it is up-to-date? But according to our teacher other textbooks have been published long time ago in the 1970's I don't know what to say about it.

Student 3: This is a complete textbook with all possible language skills and sub-skills. Sometimes I learn from illustrations. They help me to understand certain reading passages and activities.

Student 4: I don't know a lot about this textbook because I don't have my own textbook.

Student 5: In general, the physical appearance of *GFE 1^{RE}* is nice. When you look at its cover you want to see what's inside it.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on the above-mentioned findings I can report that students find *GFE 1^{RE}* old in comparison to their own age but not out of date. In general, they have positively appreciated its other physical aspects. They agreed that the textbook contains fun elements; the illustrations are simple and appealing and motivate the use of the textbook.

4.3.2.2 Content and suitability to students

In light of the first SRQ, this section provides information to determine how relevant and efficient is the content of the ELT textbook *GFE 1^{RE}* according to students' perception. This perception highlights and measures the extent to which activities and tasks contained in *GFE 1^{RE}* are real and rich to potentially influence Congolese 6th form secondary school students' capacity in terms of language use and literacy skills development. This means the development of their engagement and interest in learning English in general and in developing their reading and writing skills in particular.

In light of the above-stated consideration, like for teacher participants I measured these aspects through 13 items contained in the textbook evaluation checklist. I present the students' evaluation of this category in 4 different tables. Each table contains information related to a specific aspect considered as a sub-category of in this category (section).

Based on five evaluative items, I present in the Table 4.29 below student participants' views and perceptions collected to measure the suitability of *GFE 1^{RE}* content based on language use and literacy skills.

Table 4.29: Suitability of *GFE I^{RE}* content to Congolese 6th form students.

N^o	Evaluative criteria	SA	A	NS	D	SD
7.	The textbook content is relevant and efficient for the curriculum.	33 (15.8%)	133 (63.6%)	13 (6.2%)	10 (4.8%)	20 (9.6%)
8.	The content presents relevant activities and tasks to develop reading comprehension and writing skills.	43 (20.6%)	102 (48.8%)	3 (1.4%)	37 (17.7%)	24 (11.5%)
9.	The content contains real-life issues that challenge the reader to think critically about his/her worldview in comparison to texts for native speakers.	44 (21.1%)	88 (42.1%)	9 (4.3%)	46 (22.0%)	22 (10.4%)
10.	The content serves as a window into learning about the target language culture (American, British, etc.)	42 (20.1%)	105 (50.2%)	13 (6.2%)	35 (16.7%)	14 (6.7%)
11.	The content presents enough integrated activities and tasks to develop all language skills.	34 (16.3%)	100 (47.8%)	5 (2.4%)	35 (16.7%)	35 (16.7%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on the information provided in Table 4.29 above, I wish to report that Congolese 6th secondary school students like their teachers were unanimously positive when evaluating the textbook's content. Their agreement ranged from 79.4% to 63.2%. However, they have formulated some remarks in order to make it more adapted and useful to them.

As far as the relevancy and efficiency of *GFE I^{RE}* textbook are concerned, slightly less than four fifths of participants (79.4%) either agreed or strongly agreed that the content of the textbook they use to learn English is relevant and efficient for the curriculum. However, few participants slightly over one tenth (14.4%) were not satisfied with the content of the textbook. They either disagreed or strongly disagreed with the item and very few of them less than one-tenth (6.2%) were not sure whether the content is relevant and efficient for the curriculum or not.

As for relevancy of activities and tasks to develop reading comprehension and writing skills, slightly over two third of participants (69.4%) either agreed or strongly agreed that the content of the textbook presents relevant activities and tasks capable to develop students' reading comprehension and writing skills. On the contrary, nearly one third of participants (29.2%) did not agree with the item while a very small number (1.4%) was not sure about the item.

Concerning the issues addressed in *GFE I^{RE}* textbook, slightly over three fifths of participants (63.2%) either agreed or strongly agreed that the content of *GFE I^{RE}* textbook contains real-

life issues that challenge them to think critically about worldview. The issues do not differ from the ones addressed in texts designed for native speakers. On the other hand, almost one third of participants (32.4%) did not agree with the item. They reported that in comparison to native speakers' texts, texts in *GFE I^{RE}* do not contain real-life issues, whereas very few participants (4.3%) could not say whether the textbook contains real-life issues challenging students and helping them to develop their language use and literacy skills or not.

In regard to the target language and native speakers' culture, over two third of participants (70.3%) either agreed or strongly agreed that the content of *GFE I^{RE}* textbook serves as a window into learning about the target language culture, mainly about American and British. However, less than one quarter of participants (24.4%) did not agree with the above-stated item while very few participants (6.2%) were not sure whether the content of the textbook presents opportunities to learn about the target language culture or not.

Finally, concerning integrated activities and tasks to develop all language skills, slightly over half of student participants (54.1%) either agreed or strongly agreed that the content presents enough integrated activities and tasks to develop all the language skills. On the contrary, almost one third of student participants (33.4%) either disagreed or strongly disagreed with the item while very few participants (2.4%) neither agreed nor disagreed because they were not sure whether or not the content of *GFE I^{RE}* contains enough and integrated activities and tasks to develop different the language skills.

The information obtained from the interview showed that student participants find the content of the textbook appropriate and efficient but difficult for them. Consequently, they all make a plea for its adaptation to current teaching and learning environment for successful teaching-learning practice and for the development of their language use and literacy skills. The excerpts from students furnished below can illustrate this view:

Student 1: I think that if all the pupils had the required level of English this textbook couldn't be a problem at all. Its content seems to be what we need to know the language because you can use one example to develop reading, writing and speaking.

Student 2: The exercises contained in *GFE I^{RE}* aren't like exercises we prepare for the state exams but they are very good for us. I want them to be adapted to our level. The textbook is not bad but we need textbook related to African realities in general and to Congolese realities in particular.

Student 3: It is a good textbook, relevant and efficient. It presents opportunities to learn and develop different language skills with various learning activities and tasks,

but I find it really a very good textbook for speaking skill. It contains many dialogues and conversations

Student 4: For some students it is adequate and adapted to their need for some others it isn't. However, it helps us to develop our language capacities: listening, speaking, reading and writing skills. It contains many and different exercises related to these language skills.

Student 5: The level of the language is good for students who use English as their language of education. It's a bit difficult for average students only good ones can easily understand the language.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on the above-mentioned findings, I can report that student participants were positive in their evaluation of the suitability of *GFE I^{RE}* content. They agreed with all the items and proposed the content to be adapted to meet their needs.

Another aspect of the suitability of the content of the textbook is the appropriateness of its subject matter. Based on four evaluative items, I present in the Table 4.30 below the information collected from student participants' views and perceptions to measure the impact of the subject matter developed in *GFE I^{RE}* textbook on their language use and literacy skills.

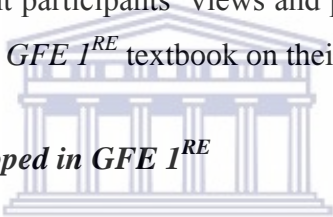


Table 4.30: Subject matter developed in *GFE I^{RE}*

Nº	Evaluative criteria	SA	A	NS	D	SD
12.	The subject matter is presented topically, functionally in a logical and organized manner. (Tasks move from simple to complex.)	37 (17.7%)	118 (56.5%)	6 (2.9%)	31 (14.8%)	17 (8.1%)
13.	The subjects and the content of the textbook are generally realistic. (Task objectives are achievable).	32 (15.3%)	102 (48.8%)	9 (4.3%)	38 (18.2%)	28 (13.4%)
14.	The subjects and content of the textbook are interesting, challenging and motivating.	47 (22.5%)	90 (43.1%)	4 (1.9%)	35 (16.7%)	33 (15.8%)
15.	The subjects and the content of the textbook are relevant to my needs as English language learners.	81 (38.8%)	82 (39.2%)	0 (0.0%)	27 (12.9%)	19 (9.1%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on information provided in Table 4.30 above, I wish to report that student participants have unanimously manifested their agreement with the evaluative items related to subject matter developed in the textbook. They either agreed or strongly agreed with all the four

evaluative items related to this sub-category. They were satisfied with the textbook's subject matter and their agreement ranged from 64.1% to 74.2%.

With respect to the order of presentation of the subject matter in *GFE I^{RE}*, slightly less than three quarters of student participants (74.2%) supported that the subject matter contained in the textbook is presented topically, functionally in a logical and organized manner. They also agreed or strongly agreed that the tasks move from simple to complex. However, over one fifth of participants (22.9%) either disagreed or strongly disagreed with the above-stated item while very few (2.9%) only were not sure about it.

As regards the subject matter being realistic or not, largely over half of student participants (64.3%) either agreed or strongly agreed that the subjects and the content of *GFE I^{RE}* textbook are generally realistic and that the objectives of the tasks are achievable. Yet, slightly less than one third of participants (31.6%) either disagreed or strongly disagreed with the above-stated item while very few of them (4.3%) were not sure whether the subjects and the content of the textbook are generally realistic and its tasks achievable.

As far as the motivation of learning with *GFE I^{RE}* is concerned, two third of student participants (65.6%) either agreed or strongly agreed that the subjects developed in the textbook in particular and content of the textbook in general are interesting, challenging and motivating for them. On the contrary, slightly less than one third of participants (32.5%) did not agree with the above-stated item and very few of them (1.9%) were not sure whether the textbook is interesting, challenging and motivating or not.

Finally, regarding the relevancy of the content of *GFE I^{RE}* to the needs of students, all the student participants had an opinion to value. Over three quarters of student participants (78.0%) either agreed or strongly agreed that the subjects and the content of *GFE I^{RE}* textbook are relevant to their needs as English language learners. On the contrary, very few, less than a quarter of participants (22.0%) did not agree with the above-mentioned item. They found the textbook not adequate to their needs as English language learners.

The information obtained from the interview indicated that student participants find credible the subject matter developed in *GFE I^{RE}* textbook. They stated that the subjects are good, interesting and challenging. Yet, they pointed out that this subject matter is demotivating for a number of students because they find it difficult. They do not understand the language and different activities and tasks. The following excerpts can act illustrate this point of view:

Student 1: All the language skills we need to develop are contained in this textbook. However, as I said the language doesn't help us to use this textbook efficiently to develop our language use and literacy skills. The high level of the language used, the difficult exercises make some of us hate the subject and everything related to it.

Student 2: There are different reading passages in the textbook, long and short ones but most of them are very long and very difficult.

Student 3: I think that the content of this textbook is adequate because the authorities have selected this textbook for us. I can say that it is a good textbook with good content but it isn't adapted to our level.

Student 4: The textbook was conceived to help students I think it is good for students yet students aren't good for it. Everything in it seems to be difficult for us. Only good students enjoy using GFE 1^{RE}.

Student 5: According to me, the content of the textbook is adequate and adapted to my level. It provides me with necessary activities and tasks that give me the opportunity to practice different language skills. On the other hand, many of my classmates aren't able to understand the language and practice exercises.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on the above-mentioned findings, I can report that student participants were much positive when evaluating the subject matter developed in *GFE 1^{RE}*. They agreed with all the items. However, they revealed that they cannot benefit from them because they are not adapted to their level of comprehension.

In order to adequately evaluate the content and suitability of the textbook to students, I have also evaluated the extent to which the language used in the textbook is clear to help students develop their language use and literacy skills. Based on two four evaluative items, I present in the Table 4.31 below the information collected from student participants' views and perceptions to measure the impact of the language quality, language nature and language type used in *GFE 1^{RE}* textbook on their language use and literacy skills.

Table 4.31: Quality nature and type of language in GFE 1^{RE}

Nº	Evaluative criteria	SA	A	NS	D	SD
16.	Examples and explanations in the textbook are clear and understandable.	80 (38.3%)	95 (45.5%)	9 (4.3%)	18 (8.6%)	7 (3.3%)
17.	The language in the textbook is natural and real.	42 (20.1%)	93 (44.5%)	11 (5.3%)	37 (17.7%)	26 (12.4%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on information provided in Table 4.31 above, I wish to mention that student participants shared the same views and perceptions about the quality, nature and type of the language used in the textbook. They either agreed or strongly agreed with both items constituting this sub-category. Their agreement ranged from 64.6% to 83.8%.

As far as the clarity of language used for language illustration in *GFE I^{RE}* textbook is concerned, the majority of student participants, over four fifths (83.8%) either agreed or strongly agreed that examples and explanations in the textbook are clear and understandable enough to help them learn and develop their language use and literacy skills. In contrast, slightly less than one-tenth of student participants (11.9%) did not agree with the point of view expressed by the majority. For them, *GFE I^{RE}* textbook does not provide clear and understandable language illustrations. Besides, very few student participants (4.3%) were not sure whether language illustrations provided by the textbook are clear and understandable or not.

Concerning the nature of the language used in the ELT textbook *GFE I^{RE}*, the majority of student participants (64.1%) either agreed or strongly agreed that the language is natural and real. On the contrary, few student participants (30.1%) disagreed with the item. They said that the language in the textbook is neither natural nor real and very few of them (5.3%) were not sure about this evaluative item. They preferred not to agree or to disagree.

The data acquired from the interviews showed that student participants believed that even though most of them find the textbook difficult, they are sure that the language used in remains natural, clear, understandable and real. The following extracts can support the above-mentioned point of view:

Student 1: I know that *GFE I^{RE}* contains official and standard language but conversations and interviews are introducing free and natural language as it is used by native speakers.

Student 2: There are two types of examples used to explain grammar structures. One type is comprehensible with short sentences another is difficult with complex and difficult sentences.

Student 3: The language presented in the textbook is very natural. In different activities, there are extracts of dialogues, conversations and interviews. In such kinds of activity, the language is very natural.

Student 4: When we follow the interviews, dialogues and conversation, we have good structures of the language we can imitate.

Student 5: The level of the language is good for students who use English as their language of education. It's a bit difficult for average students only good ones can easily understand the language.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

To conclude the evaluation of *GFE I^{RE}* content's suitability to students based on two evaluative items, I present in Table 4.32 below the information collected from student participants' views and perceptions to measure the impact of the diversity of subject matter and the cultural based aspects contained in *GFE I^{RE}* textbook on their language use and literacy skills.

Table 4.32: Diversity of subject matter and cultural aspects *GFE I^{RE}*

N ^o	Evaluative criteria	SA	A	NS	D	SD
18.	There is sufficient variety in the subjects and content of the textbook. (It covers a variety of topics from different fields)	35 (16.7%)	116 (55.5%)	5 (2.4%)	34 (16.3%)	19 (9.1%)
19.	Materials are not culturally biased and they do not portray any negative stereotypes	38 (18.2%)	105 (50.2%)	10 (4.8%)	42 (20.1%)	14 (6.7%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Taking into account the information provided in Table 4.32 above, I wish to report that in general student participants were positive about the diversity of subject matter and the cultural bias free aspects of *GFE I^{RE}*. In their appreciation, they have either agreed or strongly agreed with both items. Their agreement ranged from 68.4% to 72.2%.

With respect to the diversity of the subject matter, the majority of student participants, over two third (72.2%) either agreed or strongly agreed that there is sufficient variety in the subjects and content of *GFE I^{RE}* textbook. This means that it covers a variety of topics from different fields. In spite of the massive agreement with the above-stated item, some student participants (25.4%) either disagreed or strongly disagreed with the item supporting that there is not enough variety in the subjects and content of the textbook. However, very few of them (2.4%) were not sure whether there is sufficient variety in its subjects and content and whether it covers a variety of topics from different fields or not.

Finally, concerning matters of cultural bias in *GFE I^{RE}* textbook, over two third of student participants (68.2%) either agreed or strongly agreed that materials in the textbook are not

culturally biased and they do not portray any negative stereotypes. However, less than one third of student participants (26.7%) either disagreed or strongly disagreed with the item and very few of them (4.8%) were not sure whether the textbook contains negative and culturally biased elements.

The data obtained from the interviews showed that student participants admitted that the textbook contains a diversity of subject matter. Considering their attitude towards the content of the textbook, I can mention that they have not found the content biased. The following statements can serve to illustrate the point in question:

Student 1: The textbook conveys many native speakers' linguistic culture and habits. It presents texts from different fields. It contains listening, reading, speaking and writing activities.

Student 2: It is a good textbook relevant and efficient. It presents opportunities to learn and develop different language skills with various learning activities and tasks. All the language skills are sufficiently represented with relevant activities and tasks.

Student 3: It provides me with necessary activities and tasks that give me the opportunity to practice different language skills. There are a good number of reading activities and tasks in this document, accompanied with instructions about how to read and how to find specific answers and understand the text as a whole.

Student 4: This textbook respects everyone. The principles of good morality are observed. Not any reading passage is based on depicting negative aspects of people.

Student 5: It contains a number of good and relevant exercises related to different language skills. It helps us to develop our language capacities: listening, speaking, reading and writing skills.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on the above-mentioned findings in this section, I can say that in general, the information contained in different tables (sub-categories) of this section (category) indicate that the student participants were satisfied and very positive with the content, the subject matter, the language quality and moral aspects of *GFE I^{RE}* textbook. However, they have manifested their desire to see this ELT textbook adapted to their needs and level of comprehension.

4.3.2.3 Activities and tasks by Skills

The information I present in this section is meant to provide informed answers to the second and the third SRQs of this study. In regard to the second SRQ, the information I present aims at measuring the extent to which Congolese 6th form secondary school students judge the

learning activities and tasks contained in *GFE I^{RE}* textbook in general and more particularly the ones intended to develop reading and writing skills. This is to highlight how appropriate they are and how well they help them develop language use and literacy skills. Concerning the third SRQ, the information aims at examining different opportunities the ELT textbook *GFE I^{RE}* use to present the language to help students enhance their language use and literacy skills (reading and writing). I measured this textbook's contribution on students' language use and literacy skills development based on 23 items subdivided into 10 sub-categories represented by different tables.

Based on two evaluative items the information, I present in the Table 4.33 below indicates student participants' perception of the appropriateness of activities and tasks based on skills contained in *GFE I^{RE}*.

Table 4.33: Appropriateness of activities and tasks by skills in *GFE I^{RE}*

№	Evaluative criteria	SA	A	NS	D	SD
20.	Activities and tasks have achievable goals, creative and take into consideration students' capabilities.	38 (18.2%)	99 (47.4%)	11 (5.3%)	42 (20.1%)	19 (9.1%)
23.	There are activities for activating students' background knowledge before reading the text.	56 (26.8%)	124 (59.3%)	6 (2.9%)	16 (7.7%)	7 (3.3%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on the information provided in Table 4.33 above, I wish to report that in this sub-category student participants' views and perceptions were much positive. They either agreed or strongly agreed with all the items contained in this category. They manifested their agreement from 63.1% to 86.1%. They manifested their highest disagreement in this category with 36.8% even though it was below the average it was significant.

In detail, regarding the practicability of activities and tasks, almost two third of student participants (65.6%) either agreed or strongly agreed that the tasks in *GFE I^{RE}* have achievable goals, they are creative and they take into consideration their capabilities. On the contrary, some student participants (29.2%) disagreed with the item. According to them, activities and tasks contained in the textbook do not have achievable goals. They are not motivating enough to make them creative and they do not connect with what they actually do. Besides, very few (5.3%) were not sure and preferred to remain neuter.

As far as background knowledge is concerned, a great majority of student participants (86.1%) manifested their agreement with the item according to which there are activities for activating students' background knowledge before reading the text. Yet, some student participants (11.0%) did not agree with the related item and very few of them (2.9%) were not sure about the affirmation of the item.

The details obtained from the interviews revealed that student participants recognized that activities and tasks contained in the textbook are appropriate in that they provide them with different opportunities to learn following specific objectives to achieve to develop their language use and literacy skills. However, they regret their low level of language in comprehending those exercises. The following extracts can illustrate the above-mentioned point of view:

Student 1: The textbook gives us the opportunity to practice the language in dialogues and role-play in pair or in group. Activities and tasks help us discover many things such as new words and other people's lives. They really help us.

Student 2: For me it is appropriate and provides me with what I want to learn. But some other colleagues find it not really appropriate to them because it doesn't address what they are expecting.

Student 3: These instructions to execute activities and tasks in this textbook aren't easy to understand, our level of comprehension is very low. I think the textbook contains everything I can use to develop my reading and writing capacity.

Student 4: I find the content of *GFE I^{RE}* adequate and adapted to my level. It provides me with necessary activities and tasks that give me the opportunity to practice different language skills. On the other hand, many students aren't able to understand the language and practice exercises.

Student 5: The textbook contains good reading activities and tasks, varied and accompanied with instructions about how to read and how to find specific answers and understand the text as a whole.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on the above-stated findings in this sub-category I can say that in general student participants find activities and tasks contained in *GFE I^{RE}* useful to help them develop their language use and literacy skills. On the other hand, they recognize that their level of comprehension of the language is an obstacle to use these activities and tasks.

4.3.2.3.1 Listening

Based on one evaluative item the information, I present in the Table 4.34 below indicates student participants' views and perceptions about listening activities and tasks developed in the ELT textbook *GFE 1^{RE}* to help them enhance their listening capacities.

Table 4.34: Listening activities and tasks in *GFE 1^{RE}*

N ^o	Evaluative criteria	SA	A	NS	D	SD
24.	The textbook has appropriate listening tasks with well-defined goals.	29 (13.9%)	116 (55.5%)	12 (5.7%)	33 (15.8%)	19 (9.1%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Taking into consideration the information provided in Table 4.34 above, I wish to report in detail that concerning the appropriateness of listening activities and tasks, the majority of student participants (69.4%) either agreed or strongly agreed that *GFE 1^{RE}* contains appropriate listening activities and tasks. However, some student participants (24.9%) either disagreed or strongly disagreed with the above-stated point of view and very few of them (5.7%) could not have a clear point of view about the presentation of activities and tasks intended to develop this skill.

The information obtained from the interviews indicated that student participants recognize the importance of listening in the development of language use and literacy skills. However, they find listening activities and tasks procedures in *GFE 1^{RE}* not really adapted and interesting. The following statements can serve to illustrate the above-mentioned point of view:

Student 1: *GFE 1^{RE}* has good listening activities and tasks. They help us to listen and report either verbally or in writing. I like these exercises.

Student 2: The textbook has also good exercises to develop our listening. Instructions told us how to listen and what to do while listening.

Student 3: The listening activities and tasks are relevant and I think they can help me develop my listening capacity. What I don't understand is that we're not listening to native speakers' speech. When I listen to radiobroadcasting, I don't understand. What I want is to be prepared to listen and understand native speakers' speech.

Student 4: I don't appreciate the way the listening activities are organized in this textbook. They could be very good if we were listening from tapes or CD or watching videos but the teacher told us that there is no audio based on this textbook.

Student 5: My opinion is that listening activities are well organized. It's true there are also instructions about what to do during listening exercises but when the teacher reads I don't catch the message to practice what is asked.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on the above-mentioned findings related to listening skill activities and tasks contained in *GFE I^{RE}* ELT textbook, I can say that student participants have appreciated them, however; they think that there is a good way of arranging them.

4.3.2.3.2 Speaking

Based on two evaluative items, the information I present in the Table 4.35 below indicates student participants' views and perceptions about speaking activities and tasks developed in the ELT textbook *GFE 1RE* to help them enhance their speaking capacities.

Table 4.35: Speaking/communication activities and tasks in *GFE^{RE}*

N ^o	Evaluative criteria	SA	A	NS	D	SD
21.	Activities are developed to initiate meaningful communication.	27 (12.9%)	105 (50.2%)	0 (0.0%)	45 (21.5%)	32 (15.3%)
22.	Activities are balanced between individual response, pair work and group work.	29 (13.9%)	108 (51.7%)	8 (3.8%)	31 (14.8%)	33 (15.8%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on information provided in Table 4.35 above, I wish to mention that student participants positively evaluated speaking activities and tasks developed in *GFE I^{RE}* textbook

As regards the contribution of the textbook to communication and speaking skill, more than half of student participants (63.1%) either agreed or strongly agreed that, activities and tasks in *GFE I^{RE}* are developed to initiate meaningful communication. On the contrary, some of them (36.8%) did not agree with the above-mentioned points of view.

With reference to harmony of speaking or communication activities and tasks, the majority of student participants, slightly less than two third (65.6%), either agreed or strongly agreed that activities are balanced between individual response, pair work and group work. However, some student participants (30.6%) did not agree with the above-stated perception. They supported that activities in *GFE I^{RE}* are not balanced and very few of them (3.8%) were not sure about the item.

The data gathered from the interviews demonstrated that student participants find speaking and communication activities and tasks in *GFE I^{RE}* very interesting as they tend to present the language the way it is used and spoken. Many communicative exercises are in the form of dialogues and conversations to practice either in pair or in groups. The following strands of data can support this point:

Student 1: There are very good speaking activities and tasks. I appreciated dialogues and conversations they really help me to develop my speaking capacity.

Student 2: It is a very good textbook for speaking skill. It contains good and basic dialogues and conversations exercises to help students practice and improve their speaking.

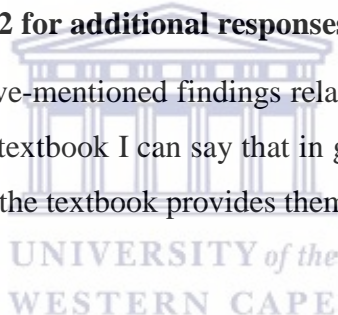
Student 3: The textbook gives us opportunities to practice the language in pair and in groups by using dialogues, interviews and conversations. Sometimes these activities don't help because we memorise even if we don't understand.

Student 4: There are speaking activities and tasks in the textbook. Most of them are dialogues and conversation. There are also some interviews and role-play.

Student 5: Conversation, dialogues and interview exercises the textbook presents us are very useful for us to practice the language in the same way native speakers are using it.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

In brief, when looking at the above-mentioned findings related to speaking skill activities and tasks contained in *GFE I^{RE}* ELT textbook I can say that in general, student participants found that there are many opportunities the textbook provides them to develop their speaking skill.



4.3.2.3.3 Reading

Based on two evaluative items, the information I present in the Table 4.36 below indicates student participants' perceptions and views about the authenticity of the reading materials contained in the ELT textbook *GFE I^{RE}*.

Table 4.36: Authenticity of Reading materials in *GFE I^{RE}*

N ^o	Evaluative criteria	SA	A	NS	D	SD
25.	The reading selections are authentic pieces of language.	48 (23.0%)	107 (51.2%)	4 (1.9%)	34 (16.3%)	16 (7.7%)
26.	Many of the reading passages are up-to-date, interesting and meaningful.	30 (14.4%)	100 (47.8%)	17 (8.1%)	45 (21.5%)	17 (8.1%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on the information provided in Table 4.36 above, I wish to mention that the evaluation of authenticity of reading materials in *GFE 1^{RE}* received a very positive evaluation from student participants.

As far as the authenticity of reading extracts is concerned, slightly less than three quarters of student participants (74.2%) either agreed or strongly agreed that the reading selections in *GFE 1^{RE}* textbook are authentic pieces of language. However, few student participants (24.0%) did not agree with the related item and very few of them (1.9%) were not sure about the authenticity of reading selections.

Concerning the currency, motivation and signification of reading extracts, three fifths of student participants (62.2%) either agreed or strongly agreed that many of the reading passages contained in *GFE 1^{RE}* are up-to-date, interesting and meaningful. On the contrary, less than one third of student participants (29.6%) did not agree with the above-mentioned item and very few of them (8.1%) were not sure whether the reading passages are up-to-date, interesting and meaningful or not.

The information gathered from the interviews also showed that student participants find reading passages in the textbook authentic. They explain this authenticity by the fact that many texts are extracts either of journals or magazines and also by the fact that they are describing different people's life style and way of thinking. The following records can illustrate the above-stated point:

Student 1: Many reading passages contained in this textbook are extracts of journals and magazines. They present different events and the language used in them is very difficult for us.

Student 2: I think good reading passages are those ones which help us deal with issues related to both our own environment and the native speakers' one but this textbook doesn't give us reading passages related to our own background to motivate us and help us compare our culture to the native speakers' one. This doesn't mean that reading passages in this textbook aren't good.

Student 3: Some texts are very long and don't talk about DRC. It is like we are using a textbook for another country.

Student 4: Reading passages in *GFE 1^{RE}* expose us to different realities, sciences and cultures. They are a mine where we get good structures to in our composition. The only one challenge with them is that they are very difficult to understand.

Student 5: I don't know English, but I don't think a textbook for teaching English can be written in non-standard language. Even if there are some informal words but the majority of texts is containing formal and standard language.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on four evaluative items the information I present in the Table 4.37 below indicates student participants' views and perceptions about the quality of reading passages contained developed in the ELT textbook *GFE I^{RE}* to help them enhance their writing capacities.

Table 4.37: Quality of reading passages in *GFE I^{RE}*

Nº	Evaluative criteria	SA	A	NS	D	SD
27.	The text selections represent a variety of literary genres, and they contain multiple sentence structures.	54 (25.8%)	101 (48.3%)	2 (1.0%)	42 (20.1%)	10 (4.8%)
28.	Reading passages are graded and arranged.	29 (13.9%)	128 (61.2%)	9 (4.3%)	20 (9.6%)	23 (11.0%)
29.	Text lengths are appropriate.	29 (13.9%)	85 (40.7%)	8 (3.8%)	66 (31.6%)	21 (10.0%)
30.	Some reading passages are easy for most of the students to deal with.	37 (17.7%)	91 (43.5%)	10 (4.8%)	44 (21.1%)	27 (12.9%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on the information provided in Table 4.37 above, I wish to report that a great number of student participants were positive in evaluating the quality of reading passages. Their agreement ranged from 54.6% to 75.1%.

Concerning literary genres among the reading extracts in *GFE I^{RE}*, over two third of student participants (74.1%) either agreed or strongly agreed that the reading passage selections in the textbook represent a variety of literary genres, and that they include different sentence structures. However, few students, about a quarter of participants (24.9%) did not agree with the above-stated item and very few of them (1.0%) were not sure whether or not *GFE I^{RE}* contains a variety of literary genres and include different sentence structures.

With regard to reading passages order and grade, three quarters of student participants (75.1%) either agreed or strongly agreed that reading passages in *GFE I^{RE}* are graded and arranged. On the contrary, one fifth (20.6%) of student participants either disagreed or strongly disagreed with the item while very few of them (4.3%) were not sure whether the reading passages are ordered and arranged.

Regarding reading passages length, over half of student participants (54.6%) either agreed or strongly agreed that the lengths of the texts are appropriate for them. Yet, some of them (41.6%) either disagreed or strongly disagreed with the item and very few (3.8%) were not sure about it.

With respect to the degree of difficulty of reading passages, many student participants, three-fifths (61.2%) either agreed or strongly agreed that some reading passages in *GFE I^{RE}* are easy for most of them to deal with. In opposition to this majority, some student participants (34.0%) either disagreed or strongly disagreed with the item while very few of them (4.8%) were not sure about the item and therefore, they remained neuter.

The information obtained from the interviews indicated that to evaluate the quality of reading passages contained in *GFE I^{RE}* textbook student participants have considered their internal organization, difficulty of language and length of texts. In general, the majority of them declared that the reading passages in the textbook are organized, but some are very long and difficult for them to get the meaning and understand the messages they are conveying. The following statements can serve to illustrate this point of view:

Student 1: Reading passages in *GFE I^{RE}* are well organized and each of them has a specific objective.

Student 2: There are different reading passages in this textbook, long and short ones but most of them are very long and very difficult.

Student 3: It has good reading passages and useful reading activities. Each reading passage is organized and it provides us with important information we need in different branches.

Student 4: Normally, we need good, short, adapted and comprehensible texts. When I consider different reading passages contained in this textbook, my impression is that it is not adapted to us, to our society, to our culture. It doesn't take into consideration our level of comprehension.

Student 5: Even if a text is well organized like some texts contained in this textbook, but if it is very long and difficult it becomes boring and tiresome. This is the case of certain texts in *GFE I^{RE}*.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on three evaluative items the information I present in the Table 4.38 below indicates student participants' views and perceptions about the reading processes developed in the ELT textbook *GFE I^{RE}* to help them enhance their writing capacities.

Table 4.38: Reading processes in *GFE I^{RE}*

N ^o	Evaluative criteria	SA	A	NS	D	SD
31.	There are instructions telling students how to read for comprehension.	39 (18.7%)	89 (42.6%)	6 (2.9%)	47 (22.5%)	28 (13.4%)
32.	Students are given sufficient	29	72	14	61	33

	instructions and examples of using top-down and bottom-up reading	(13.4%)	(34.4%)	(6.7%)	(29.2%)	(15.8%)
33.	There are adequate activities for students to preview, skim, scan, summarize, and to find the main idea.	39 (18.7%)	90 (43.1%)	5 (2.4%)	50 (23.9%)	25 (12.0%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

On the basis of information provided in Table 4.38 above, I wish to report that the majority of student participants were positive with the three evaluative items intended to evaluate reading processes contained in *GFE I^{RE}* to help them develop their reading capacities. Their agreement ranged from 47.8% to 61.8%.

In detail, in the matters of instructions for reading comprehension, over three fifths of student participants (61.3%) manifested their agreement to that there are instructions telling students how to read for comprehension. However, some students, slightly over one third of participants (35.9%) did not agree with the item whereas very few of them (6.7%) were not sure about it.

Concerning reading instructions and reading models, a majority of students representing 47.8% of student participants in this study either agreed or strongly agreed that *GFE I^{RE}* provides sufficient instructions and examples of using top-down and bottom-up reading. On the contrary, another important group of student participants (45.0%) did not agree with the above-stated perception meanwhile very few of them (6.7%) were not sure.

Concerning reading techniques in *GFE I^{RE}* textbook, more than three fifths of student participants (61.8%) supported that there are adequate activities in the textbook for them to preview, skim, scan, summarize, and to find the main idea contained in reading passages. On the other hand, slightly over one third of student participants (35.9%) did not agree with the item and very few of them (2.4%) were uncertain and could not give a precise position.

The data collected from the interviews showed that student participants positively evaluated the reading processes contained in the textbook. They reported that the textbook presents in a good way these reading processes in order to help them develop their reading skills. However, they mentioned that most of them are unable to use these instructions to develop their reading

capacities because of their lack of the required language level. The following extracts can serve as illustrate this point of view:

Student 1: The textbook provides techniques and instructions for reading comprehension of texts. These techniques and instructions help us develop our reading skills and prepare ourselves for the state exams.

Student 2: There are different instructions in the textbook about how to read but I find them not enough to help me develop my reading capacity. Every time I want someone to help me to understand a word or a structure or a sentence. In brief even though the textbook has instructions and techniques for reading, I always need the teacher to help me.

Student 3: The reading passages start with instructions telling us whether to read the entire text or to read only a section and what to do while reading. Sometimes I do understand the instructions but don't happen to understand the text I'm reading.

Student 4: The textbook comprises useful and helpful reading activities and tasks, varied and accompanied with instructions about how to read and how to find specific answers and understand the text as a whole.

Student 5: The textbook contains good reading passages designed and accompanied with good instructions and strategies to help us read for comprehension.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Taking into consideration the above-mentioned findings related to reading skill activities and tasks contained in *GFE I^{RE}* ELT textbook, I can say that in general student participants found reading materials authentic and of good quality based on the language quality and issues addressed. They also found that the reading processes are good and can help them develop their language use and literacy skills. However, they mentioned that the level of the language does not allow them to benefit from what the textbook presents to them.

4.3.2.3.4 Writing

Based on four evaluative items, I present in the following Table 4.39 student participants' views and perceptions collected to measure the impact of writing activities and tasks contained in the ELT textbook *GFE 1RE* on their language use and literacy skills.

Table 4.39: Writing activities and tasks in *GFE I^{RE}*

Nº	Evaluative criteria	SA	A	NS	D	SD
34.	Writing activities and tasks are interesting.	39 (18.7%)	119 (56.9%)	6 (2.9%)	26 (12.4%)	19 (9.1%)
35.	The writing activities and tasks	28	78	8	57	38

	enhance free writing skills.	(13.4%)	(37.3%)	(3.8%)	(27.3%)	(18.2%)
36.	Some writing tasks are easy for most of the students to deal with.	23 (11.0%)	82 (39.2%)	18 (8.6%)	52 (24.9%)	34 (16.3%)
37.	Writing activities and tasks are suitable in terms of degree of accuracy and amount of guidance.	22 (10.5%)	79 (37.8%)	12 (5.7%)	63 (30.1%)	33 (15.8%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Taking into account the information provided in Table 4.39 above, I wish to mention that students' perception and views of writing activities and tasks indicates that in general participants were positive in their evaluation. Their agreement ranged from 48.3% to 75.6%.

With regard to motivation of writing activities and tasks, three quarters of student participants (75.6%) either agreed or strongly agreed that writing tasks in the textbook are interesting. However, slightly less than a quarter (21.5%) had an opposite position. According to them writing tasks in the textbook are not engaging and stimulating while very few participants (2.9%) neither agreed nor disagreed with the item because they were not sure about it.

Concerning whether or not writing tasks contained in *GFE I^{RE}* enhance free writing skills, the majority of student participants (50.7%) either agreed or strongly agreed that writing tasks in the textbook help them enhance their free writing skills. On the other hand, less than half of participants (45.5%) did not agree with the item while very few (3.8%) were not sure about the item.

As far as writing tasks are concerned, half of student participants (50.2%) affirmed that some writing asks contained in *GFE I^{RE}* are easy for most of them to deal with. Even though, some students (41.2%) judged these writing tasks to be difficult for them and their peers while very few of them were not sure about what to say about item.

Finally, as regards the suitability of writing activities, their degree of accuracy and the guidance provided, slightly less than half of student participants (48.3%) representing the majority either agreed or strongly agreed that writing activities and tasks contained in *GFE I^{RE}* are suitable in terms of degree of accuracy and amount of guidance. On the contrary, some students slightly less than those in number who agreed or strongly agreed with the item (45.9%), indicated that writing activities and tasks in the textbook are not appropriate for 6th form students. This implies that these students find these activities difficult, while very few of them (5.7%) were not sure whether the writing activities and tasks were applicable to them.

In order to complete writing activities and tasks evaluation, on the basis of one evaluative item, I present in the following Table 4.40 student participants' views and perceptions collected to measure the impact of writing procedures used in the ELT textbook *GFE 1^{RE}* on their language use and literacy skills.

Table 4.40: Writing procedures in *GFE 1^{RE}*

№	Evaluative criteria	SA	A	NS	D	SD
38.	Writing activities and tasks in the textbook are guided and controlled. (Models are provided for different genres)	19 (9.1%)	84 (40.2%)	15 (7.2%)	61 (29.2%)	30 (14.4%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on information provided in Table 4.40 above, I wish to report that student participants were positive in their evaluation of writing procedures. In detail, Concerning the writing procedures contained in *GFE 1^{RE}*, slightly less than half of student participants (49.3%) either agreed or strongly agreed that writing activities and tasks in the textbook are guided and controlled. They also agreed that the textbook provides different genres of writing models. On the other hand, few students more than two-fifths (43.6%) did not agree with the item and very few of them (7.2%) were not sure about it.

The information collected from the interviews established that student participants positively evaluated writing activities, tasks and procedures contained in the textbook. They said that some of these writing exercises are easy for them and while some others are not. They also mentioned that even though the textbook contains writing exercises only very few students could write intelligibly, the majority is experiencing serious difficulties. The following excerpts can serve to illustrate the point made here:

Student 1: There are easy writing exercises all students in the classroom can deal with and there are also some others very difficult for everyone. I find those most difficult ones very important us but unfortunately, we can't afford them. They need a good mastery of the language we don't have. They are about writing for specific purpose.

Student 2: *GFE 1^{RE}* defines every writing activity. It asks us to write for a specific purpose. It gives instructions about what to write and how to write. All the writing activities and tasks are introduced by precise instructions. I don't see the techniques but the instructions help a lot. Even if according to me, a number of writing activities is not achievable by students.

Student 3: When you have instructions to write you don't encounter much obstacles to write. This textbook guides us about what we have to write. For instance, it contains two

exercises about writing letters and it provides instructions to make the two exercises different.

Student 4: I like when based on vocabulary or any structures the exercises are to write sentences use them. We like this type of writing exercise because we can produce many and varied sentences. Very few two or three only can write letters or essays.

Student 5: The textbook gives me the activities and tasks to write. These exercises are categorised some are easier, others are acceptable and some others are very difficult.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on the above-mentioned findings on writing activities and tasks procedures contained in *GFE I^{RE}* ELT textbook and based on students' perceptions and views I can say that in general, there are good and interesting writing activities and procedures in this textbook. The textbook contains guided and controlled writing exercises adapted for any student. They can help them to develop their writing skills.

4.3.2.3.5 Vocabulary and Grammar

In this last sub-category, I analysed the data obtained from student participants evaluating vocabulary and grammar lessons contained in *GFE I^{RE}* in light of the students' needs so as to determine the extent to which these two sub-skills help them to develop and enhance their language use and literacy skills.

Based on two evaluative items, I present in the Table 4.41 below student participants' views and perceptions collected to measure the impact of the Vocabulary lessons on their language use and literacy skills.

Table 4.41: Presentation of vocabulary in *GFE I^{RE}*

Nº	Evaluative criteria	SA	A	NS	D	SD
39.	New vocabulary items are repeated in subsequent lessons to reinforce their meaning and use.	44 (21.1%)	85 (40.7%)	14 (6.7%)	42 (20.1%)	24 (11.5%)
40.	New vocabulary items are presented in a variety of ways (in different context).	43 (20.6%)	105 (50.2%)	8 (3.8%)	30 (14.4%)	23 (11.0%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Based on information provided in Table 4.41 above, I wish to report that student participants were much positive in their evaluation of vocabulary contained in the textbook. However, they have expressed some reservations and formulated some recommendation to improve this

sub-skill. They either agreed or strongly agreed with both items. Their agreement ranged from 61.8% to 70.8%.

In regard to frequency of vocabulary items throughout the textbook, more than three fifths of student participants (61.8%) either agreed or strongly agreed that new vocabulary items contained in *GFE I^{RE}* are repeated in subsequent lessons to reinforce their meaning and use. However, few student participants consisting of almost one third (31.6%) did not agree with the above-stated evaluative item and very few of them (6.7%) were not sure whether new vocabulary items appear repeatedly to reinforce their meaning or not.

Concerning the variety of context of use of the new items, the majority of student participants (70.8%) either agreed or strongly agreed that new vocabulary items in *GFE I^{RE}* are presented in a variety of ways representing different context of language use. On the contrary, some student participants (25.4%) did not have the same perception as the majority. They either disagreed or strongly disagreed claiming that new vocabulary items in the textbook do not appear in different context or ways of language use. Besides, very few (3.8%) did not have a specific perception about vocabulary presentation in *GFE I^{RE}*. They preferred to remain impartial.

After having analysed data obtained from student participants evaluating vocabulary, I have also analysed grammar lessons to determine the extent to which they help 6th form secondary school students to develop and enhance their language use and literacy skills.

Based on three evaluative items contained on the evaluative checklist, I present in the Table 4.42 below student participants' perceptions and views collected to measure the impact of the Grammar lessons contained in the ELT textbook *GFE I^{RE}* on their language use and literacy skills.

Table 4.42: Presentation of Grammar in *GFE I^{RE}*

№	Evaluative criteria	SA	A	NS	D	SD
41.	Grammar rules are presented in a logical manner and in increasing order of difficulty.	34 (16.3%)	100 (47.8%)	8 (3.8%)	38 (18.2%)	29 (13.9%)
42.	The spread of grammar is achievable.	46 (22.0%)	114 (54.5%)	5 (2.4%)	32 (15.3%)	12 (5.7%)
43.	The grammar is contextualized.	38 (18.2%)	102 (48.8%)	7 (3.3%)	40 (19.1%)	22 (10.5%)

* SA = Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree

Taking into account the information provided in Table 4.42 above, I wish to report that student participants were generally positive in their evaluation of grammar in the ELT textbook *GFE I^{RE}*. They mostly agreed with all the items in this evaluation sub-category. They either agreed or strongly agreed with them. Their agreement ranged from 64.1% to 76.5%.

With respect to the presentation of grammar rules, slightly less than two third of student participants (64.1%) either agreed or strongly agreed that grammar rules contained in *GFE I^{RE}* are presented in a logical manner and in increasing order of difficulty. On the other hand, nearly one third of participants (32.1%) did not agree with the item and very few of them (3.8%) were not sure about the item and remained reserved.

Concerning the spread of grammar through the textbook, the majority of student participants (76.6%) voiced their support to the perception that the spread of grammar in the textbook is achievable. In opposition, some student participants (21.0%) did not agree with the majority. In their opinion, the distribution of grammar *GFE I^{RE}* is not accomplishable. They think that there are many grammar lessons that confuse them to learn adequately. Besides, very few of student participants (2.4%) were not sure about the distribution of grammar in the textbook they preferred to be neutral.

Finally, regarding the contextualization of grammar, over two third of student participants (67.0%) either agreed or strongly agreed that grammar is contextualized in *GFE I^{RE}*. On the other hand, some student participants slightly less than one-third (29.6%) did not agree with the above item and very few of them (3.3%) remained neutral not agreeing or disagreeing with the item.

The data collected from the interviews demonstrated that student participants positively evaluated both vocabulary and grammar structures presented in the textbook. They reported that the ELT textbook *GFE I^{RE}* provides good examples of vocabulary and grammar. However, they also mentioned that they are not enough to help them solve their language use and literacy issues. The following statements can illustrate the above-mentioned point:

Student 1: The textbook provides many vocabulary lessons based on each reading passage but they are not sufficient to help us read and understand texts easily or write longer texts. We still need dictionaries to understand some words because we can't understand them by means of illustrations.

Student 2: There are good and useful vocabulary lessons in this textbook. However, I think that if it had many and varied examples they would help us to understand

better. English isn't our language to be successful in it we need many extensive vocabulary lessons besides grammar.

Student 3: The textbook gives good examples of grammatical structures but it doesn't give much explanations or rules. Sometimes, it becomes difficult to understand such grammar lessons. Many grammar lessons are what we need to prepare the state exam. We need to understand them better for our success. We need more contextualized exercises for every structure.

Student 4: *GFE 1^{RE}* presents grammar in a good way. It presents synthesized lessons subdivided and adapted to a single structure per lesson even if it isn't easy for us.

Student 5: The textbook has good grammar lessons as well as useful vocabulary items. The fact is that we don't understand. We need to learn many things to have a good level in English. The textbook by itself isn't a solution.

(See Appendix 5, annexe 5.2 for additional responses provided on a select basis)

Based on the information I presented in this subsection, I wish to report the following findings: student participants found that the ELT textbook *GFE 1^{RE}* presents new vocabulary items repeatedly and in a variety of ways in subsequent lessons. Its spread of grammar is achievable and different examples contextualized. It also presents grammar rules in a logical manner from simple to complex structures and from the easiest to the most difficult. However, they want it to be more extensive.

4.4 Summary of the chapter

In this chapter, I have analysed and presented the data obtained from checklist and the interview with both teacher and student participants which sought to evaluate the ELT textbook *GFE 1^{RE}*. In light of this analysis and presentation, I wish to state that:

- (1) The majority of the teachers and students were positive about the textbook;
- (2) The ELT textbook *GFE 1^{RE}* contains necessary physical and utilitarian attributes features that could help students to develop their language use and literacy skills;
- (3) The content of the ELT textbook *GFE 1^{RE}* is suitable to be taught in 6th form secondary school. However, thanks to students' inadaptability some practical problems need to be addressed;
- (4) *GFE 1^{RE}* textbook contains good subject matter with learning activities and tasks moving from simple to complex. The objectives stated for different tasks are

achievable. The subject matter is interesting, challenging and motivating. However, they remain not well adapted to Congolese 6th form secondary school students;

- (5) The language used in *GFE I^{RE}* textbook is natural and real. However, examples and explanations it contains are not understandable for students if there is not someone to help them;
- (6) The ELT textbook *GFE I^{RE}* covers a variety of topics from different fields and it is not culturally biased and does not portray any negative stereotypes;
- (7) Activities and tasks contained in *GFE I^{RE}* are appropriate to develop language use and literacy skills; activities and tasks are authentic and arranged in order to help students achieve learning goals; the tasks are creative and based on basic language skills;
- (8) *GFE I^{RE}* textbook contains relevant reading techniques and processes to develop students' reading skills and enhance their language use and literacy skills; however, the level of the language used the reading passages and reading instructions is a major obstacle for most students;
- (9) *GFE I^{RE}* textbook contains good writing activities and tasks to develop students' writing capacities and increase their language use and literacy skills; however, the lack of the required level of language impedes students from developing their language use and literacy skills.

Having presented and analysed my data in this chapter, I wish to discuss the findings of my study in the next chapter and propose to generate the confirmatory support that my study needs to answer my MRQ s well as its SRQs.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

My study aimed to investigate the relevance and efficiency of *GFE I^{RE}* the ELT textbook in use in 6th form secondary school in the DRC so as to find out whether it presents gaps in relation to the development of language use for literacy (Reading and Writing) and to propose some useful hints to fill the gaps and to contribute to the development of students' language use for literacy. In light of this aim, my study sought to answer the following MRQ: "What should an ELT textbook for Second Language Acquisition have as its content in order for it to be considered relevant and efficient to students in terms of language use for literacy?" In my attempt to answer this main question, I addressed the following three SRQs: (a) How relevant and efficient should be the content of the ELT textbook designed for Congolese 6th form secondary school students? (b) What are the opportunities the ELT textbook designed for Congolese 6th form secondary school students present in order for them to develop their language use? (c) To what extent does the 6th form ELT textbook in use in the DRC contribute to enhance Congolese secondary school students' language use for literacy (reading and writing)?

In order to provide the relevant theoretical orientations to the study, I have discussed two theories: the Cunningsworth's textbook analysis theory and the McDonough and Shaw textbook evaluation theory. In the case of this evaluation, these two theories appeared comprehensive, organized, and appropriate to inform the study.

In regard to the research design, the exploratory dimension I have used in the present study provided an in-depth qualitative and quantitative evaluation of the document, while the descriptive one examined quantitatively and statistically the characteristics of the evaluative criteria on the basis of Cronbach alpha coefficient. With this approach I have quantified qualitative data to get a better understanding of the issue under investigation.

I collected data for this study from 40 teachers and 219 students all of them participants from 37 different schools. As instruments, I used a textbook evaluation checklist to get participants views and perceptions of the textbook under investigation and semi-structured interviews were used to elicit data from participants and the content analysis of the textbook under

investigation was also used. This triangulation of methods and data was meant to gather substantial evidence from different sources.

The analysis and presentation of the results presented in the previous chapter relate to three main issues linked to the three SRQs of the present study. The first issue relates to the perception of the Physical and utilitarian attributes and the description of the textbook under investigation. The second issue relates to the suitability of the textbook's content to students in their effort to develop and increase their literacy skills and language use capacities. This issue is mainly based on the suitability of the textbook's content to students needs and to 6th form secondary school curriculum. Finally, the third issue has encompassed the evaluation of the appropriateness of different opportunities, activities and tasks related to the development of language use and literacy skills.

In my literature review, I have already discussed the importance of literacy and ways of evaluating textbook's contribution to literacy. However, given the complexity of the topic of my investigation, which is meant to show the ability of the textbook to promote literacy I think it will be helpful to bring in additional theoretical support to help explain the possible link between textbook use and the intended literacy outcome. In the following section, I propose to discuss the above-mentioned issue.

5.2 Connection between Textbook and Literacy

In my literature review chapter, I have presented discussions about textbook and literacy. However, in this section I am bringing in additional theoretical support to give myself additional theoretical backing for my discussion of findings.

5.2.1 Needs for literacy

As mentioned in my literature review chapter people generally link literacy skills to its common dictionary explanation: the aptitude to read and write. This remains as its traditional attribute in each society and it is the one mostly referred to in regard to education. Yet, literacy cannot only be limited to this simplistic and traditional view. Nowadays, it is viewed in a more comprehensive and more pedagogically dynamic way. Langer (1991) states that it is “the ability to think and reason like a literate person, within a particular society” (p. 11). Vygotsky (1979) also explains that as literacy practices and manners of comprehending them hang on social circumstances in which they are taught and acquired, the perceptions, the skills

and manners of reasoning that someone develops echo the uses and tactics to literacy, which spread through the community where that individual lives. In this respect, Langer (1991) believes that “literacy is culture-specific and needs to be considered in a multiple sense” (p. 11).

Based on Langer’s (1991) and Vygotsky’s (1979) point of views, I am inclined to believe that due to permanent and perpetual need of human beings to cope with contemporary literacy issues, developing language use and literacy skills is a lifelong school for any human in any society.

All the way through the history of education in the world, generation after generation came up with specific contemporary issues of language use and literacy skills development and teaching practice. They also came up with contemporary literacy requests for designs of their respective communities and raised the questions to know how to meet those requirements. This is to suggest that over the years, literacy issues have continued in different ways depending on the contemporary priorities (Langer, 1991).

In response to this contemporary constant quest of literacy solutions, in SLA, textbooks are tools used to help L2 learners develop the target language skills. From this perspective scholars have conducted studies to determine how the tools used in ELT classes impact on students’ development of literacy and language use skills. In these studies, researchers found that strategies for developing students’ literacy skills envelop both the activities/tasks and methodological principles and guidelines that support literacy and language use skills development in classroom environment. According to Maxwell-Jolly, Gándara and Méndez Benavídez (2007) these activities and tasks include:

- Specific attention to improving reading comprehension through teacher modeling, explicit strategy instruction in context, and use of formative assessment;
- More time for students to read and write in class, and more reading and writing assignments accompanied by more explicit reading and writing instruction;
- More speaking, listening, and viewing related to the discussion, creation, and understanding of texts;

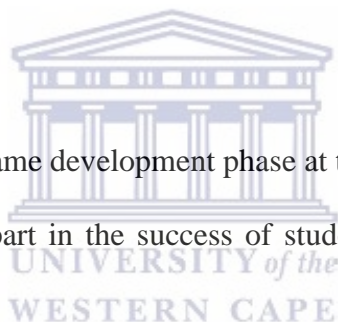
- More attention to metacognitive skills and to the development of critical thinking as key parts of academic literacy tasks; and
- Flexible grouping and responsiveness to learner needs depending on the topic and students' English and content knowledge. (p. 12)

However, the teachers' aptitudes to use the above-mentioned activities and tasks reasonably are essential for the development of students' literacy and language use skills. This means that a textbook can contain these strategies but as far as teachers are not able to interpret and use them appropriately in their teaching practices, they do not serve. In many cases, the problems relate to different sources. It is very important to determine them, understand them before imagining any kind of pedagogical therapy or solution.

As an example, the Ontario Ministry of Education (2004) attempted to solve students' literacy problems. It has created and considered what it had named as the "Code of Literacy".

According to this code:

- Literacy is developmental.
- Not all students reach the same development phase at the same time.
- Attitude can play a large part in the success of students as they acquire more deeply embedded literacy skills.
- Concepts, skills, and strategies must be explicitly taught and modelled.
- Reading and writing tasks must be linked to prior knowledge and experience.
- Learning language requires social interaction and collaboration. (p. 14)



In sum, a minute consideration of this code of literacy can help any teacher or anyone interested in literacy to help students comprehend the mechanism of barrier to literacy and help students improve their language use and literacy skills.

Having discussed in this section, the human literacy practices and needs, in the next chapter I intend to discuss how it has evolved from being a simplistic or traditional consideration to its current status.

5.2.2 Literacy development

Hiebert (1991) identifies two facts that justify the diversity of literacy. The first diversity relates to the diversity of societies based on social and national borders and also on quick technological developments, which generate prompt exchange among nations. Members of these different nations and different groups of people are gradually requested to produce extensive information related to what they produce and do. Besides, as their communications increase, they are requested to create meanings based on different viewpoints and realize how meanings may diverge from one culture and environment to another. In regard to this diversity, to succeed to maintain communication between different people from different cultures requires what Brown (1989) determines as the higher literacies. Deprived of these higher literacies, members of the different cultural groups are likely marginalized from making effective contribution in the development of their communities in terms of economy and business, social wellness and political affairs. The second diversity relates to disparity of students characteristics in the development of their literacy skills.

In light of the above-mentioned diversities, disparities among students were before considered as obstacles to literacy skills development. Therefore, linguists, teachers and schools have sometimes planned “special programs” to diminish or eradicate these divergences. Currently, students’ diversity helps to develop higher literacies. This means that, disparities among students is an important foundation of learning and development of literacy skills. I believe that the issue of diversity in students, which was considered yesterday as a problem in pedagogy has turned today into advantage for classroom teaching. Hiebert (1991) explains that the advantage of these diversities of students is based on the richness of their backgrounds. He believes that “By broadening both teachers’ and students’ views of students’ backgrounds and existing knowledge, the unique experiences that students bring to school make an important contribution to the process of literacy acquisition itself” (Hiebert, 1991, p. 3). By the same token, I believe that this reconsideration of students’ diversity has also played an important role in the shift from textbooks based on traditional teaching methodology to CLT ones.

In this section I have so far discussed the development of literacy in human communities and its influence on teaching supports and methodologies. In the following section, I want to discuss how needs for literacy and its development have influenced the textbook and literacy instruction.

5.2.3 Textbook and literacy instruction

According to Langer (1991) “literacy instruction needs to help students think more deeply and more broadly about language and content and to use these as they engage in socially purposeful activities” (p. 24). In light of this statement, a textbook needs to present contextualized and effective learning situations that would help students develop their language use and literacy skills in variously different and rational ways. It is not important to present activities and tasks in the textbook for the sake of presenting them. The presentation of the subject matter should concord with students' capacity to use efficiently those activities and tasks more fruitfully. When activities and tasks used in the textbook meet students' needs and respond to the course objectives, the nature of pedagogical practices expressively shifts from imaginary to real practices, from fragments to units, and from exercise to achievement. In the case of this study, activities and tasks can move from abstract language to true language use. Consequently, in line with literacy instruction principles this can change from the motivation on reading and writing activities to the teaching practice of literacy.

Now that I have brought in additional theoretical support that would help explain the possible link between the use of the textbook under investigation and the intended literacy outcome, I propose to discuss in the following section, the findings that relate to the impact of the physical and utilitarian attributes of *GFE I^{RE}* on Congolese 6th form secondary school students in regard to language use and literacy skills.

5.3 Physical and utilitarian attributes

The overall aim of this study was to analyse the content of the 6th form ELT textbook in use in the DRC. In light of this aim, I propose to summarize and discuss the findings relating to the Physical and utilitarian attributes of *GFE I^{RE}* ELT textbook and explain how these features can influence students' language use and literacy skills and answer the MRQ of this research study.

Based on participants' perceptions and views on specific evaluative items that I have presented and analysed in Chapter 4, sections 4.3.1.1 and 4.3.2.1, Tables 4.13 and 4.28, I wish to mention that these aspects have been revealed in the following finding: the entertainment aspects of *GFE I^{RE}* textbook, its compatibility to students' needs and the support of its illustrations and cover to learning play a positive role. I also wish to mention that these

aspects are among the features, which make this ELT textbook relevant and appropriate to help and support Congolese 6th form secondary school students develop their language use and literacy skills.

Knowing that physical and utilitarian attributes of a textbook can either positively or negatively influence users, literature about textbook evaluation (Littlejohn, 2011; Tomlinson, 2003; McGrath, 2002; Byrd, 2002; Rea-Dickins & Germaine, 1994; Skierso, 1991) actively recommends their evaluation in order to be able to judge the appropriateness and the relevance of the material. In this perspective, based on the content analysis of *GFE I^{RE}* the physical and utilitarian attributes of this textbook has helped me to determine the extent to which its publication date; the type of material used; its physical aspects such as durability and paper quality, the intended context of use; the internal components and the way the material is divided up across components, its organization, its scope, its illustrations and pictures impact on Congolese 6th form secondary school students' language use and literacy skills.

Teacher and student participants found the cover of *GFE I^{RE}* ELT textbook attractive and durable and they also judged other illustrations contained in this textbook very attractive. This impressionistic attribute of *GFE I^{RE}* ELT textbook connects to the picture on its cover and other different illustrations contained in to encourage learning and understanding of related notions. Ur (1996) believes that illustrations support in assessing the demonstration of new items. According to McDonough and Shaw (1993, 2003) external evaluation method consists of scrutinizing external appearance and decide whether visual material the textbook contains are there for cosmetic value only or they are really integrated into the text, whether visual material contributes to the better understanding of the meaning in some reading passages and Byrd (2002) states that this evaluation deals with the accuracy of pictures and other art representations in helping students to understand the texts. Taking into consideration the above-mentioned statements, I am inclined to believe that the presence of illustrations in *GFE I^{RE}* ELT textbook has made it less boring for Congolese 6th form secondary school students and not looking like an ordinary book or a novel.

On the other hand, I have observed that participants did not have the same point of view about the currency of *GFE I^{RE}* ELT textbook and its inspiration to students using it. According to teachers, *GFE I^{RE}* ELT textbook is up to date but not interesting for their students, while for students themselves the textbook is not up to date but interesting. Although my data points to

students positive responses regarding their use of *GFE I^{RE}* ELT textbook, I, as someone who is very familiar with the context of use of this inquiry, am not convinced with what the students featured.

The interview results I have presented in chapter four sections 4.3.1.1 and 4.3.2.1 explained the divergence of views about specific issues such as the currency of the textbook and its motivation. In keeping with the above, the findings revealed that the majority of teacher participants reported that *GFE I^{RE}* ELT textbook was up-to-date. Therefore, I hasten to state that they based their perception on the fact that other textbooks authorized to be taught in 6th form secondary school in the DRC are older than 30 years when *GFE I^{RE}* ELT textbook is only about 24 years old. However, based on the demographic data presented in chapter three, section 3.5.2.2, it can be seen that many of Congolese 6th form secondary school student participants were not yet 24 years old at the time of data collection. This implies that these students are using a textbook older than they are. Consequently, being adult themselves and using a textbook published before they were born, leads me to say that they are not wrong to say that the textbook is out of date. According to textbook evaluation literature, the currency of a textbook establishes the nature of accuracy of its content because out dated materials contained in a textbook constitute additional barriers to both interest and comprehension (Seguin, 1989). In light of this statement, I wish to argue that psychologically Congolese 6th form secondary school students are demotivated by the age of the textbook they are using for learning. This can help explain why they have a divergent point of view with teachers about the currency of the textbook under investigation. It can also to some extent help explain some of the difficulties Congolese 6th form secondary school students face when using *GFE I^{RE}* ELT textbook.

Based on the physical and utilitarian attributes aspect of *GFE I^{RE}* ELT textbook, I wish to mention that even though participants' view about the currency of *GFE I^{RE}* ELT textbook is different, it appears to have had a positive influence on users I consider/view this as an achievement in terms of the entertainment aspects contained in this ELT textbook, its compatibility to the needs of the students, the attractiveness of its cover and the support of its illustrations' to learning. Thus, I believe that most of the physical and utilitarian attributes of *GFE I^{RE}* ELT textbook constitute its strong points.

In summing up this section, I wish to mention that almost all the physical and utilitarian attributes of *GFE I^{RE}* ELT textbook are intended to seduce users, in this case Congolese 6th

form secondary school students, to like this textbook and use it for the development of their language use and literacy skills. I think it would have been an enormous error if I had not considered them in this evaluation to determine the extent to which users find this textbook relevant and appropriate. In light of this position, I believe that the physical and utilitarian attributes of *GFE I^{RE}* ELT textbook has been of particular importance in this study because of valuable insights it has provided. It has helped justify as well as signpost the Congolese 6th form secondary school students' motivation to learn English and to develop their language use and literacy skills. Therefore, I am interested to find, in the following section, how the content of this ELT textbook is suitable to Congolese 6th form secondary school students in terms of developing their language use and literacy skills.

5.4 Content suitability to students: Language use and Literacy opportunities

In the preceding section I have discussed the findings that relate to the impact of the physical and utilitarian attributes of *GFE I^{RE}* ELT textbook. In this section, I intend to discuss the suitability of the content of this textbook based on language use and literacy opportunities the textbook offers to users.

My first SRQ in this study was “How relevant and efficient should be the content of the ELT textbook designed for Congolese 6th form secondary school students?” This question aimed to determine the extent to which the content of the ELT textbook in use in 6th form secondary school in DRC is relevant and efficient in terms of language use and literacy skills enhancement and to evaluate whether language use and literacy opportunities presented in this document are relevant and efficient as well.

The learning opportunities I refer to here are language mechanisms that ELT textbooks present to L2 learners in general and more particularly the ones *GFE I^{RE}* ELT textbook presents to Congolese 6th form secondary school students to acquire necessary language they need. Therefore, in this section, I propose to discuss and interpret issues that emphasize the results that relate to the relevancy and efficiency of language mechanisms used in *GFE I^{RE}* textbook to help Congolese 6th form secondary school develop their language use and literacy skills.

Concerning the appropriateness and efficiency of the content of the ELT textbook *GFE I^{RE}* and its suitability to Congolese 6th form secondary school students, the data I analysed and presented in chapter four sections 4.3.1.2 and 4.3.2.2, in Tables 4.14 and 4.29; Tables 4.15

and 4.30; Tables 4.16 and 4.31 as well as in Tables 4.17 and 4.32 have revealed the following findings: (1) The content of *GFE I^{RE}* ELT textbook in use in DRC is relevant and efficient in terms of language use and literacy skills development; (2) It is constituted of organized, generally realistic, interesting, challenging, motivating and relevant subject matter; (3) It is using natural and real language; (4) It covers a variety of topics, which inform students on related but different fields.

The first finding I have presented in chapter four sections 4.3.1.2 and 4.3.2.1, in Tables 4.14 and 4.29 based on the relevance and efficiency of *GFE I^{RE}* ELT textbook relates to the suitability of this ELT textbook to Congolese 6th form secondary school. According to this finding, the content of *GFE I^{RE}* ELT textbook in use in DRC is relevant and efficient in terms of language use and literacy skills development. This finding revealed that even though it is not adapted to Congolese 6th form secondary school students and to the Congolese national curriculum of English that is in use. In light of this finding, I wish to mention that the *GFE I^{RE}* ELT textbook has not been selected to be taught in DRC as a result of consultation or any informed observation of students' needs. The textbook has been imposed to be used in the school curriculum. Therefore, I believe that the fact of being not adapted is a logical result of the imposition of this textbook in the educational system without prior discussion with its potential recipients and consumers (teachers and students). However, I also think that the non-adaptation of the textbook to the curriculum is not a serious problem that cannot be fixed as Seguin (1989) thinks that a textbook cannot be limited to a simple synthetic reproduction of contents indicated in a curriculum. In a similar vein, Byrd (2002) believes that this issue (textbook-curriculum) can be fixed based on the theory of best relationship of functioning that can exist between the textbook and the curriculum, as well as between the teacher and the student. In this context, teacher and student participants have suggested that *GFE I^{RE}* ELT textbook could not be used alone. There then arises a need to use it in association with other materials to make it more useful.

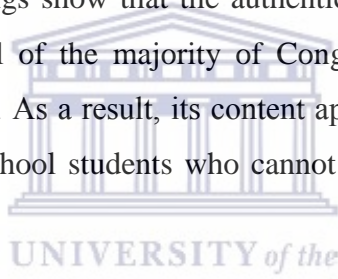
Even though the problem of adaptability of *GFE I^{RE}* ELT textbook can be fixed by the principle of best relationship of functioning between components, it is necessary to mention that the teachers' preference of using this textbook in association with other textbooks, suggests that the content of *GFE I^{RE}* textbook is not a kind of multi-syllabus and/or mixed or multi-strand syllabus as suggested by Harmer (2001) and Ur (1996). In keeping with the above-stated position, I wish to refer to Widdowson (1978), who supported that a foreign language can be related to other school curriculum subjects to help students learn a language

for use and according to the language behavior and to their linguistic experience. The lack of the above-mentioned characteristics has made the content of *GFE I^{RE}* textbook suitable but not adapted and efficient for the Congolese curriculum. The suitability of the content of this ELT textbook to Congolese 6th form secondary school students' language use and literacy is based on the fact that it contains appropriate language mechanisms to help students cope with the language and consequently develop reading comprehension and writing skills.

Participants have observed that most of the language mechanisms contained in the content of *GFE I^{RE}* are based on real-life issues that challenge the students to think critically. As a matter of fact, this ELT textbook not being initially designed for Congolese students appears to be presenting a different worldview in comparison to their own. It is basically based on incognito world for most Congolese students. Yet, it helps Congolese see it as a window into learning about the target language culture (American, British, etc.). However, literacy practice is not only related to native speakers' world. Students need to find also the language related to their own environment which they can develop and infer in developing acceptable literacy skills and practices for their further development. By this I mean that apart from the reading passages that are related to native speakers and other people's cultures and environments *GFE I^{RE}* ELT textbook, material related to local environment is missing in it. In light of this, I wish to refer to Seguin (1989), who proposes that based on the curriculum guidelines, the content of textbook can also be enriched from other external sources. He thinks of information from the social and economic sectors, from state institutions and the social and cultural, etc. Another positive aspect that I have observed in regard to opportunities the ELT textbook *GFE I^{RE}* grants to Congolese students is its consistency with principles of Communicative Language Teaching (CLT) described by Montgomery et al., (1994b) consistent with Cunningsworth (1995), Chang (1996), McDonough and Shaw (2005). Its activities and tasks are intended to help students develop their language use and literacy skills are a mixing up of activities and tasks related to all the language skills and sub-skills presented concomitantly.

The second finding based on data I have presented in chapter four sections 4.3.1.2 and 4.3.2.2, in Tables 4.15 and 4.30 about the relevance and efficiency of *GFE I^{RE}* ELT textbook relates to the subject matter developed in the content of this ELT textbook to help Congolese 6th form secondary school students develop their literacy skills and language use. This finding revealed that the content of *GFE I^{RE}* ELT textbook is constituted of organized, generally realistic, interesting, challenging, motivating and relevant subject matter. This echoes Cunningsworth (1995) point of view according to which a suitable content of an ELT textbook mirror

different scenes of real life. It is also consistent with Seguin's view (1989) which says that the content of a textbook is interesting when it is based on realistic subject matter extracted from everyday life situations. Based on its CLT model *GFE I^{RE}* ELT textbook has made use of authentic materials to initiate students to communicative interactions in order to develop their communicative skills. Examples of authentic materials it contains are the bases of its communicative activities and tasks focused on speaking objectives and language functions such as expressing present and past habits, expressing conditions, expressing frequency, manner and place etc. (Montgomery et al., 1994b). These kinds of activities and tasks have been suggested by Stryker and Leaver (1993) so as to make the content of an ELT textbook relevant and suitable. They support that a good ELT textbook content and its subject matter must incorporate the use of realia such as tourist guidebooks, technical journals, railway timetables, newspaper adverts, radio and TV broadcasts, and so on. In light of this, *GFE I^{RE}* ELT textbook contains a combination of some of the proposed topics. It reflects the criterion of inclusivity. These characteristics can help facilitate and justify the satisfaction of participants. However, the findings show that the authentic materials contained in this ELT textbook do not match the level of the majority of Congolese 6th form secondary school students' background knowledge. As a result, its content appears not to be adaptable to most Congolese 6th form secondary school students who cannot profit/benefit from this aspect of suitability.



In light of the above-mentioned second finding the subject matter developed in *GFE I^{RE}* textbook is presented topically, functionally in a logical and organized manner. Content analysis and the evaluation this ELT textbook pointed out that grammar simple structures are introduced before complex ones. For example, the simple structures of conditional clauses come before the complex ones; the future perfect comes before future perfect continuous, etc. This organization follows Richards (2006) who has proposed a series of questions to serve as evaluative criteria guidelines which can be followed to evaluate the subject matter making the content of textbooks. One of these questions is to know whether the progression in learning and concepts transmitted by the content go from the simple to the complex, from the elementary to the advanced. As far as tasks and activities are graded and ordered throughout *GFE I^{RE}* textbook in terms of difficulty and complexity this reveals that the content of this textbook is to some extent organised.

According to Hutchinson and Torres (1994) a good textbook organization offers the advantage of presenting the order or the layout in which the lessons or the content can be

presented or lessons taught. This finding echoes the views of McDonough and Shaw (1993) who support that a well-organized layout of a textbook helps students to focus on the content. Taking into account the above-stated views, I am inclined to believe that *GFE I^{RE}* textbook determines to a certain extent the order to follow for some of the lessons to be taught in 6th form secondary school, when they can be taught, and how they can be taught. This organization reinforces the suitability of the content of this ELT textbook in terms of language use and literacy skills. Literally, this means that this textbook can help students develop their language use and literacy skills.

Considering another aspect the second finding has revealed that the subject matter developed in *GFE I^{RE}* ELT textbook is realistic. I wish to mention that the realistic characteristic of this ELT textbook is due to the fact that most of its learning tasks and activities have achievable and well-defined objectives. The achievements of these objectives are effective when students practice on the basis of learning activities and tasks contained in the textbook. The finding has indicated that apart from being realistic the subject matter developed in *GFE I^{RE}* ELT textbook is also motivating and interesting. According to textbook evaluation scholars like Haycroft (1998), Lee (1997), Skierso (1991) and Allwright (1981) such a textbook can serve as a tool to stimulate and motivate students' in learning. Consistent with what precedes *GFE I^{RE}* ELT textbook serves both as a tool to stimulate and motivate students' in learning and also as a reference point for teachers to assess continuously and rationally the progress of their teaching practice and also to help them provide a focus for teaching and learning (Tomlinson, 2008).

The finding also indicates that the way the subject matter is developed in *GFE I^{RE}* is relevant to students' needs as English language learners. It provides them with a rich content likely capable of filling the gap in their knowledge of the language. Consequently, it becomes the best supply in reaching the aims and teaching objectives defined in regard to students' language use and literacy skills needs (Cunningsworth, 1995). Another theorist of textbook evaluation insists on the fact that a good textbook should at least meet both teachers' and students' needs (Byrd, 2002). The question to know whether or not *GFE I^{RE}* meets both students and teachers' needs can be answered with respect to the findings of the present study. It relates to what Cunningsworth (1995) defines as the degree to what a given textbook assists students for effective language learning practice development and the opportunities it presents to teachers for teaching and learning practice. However, even though the textbook under investigation contains a subject matter relevant to students' needs in general, I hasten to

indicate that it is not relevant enough to help Congolese 6th form secondary school students. They need more than what this subject matter offers, and they can as they do not understand what is included in.

The third finding based on data I have presented in chapter four sections 4.3.12.2 and 4.3.2.2, in Tables 4.16 and 4.31 about the relevance and efficiency of *GFE I^{RE}* ELT textbook relates to the quality and nature of language contained in *GFE I^{RE}* ELT textbook. It seeks to determine how this quality and nature of language help Congolese 6th form secondary school students develop their literacy skills and language use. This finding revealed that the content of *GFE I^{RE}* ELT textbook contains natural and real language. This means that most language used for instructions, examples and explanations, activities and tasks based on language skills and sub-skills through the textbook is natural, real and understandable. This might sound as if Congolese 6th form secondary school students do not experience any difficulty in comprehending this language. However, I hasten to mention that most students are most likely to experience problems in order to understand this natural and real language. This is in contradiction to Richards' (2006) point of view about the acceptable language to use in a textbook. He proposes that a textbook should make available a variety or diversity of patterns in the target language of a particular spoken and written levels needed by users.

In light of the above-mentioned third finding, I wish to argue that even if the language used is difficult for students, it does not mean that this textbook has respected the above-mentioned Richards's (2006) point of view. The difficulty of comprehension mentioned here is related to most students' background knowledge. Content analysis indicates that *GFE I^{RE}* ELT textbook complies with aspects and theories of communicative language teaching to save its content from unnatural language use, absence of communicative purposes exercises, unintelligibility, lack of relevance which necessitates high level of competency in teachers and students (White, 1988). This means that the language contained in *GFE I^{RE}* ELT textbook assists to present and teach the subject matter adequately. It helps Congolese students to learn the English as a development of their knowledge about everyday life situation content. The language used in this textbook mirrors everyday language use and also it presents opportunity and contributes to enrich language use for literacy as proposed by Byrd (2002), Graves (2000) and Richards (1998). These opportunities comprise interview, radio news, theatre show, shopping, story-telling lecture and many others (Ur, 1996). This is a way this textbook introduces to students activities similar to the ones they encounter in their everyday situation.

The fourth finding and the last based on data I have presented in chapter four sections 4.3.1.2 and 4.3.2.2, in Tables 4.17 and 4.32 about the relevance and efficiency of *GFE I^{RE}* ELT textbook relates to the diversity in the subject matter and cultural aspects contained in *GFE I^{RE}* ELT textbook. This finding has revealed that the textbook covers a variety of topics, which inform students on different and related actual life fields and help them learn and develop their skills. I wish to state that the finding is consistent with the Guidelines for Approval of Textbooks (2006) formulated by the Canadian ministry of education which stipulates that the content of the textbook must be supportive of a wide variety of educational schemes and learning methods. In another sense, actual life fields refer to the use of material extracted from newspaper and magazine articles and any other media materials “that were not originally produced for language teaching purposes” (Brinton et al., 1989, p. 17). In reality this means that the language teaching materials must be a variety of material types identified and selected to be used principally in order to develop students’ language proficiency.

In light of the above-mentioned fourth finding, there is sufficient diversity in the subject matter and content of *GFE I^{RE}* ELT textbook. Its content analysis showed that it covers a variety of topics from different fields. Reading passages are extracts of cultural descriptions, scientific reports, economic views etc. All of these materials are not culturally biased and they do not portray any negative stereotypes. These aspects justifying the diversity in the subject matter and content of the textbook under investigation demonstrate as well as support McDonough and Shaw’s (1993) point of view according to which social consideration and human value are important aspects that determine the broadness of the textbook. In this respect, they have proposed a guideline based on questions such as: Is the textbook too culturally biased or specific? Does the textbook represent minority groups and/or women in negative way? Does it present a ‘balanced’ picture of a particular country/society? This guideline is significant because it has helped to determine the culturally biased free character of *GFE I^{RE}* ELT textbook. It has also helped this ELT textbook to be free of barriers to learning. Its global and bias free characteristic is a motivation for teachers and students to use it.

In the same way as pointed out above, Skierso (1991) also supports that the content is evaluated through the suitability of level, the variety of text types, the content grading, the cultural sensitivity and the cultural integration. In regard to both Skierso’s (1991) and McDonough and Shaw’s (1993) points of view, I wish to argue that in terms of material used in the *GFE I^{RE}* ELT textbook there is no barrier to learning. However, I wish to highlight that

even though the reading selections are diversified, interesting, acceptable and declared free from bias by participants, this diversity is far from helping Congolese 6th form secondary school students use this textbook with ease and develop their language use and literacy skills. In many cases, they face many obstacles resulting in their incapacity to adapt and cope with the content and learn from it. They have declared that many reading passages were very long, full of new words and complex sentence structures that were not helping them. This attitude has resulted in students failing to use learning activities and tasks to develop their language use and literacy skills.

In general, the findings related to suitability of the content of *GFE I^{RE}* ELT textbook to Congolese 6th secondary school have on the one hand revealed that the content of this ELT textbook is relevant and efficient in terms of its potentialities to help students develop their language use and literacy skills, to motivate students and present them with organized and relevant subject matter based on a variety of topics and presenting natural and real language. On the other hand, it has revealed that this content is not adapted to Congolese 6th form secondary school students and to Congolese national curriculum of English. Based on these findings and the textbook guidelines, I think there is a mismatch between the language level in the textbook under investigation and the students' level of comprehension. Consequently, these findings presuppose that the content of *GFE I^{RE}* ELT textbook is suitable for language use and literacy skills but not so well adapted for Congolese students.

5.5 Appropriateness of learning activities and tasks to language use and literacy skills

My second SRQ in this study was “What are the opportunities that the ELT textbook designed for Congolese 6th form secondary school students present in order for them to develop their language use for literacy?” This question aimed at measuring the extent to which the learning activities and tasks contained in *GFE I^{RE}* ELT textbook in general and more particularly the ones intended to develop reading and writing skills are appropriate to help Congolese 6th form secondary school students develop their language use and literacy skills.

In general, the data I analysed and presented in chapter four sections 4.3.1.3 and 4.3.2.3, Tables 4.18 and 4.33 to evaluate the appropriateness of learning activities and tasks used in *GFE I^{RE}* ELT textbook to develop language use and literacy skills have revealed the following finding: *GFE I^{RE}* ELT textbook contains appropriate interactive, authentic, achievable and efficiently graded learning activities and tasks. These activities and tasks are

developed and arranged following a certain order to facilitate language acquisition. Most of them are designed on the basis of real language use situations. They target achievable objectives. They consider students' capacities and prepare them to be creative (Langer, 1991). However, I believe that even though the textbook is helping students to build new language knowledge on their previously acquired knowledge and even though it is motivating them to use both new and previously acquired knowledge in new circumstances, the language opportunities do not contribute successfully to the development of language skills in general and of literacy skills in particular.

In light of the above-mentioned finding related to the appropriateness of learning activities and tasks, I wish to mention that in general the evaluative criteria were positively considered. *GFE I^{RE}* ELT textbook being a CLT textbook, it has very often used language skills and sub-skills in perfect harmony. This is to help students develop their language skills at the same time without neglecting or emphasizing one skill at the expense of the others. The appropriateness of learning activities and tasks determine the contribution of these ones to language use and literacy skills.

Having stated that *GFE I^{RE}* ELT textbook includes appropriate learning activities and tasks and present acceptable learning opportunities potentially capable to help students develop their language use and literacy skills, in the following sections I propose to discuss the findings that relate to the appropriateness and contribution of each language skill and sub-skill contained in ELT textbook *GFE I^{RE}*.

5.6 Contribution of learning activities and tasks to language use and literacy skills

My third SRQ in this study was “To what extent does the 6th form ELT textbook in use in the DRC contribute to enhance Congolese secondary school students' language use for literacy (reading and writing)?” This question aimed at evaluating the extent to which the learning activities and tasks developed in *GFE I^{RE}* ELT textbook in general and more particularly the ones intended to develop reading and writing skills contribute to help Congolese 6th form secondary school students develop their language use and literacy skills.

The overall evaluation of language skills and sub-skills used in *GFE I^{RE}* ELT textbook has determined the extent to which this ELT textbook contribute to enhance Congolese 6th form secondary school students' language use and literacy skills. The findings based on these language skills and sub-skills revealed that *GFE I^{RE}* ELT textbook is consistent with

principles of good and ideal ELT textbooks. However, its contribution to Congolese 6th form secondary school students' language use and literacy is not outstanding by the fact that it does not produce the expected results. This failure is due to the fact that most Congolese 6th form secondary school students' bring negative English background and experiences to school. Yet, these facts constitute a significant and rich contribution to the development of students' language use and literacy skills in classroom environments (Hiebert, 1991). Furthermore, Langer (1991) supports that by the time activities and tasks contained in the textbook encounter students' requirements and attain the course objectives, a significant change happens in the nature of pedagogical practices. Teaching practices changes from imaginary and abstract to practical and real language practices, from exercise to achievement.

5.6.1 Listening

Concerning the contribution of listening activities and tasks contained in the ELT textbook *GFE I^{RE}* to help Congolese 6th form secondary school students develop their language use and literacy skills, the data I analysed and presented in chapter four sections 4.3.1.3.1 and 4.3.2.3.1, Tables 4.19 and 4.34 have revealed the following finding: *GFE I^{RE}* ELT textbook contains a number of listening activities and tasks to help students develop their language use and literacy skills. However, these activities and tasks do not effectively contribute to the growth of Congolese 6th form secondary school students' language use and literacy skills.

In keeping with the above-mentioned finding, I wish to mention that listening skill has been found unsatisfactory by the majority of teacher participants, who judged its activities and tasks to be not relevant and appropriate. They think that these activities and tasks cannot help students to develop their listening skills as a way of boosting their language use and literacy skills. They give reasons such as lack of authentic audio materials (CD, DVD, cassette, etc.) as mentioned by McDonough and Shaw (1993). They think that listening should be based only on authentic materials produced by native speakers. This means that when there are no authentic materials, listening should be forgotten. I think it is not logical to base the teaching of such an important skill on instrument when teachers can produce them. On the other hand, content analysis of *GFE I^{RE}* ELT textbook shows that in respect of CLT principle, listening activities and tasks in this ELT textbook are mostly integrated with speaking and writing (Ur, 1996; Morley, 1999; Mekheimer & Aldosari, 2013). This is quite understandable that these kinds of listening do not only develop students' ability but they also help and motivate them to develop their writing as well as speaking skills because they are the language of

representation of real- life activities. The fact that participants are presenting a lack of audio supports as a reason that makes the presentation of this language skill unsatisfactory is not strong enough.

In light of this finding, I wish to mention that listening activities and tasks in *GFE I^{RE}* ELT textbook are making teachers responsible actors to develop their students' listening skill by using local material and helping them to develop a specific language skill. This is a particular way this textbook addresses listening to develop language use and literacy skills. As far as literacy is seen as the interaction with the language in a given environment, I do not see any problem for teachers to be actors in interacting with their students to help them develop their language skills. Participants who criticise the way listening is presented in this textbook, believe that having good listening capacity in English means to be trained on the model of native speakers, speak and have the same proficiency as them. They ignore that what is considered to be literate differs from being like a native speaker. Some native speakers are not literate in their own languages, they cannot read nor write, whereas most of L2 learners can read and write.

The overall evaluation of the appropriateness and contribution to language use and literacy development of listening activities and tasks used in *GFE I^{RE}* textbook revealed that teacher and student participants clearly do not have the same opinions about listening activities in this textbook. They have evaluated differently most of the activities and tasks and in an opposing way as well. However, what is striking is the difference of views among them based on the evaluation of this language skill. The data has revealed that according to teacher participants, activities and tasks intended to develop students' listening skill were not adequate. While, on the opposite side students think they were. They support that listening activities and tasks are adequate to them. This opposition of view raises a question as to why students, who find listening activities and tasks used in the ELT textbook under investigation adequate to them, are claiming that the language used in that specific document is not appropriate to them. Consequently, this point of view motivates me to argue that students' positive responses regarding their use of *GFE I^{RE}* ELT textbook do not convince and feature the reality. Therefore, I am inclined to think that at this specific point, teachers seem to be more objective in their evaluation than students. I also assume that their point of view results from their role as facilitators and assessors of learning activities. This means their evaluation of listening skill is based not only on their personal perceptions but also on experienced and observed facts.

5.6.2 Speaking

Concerning the contribution of speaking activities and tasks contained in *GFE I^{RE}* ELT textbook to develop language use and literacy skills, the data I analysed and presented in chapter four sections 4.3.1.3.2 and 4.3.2.3.2, Tables 4.20 and 4.35 have revealed that *GFE I^{RE}* ELT textbook has relevant and efficient communicative activities based on balanced and well prepared individual practices, dialogues and conversation as well as on group work activities to develop meaningful communication. However, the contribution of speaking and communicative activities is not much appreciated. I wish to mention that based on my findings, participants' perception and observation indicate that there is a mismatch between the Congolese national curriculum of English, the students' need and the content of *GFE I^{RE}* ELT textbook. As a result, the learning activities and tasks do not contribute effectively to the development of the Congolese 6th form secondary school students' language use and literacy skills.

In light of the above-mentioned finding which relates to speaking and communication activities and tasks contained in *GFE I^{RE}* ELT textbook I recognize that it is very important to organize the subject matter in the textbook in a way that it reflects different language needs of authentic life by using authentic resources and presenting language practice exercises to students in ways that help them learn and develop their communicative skills such as making judgments, concluding and using those conclusions in other areas of language use. This is consistent with Cunningsworth's (1995) point of view. In regard to Guidelines for Approval of Textbooks (2006), Littlejohn (2011) also suggests that activities and tasks based on speaking and other language skills should develop students' independence, develop their problem solving capacity, give them opportunities to practice their reasoning, to use new concepts and procedures, and to express their comprehension. Based on these principles the language used in *GFE I^{RE}* ELT textbook is real and natural. However, these speaking activities and tasks even though they are integrated with other language skills and sub-skills, they do not facilitate the improvement of speaking skill. Their contribution to language use and literacy skills remains difficult to define as well as determine definitively since students cannot speak accurately or demonstrate other skills integrated to speaking in this ELT textbook as required by the Congolese national curriculum of English. Most speaking and communicative topics presented in the textbook are interesting and based on everyday life speech students need to express themselves. Students find speaking activities and tasks

efficient and relevant based on CLT principles but due to their poor background they do not manage to use efficiently this skill to develop their language use and literacy skills.

In keeping with the finding related to the presentation of speaking activities and tasks contained in *GFE I^{RE}* ELT textbook specifically concerning the development of meaningful communication, I wish to mention that most of the topics used in the textbook for communicative practice are very motivating for any language learner (McDonough & Shaw, 1993). Most of them are based on real life situations and sufficiently explicit. *GFE I^{RE}* ELT textbook prepares role-play scenarios and wants students to practice (Lombardi, 2007). Another aspect which reinforces the meaningful communication aspect of this ELT textbook is the integration of its skills. Communicative exercises in this textbook follow Cunningsworth's (1995) view according to which activities and tasks should stimulate students or any other user to meaningful communication by means of appropriate and interesting themes. In the same perspective, speaking activities and tasks in this ELT textbook present opportunities that students would use to practice the language following well defined objectives as suggested by Tomlinson (2003). However, even though the textbook under investigation has developed speaking skill activities based on meaningful communication as proposed by the McDonough and Shaw (1993), Cunningsworth (1995), Tomlinson (2003), Lombardi (2007), teacher participants and Congolese 6th form secondary school students still find it not contributive enough to speaking in particular and to language use and literacy skills at large.

The finding about the relevance and efficiency of speaking skill presented in *GFE I^{RE}* ELT textbook has also looked at the issue of balance between different types of communicative activities and tasks. In regard to this aspect the finding was consistent with the view of Richards (2006) who believes that individual practices, dialogues and conversation as well as on group work activities are types of communicative exercises that are meant to develop meaningful communication. This implies that *GFE I^{RE}* ELT textbook reflects its characteristics of CLT textbook. Its speaking activities and tasks presentation focuses on making real communication the foundation of language teaching learning practices. It also integrates other language skills and sub-skills such as speaking, reading, listening, grammar and vocabulary together. The way this ELT textbook presents speaking is like using the language in the real world. This implies that this textbook tries to respect and follow the ideal CLT textbook content and its methodological principles which can be beneficial for students and develop their language use and literacy skills. Unfortunately for Congolese 6th secondary

school the way speaking skill is presented in *GFE I^{RE}* does not contribute a lot to the development of their language use and literacy skills.

5.6.3 Reading

Concerning the contribution of reading activities and tasks contained in *GFE I^{RE}* ELT textbook to develop literacy and language use skills, the data I analysed and presented in chapter four sections 4.3.1.3.3 and 4.3.2.3.3, Tables 4.21 and 4.36; Tables 4.22 and 4.37; Tables 4.23 and 4.38 have revealed the following three different findings: (1) *GFE I^{RE}* ELT textbook contains a number of authentic reading materials. (2) It contains carefully selected and prepared reading passages. (3) It contains relevant reading processes.

Considering the first finding, the data I analysed and presented in chapter four sections 4.3.1.3.3 and 4.3.2.3.3, Tables 4.21 and 4.36, which relates to the authenticity of reading materials contained in the textbook, the findings of my study reveal that most reading selections are up-to-date, interesting and meaningful authentic pieces of language used at an appropriate level. I wish to mention that content analysis of *GFE I^{RE}* ELT textbook revealed that its reading materials are constituted of both familiar and unfamiliar reading passages. Most of these texts are authentic materials because they contain descriptions of true and real social events and extracts of newspaper articles, magazine articles, health and economic reports and other media reading materials. This concurs with the point of view of Brinton et al. (1989) who explain that even materials that were not initially published to be used in the classrooms can be used as good sources of presenting authentic language, presenting and expressing a particular culture and more specifically native speakers' one.

In light of the above-mentioned first finding, many of the materials contained in *GFE I^{RE}* ELT textbook were initially intended to inform native speakers about different situations. They were not produced for classroom use. Their presence in the textbook has brought natural and authentic language in the document. However, even though participants have judged most texts contained in the textbook under investigation authentic, on the other hand, they assume that they are very long and difficult or not at the students' comprehension level. In light of this, there is a mismatch between students' reading capacity and the level and length of the reading passages contained in the textbook. Taking into consideration this observation from participants I hasten to mention that the finding, which indicates that reading passages contained in *GFE I^{RE}* ELT textbook are difficult for most students contradicts

Cunningsworth's (1995) point of view which states that reading materials selected for classroom use should not only be well-organized, but they should also be at the students' comprehension level.

In regard to the authentic materials presented in *GFE I^{RE}* ELT textbook and the finding related to them, I wish to indicate that instead of being sources of new knowledge for Congolese 6th form secondary school these materials become barriers. They are or they contain true obstacles to learning and to the development of language use and literacy skills. According to Lombardi (2007) a textbook should give an authentic education model which will emphasize on real-world and authentic case studies. However, participants make the textbook responsible for their failure. This means that it is missing some of the good characteristics to be positively valued. For example, participants support that the difficulty they encounter in using this textbook is because that it is not related to Congolese realities. This implies that the authentic materials or the real-world Lombardi (2007) referred to here could not only be related to the native speakers' one. This implies that if the authentic materials presented in *GFE I^{RE}* ELT textbook were related to Congolese students' environments, the results would have been different. From the standpoint of authentic materials, the textbook by means of its reading activities and tasks would have contributed fully in helping them understand, learn and develop their language use and literacy skills in reference to their everyday life environment.

The first finding has also considered the currency of reading passages. It has indicated that *GFE I^{RE}* ELT textbook contains up-to-date reading passages. Based on participants' difference point of view related to the currency or not of the present ELT textbook, the currency of the reading passages appears to have played a determinant role in this context. Up-to-date reading passages make a textbook the heart of the language course (Sheldon, 1988). They present to students theoretically attractive and motivating texts, which introduce them to a virtual and imaginary familiar world (Chambliss & Calfee, 1998). However, even though reading passages contained in the textbook under investigation are said to be current, from the participants' attitude point of view, the textbook does not contribute to develop their language use and literacy skills. Instead of being the window into the outside world, it appears to be a locked door for most Congolese 6th form secondary school students.

Considering the second finding, the data I analysed and presented in chapter four sections 4.3.1.3.3 and 4.3.2.3.3, Tables 4.22 and 4.37, that relates to the quality of the reading passages

contained in *GFE I^{RE}* ELT textbook, the findings of my study reveal that this textbook contains varied and sufficient variety of reading materials of appropriate length, which are graded, arranged and contain multiple sentence structures. This is consistent with the views of Cunningsworth (1995) who states that textbook's characteristics such as the size of reading materials, the kind of texts, activities linked to reading, should be acceptable for them to help users. However, participants in this study think that even though *GFE I^{RE}* ELT textbook contains varied and sufficient variety of reading passages other aspects are making them not adaptable for Congolese 6th form secondary school students and reduces its contribution to language use and literacy skills development. For example Seguin (1989) points out that concision is very important for reading passages that constitute the reading materials of a textbook. He states that short texts do not present an exaggerated number of new notions to the students. They do not put students in extremely difficult situations where they do not know what is important for them. This means that selecting short texts is a way of limiting information to present to students.

In light of the above-mentioned second finding, Cunningsworth (1995); McDonough and Shaw (1993) believe that a language textbook should address different language issues and one of them is the adequacy of reading materials for students and for the course teaching hours. This means that the content of a relevant ELT textbook should not be only suitable to students but should also be consistent with the hours allocated to teaching practice. For example, a reading passage should be exploited for an hour when it comes to teaching reading comprehension. Logically, I think that only texts that are not extremely long can be taught during one reading comprehension lesson. The same reading passage can also be exploited for an hour to extract new vocabulary items, etc. This is consistent with the views of Lebrun et al. (2002) who believe that textbooks limit in certain ways what goes on in a class. However, the finding about the quality of the reading passages contained in *GFE I^{RE}* ELT textbook indicates that some reading passages are very long and cannot be learned within an hour. I think this imbalance needs to be taken care of in order to make the textbook adequate to students and to learning time.

In spite of all these good qualities recognized in the reading activities and tasks contained in *GFE I^{RE}* ELT textbook, the reality is that they do not contribute efficiently to the development of Congolese 6th form secondary school students' language use and literacy skills. The main reason is that some texts are not easy for most of the students to deal with. They are either very long and difficult or short and difficult in such a way that they cannot be

exploited and finished easily in one lesson session. The longer and more difficult they are, the more boring and uninteresting they become.

In light of the third finding, the data I analysed and presented in chapter four sections 4.3.1.3.3 and 4.3.2.3.3, in Tables 4.23 and 4.38, which relates to reading processes contained in *GFE I^{RE}* ELT textbook, the findings of my study reveal that the textbook contains sufficient instructions telling students how to read for comprehension, sufficient instructions and examples of using top-down and bottom-up reading strategies accompanied by adequate activities for students to preview, skim, scan, summarize, and to find the main idea.

In regard to the above-mentioned finding and based on the statement that reading skill is not a natural skill one is born with it needs to be acquired, I wish to argue that teaching and acquiring such skill requires specific tactics. These teaching learning tactics are based on the use of clear and supportive instructions to conduct activities and tasks (Stanovich, 1980; Cunningsworth, 1995; Rummelhart, 1994; Brown, 2001; Rayner et al., 2012). In *GFE I^{RE}* ELT textbook, each of the reading activity and task is introduced by clear instructions. Throughout the textbook they orientate users in how to read for comprehension, in how to look for specific information, etc. Most reading exercises contained and developed in this ELT textbook are designed to help students follow similar models and tactics in their everyday life situation. In this respect, I wish to argue that if Congolese students had a good and required level of proficiency in English, *GFE I^{RE}* ELT textbook could be a perfect ELT textbook for them. In fact, it is an ELT textbook with relevant and appropriate reading activities and tasks, which unfortunately does not help students for reasons such as lack of good background knowledge by students to cope with the content, long and difficult texts, insufficient time, and many others listed throughout the presentation and analysis of my data in the previous chapter. Due to students' language problems they do not understand well instructions for reading. As a result, these instructions do not help, guide and train them for free use of reading which is one of the language use and literacy skills components.

Cunningsworth (1995), McDonough and Shaw (1993) state that apart from being interesting, well-organized and at the level of comprehension of students, reading materials selected for classroom use should be accompanied by purposeful activities. A textbook that responds to these requirements is judged appropriate to answer to students' needs of language. However, even though the findings of this study reveal that the ELT textbook under investigation is consistent with reading processes requirements, they also indicate that there is an imbalance

between the proficiency level of Congolese 6th form secondary school students and the level of the language used in the textbook. These students cannot follow the instructions and come out with the expected result. In many cases, the language level constitutes a barrier between the textbook and the development of language use and literacy skills.

In keeping with the above-mentioned third finding, content analysis of *GFE I^{RE}* ELT textbook indicates that this textbook contains different reading strategies well designed to help students enhance their language use and literacy skills. The well-developed strategies in *GFE I^{RE}* ELT textbook besides other procedures are scanning, skimming and summarizing. This is consistent with what has been proposed by different scholars who have addressed the question of reading strategies (Barnett, 1989; Segalowitz, Poulsen, & Komoda, 1991; Grabe & Stoller, 2002; Brown, 2011) and suggested the use of reading strategies such as bottom-up and top-down to help students apprehend the content of the reading passage. These reading processes strategies constitute a psycholinguistic process that engages students' mind in a conversion exercise from their background knowledge to the representation and from the representation to the implication (Goodman, 1988). However, the findings indicate that the models of reading do not impact on Congolese 6th form secondary school students' language use and literacy skills development. Most of these students appear like beginners and need more help than what is presented in the textbook.

In sum, the third finding has revealed that *GFE I^{RE}* ELT textbook contains reading materials, reading activities and reading instructions that can develop students' reading skills and strategies. In light of this statement, I wish to argue that this ELT textbook's content is relevant and efficient for language use and literacy skill. Most of its reading passages are texts extracted from different real-life situations such as culture, politics, technology, medicine, economy, science, etc. Content analysis has pointed that the presentation of reading activities and tasks is essentially restricted to question-answer of the open-ended or close-ended types varying from skimming, scanning and summarizing. Other activities are based on questions of general comprehension. This means, *GFE I^{RE}* ELT textbook takes into account the necessary aspects of presentation of reading skill. It presents various opportunities associated to reading and discourses that develop and enhance language use and literacy. However, the findings suggest that even though the reading passages are authentic, varied and of good quality; even though reading activities and tasks are following approved reading processes; they do not provide outstanding contribution to Congolese 6th form secondary school students' language use and literacy skills development. They do not help students to improve.

5.6.4 Writing

Concerning the contribution of writing activities and tasks contained in *GFE I^{RE}* ELT textbook to develop language use and literacy skills, the data I analysed and presented in chapter four sections 4.3.1.3.4 and 4.3.2.3.4 in Tables 4.24 and 4.39; Tables 4.25 and 4.40 have revealed three different findings. Two of them are related to writing activities and tasks contained in the ELT textbook under investigation: (1) Writing activities and tasks contained in *GFE I^{RE}* ELT textbook are not motivating enough to enhance free writing skill. (2) Writing tasks are suitable in terms of degree of accuracy, amount of guidance and they are easy for most of the students. The third one is related to writing procedures and techniques. It supports that (3) writing activities and tasks in *GFE I^{RE}* ELT textbook are guided and controlled according to types of writing and they lead students from simple controlled writing to free guided writing activities.

Considering the first finding, the data I analysed and presented in chapter four sections 4.3.1.3.4 and 4.3.2.3.4 in Tables 4.24 and 4.39, which relates to writing activities and tasks contained in *GFE I^{RE}* ELT textbook, many writing activities and tasks are not interesting according to teacher participants while the majority of student participants thinks that they are. In regard to this ambivalence, I hasten to mention that this is not consistent with the textbook mismatch situation that McDonough and Shaw (1993) describe when they talk about the motivation of the textbook. Even if student participants support that activities and tasks contained in the textbook are motivating and enhance free writing skill, considering that I am someone who is familiar with the context of use in this inquiry, am not convinced with what the students featured. Their perception is neither true nor consistent with the truth. However, teachers being the most informed participants in this study, they have revealed that writing activities and tasks contained in the *GFE I^{RE}* ELT textbook lack motivation and do not enhance free writing skill. Implicitly, students share this point of view when they assume that they do not have the required level to use the textbook or again that the textbook is not adapted to their level. Then, the question which comes to my mind is that ‘How did they know that the textbook contains motivating activities likely capable to develop free writing skills when they profess that it is not at their level, and also when they declare that they do not understand when they read or again that they can write with ease only sentences but not paragraphs?’ In regard to this question that crossed my mind, I believe that students’ attitude betrays them. The writing activities and tasks do not appear to have contributed to the development of their language use and literacy skills.

The good aspect that I think is a kind of solution to the failure observed on writing activities and tasks contained in *GFE I^{RE}* ELT textbook is a conceptualization of the writing exercises. Most writing exercises are based on specific situations about which students have to think, discuss and then later write. The content analysis showed that this textbook presents controlled and guided writing exercises of the kind: fill in the blanks, rewrite following these models of sentences. From this observation I am inclined to believe that this textbook helps students to practice writing skill based on specific writing patterns and models and also that it contains free writing exercises where students are asked to report, to create and to imagine. These kinds of writing activities and tasks guide students from the brainstorming stage to organization stage and the later stages of drafting their essays or any other kind of writing (Intakhab, 2013; Tribble, 1996). However, students' lack of required level and good knowledge plays a negative role on the contribution of the writing activities and tasks.

In light of the second finding, the data I analysed and presented in chapter four sections 4.3.1.3.4 and 4.3.2.3.4, Tables 4.24 and 4.39, related to writing activities and tasks contained in *GFE I^{RE}* ELT textbook, this textbook contains suitable writing activities and tasks in terms of degree of accuracy and amount of guidance provided to conduct each of them. This is justified by the fact that students find some activities and tasks understandable and easy to deal with. Considering the criteria used to evaluate this specific aspect and the content analysis of this textbook, I wish to mention that this implies the suitability of the writing activities and tasks ordered in this ELT textbook. They run from simple to complex on the basis of guided and free writing exercises. The simplest are the ones students find easy to deal with and the complex are the ones they find difficult and not understandable. The textbook contains instructions to lead students in all these types of writings. It makes difference between free and guided writing exercises. During the interview most student participants revealed that they were able to write sentences and that they were not enough skilled to put their sentences together to produce a coherent and understandable paragraph in an essay or a letter or a report or in any of those kinds of free writing exercises. Richard (2006) thinks that an ideal ELT textbook provides opportunities for students to develop both accuracy and fluency. It also offers clear instructions on how to conduct activities (Ur, 1996). However, when Congolese 6th form secondary school students claim that they cannot write accurately and fluently yet *GFE I^{RE}* ELT textbook has been recognized to be containing good writing exercises in terms of degree of accuracy, amount of guidance is an issue which needs to be

addressed. It means that this ELT textbook is relevant with an appropriate and efficient content which is likely to contribute to students' language use and literacy skills development.

In light of the third finding, the data I analysed and presented in chapter four sections 4.3.1.3.4 and 4.3.2.3.4, Tables 4.25 and 4.40, related to writing procedures and techniques provided by *GFE I^{RE}* ELT textbook to develop students' language use and literacy skills, the finding reveals that writing activities and tasks contained in *GFE I^{RE}* ELT textbook are sufficiently guided and controlled according to types of writing approaches. Based on teaching writing approaches and writing procedures, a shift has been observed from product to process approach, which means the textbook should provide students with instructions and guidance to help them develop their writing skill. Tribble (1996) advises to follow steps such as pre-writing, composing/drafting, revising and editing. Each step contributes towards developing a specific skill in students before they get to the final product. However, when I consider different writing activities and their procedures in *GFE I^{RE}* ELT textbook students are given instructions only once before they start writing. There are no methodological guidelines to follow before, during and after writing. Most exercises focus on the demonstration of linguistic knowledge, syntax, vocabulary, and cohesive devices as stated by Badger and White (2000). This means that this textbook bases writing exercises on the product approach.

In light of this point of view, I wish to mention that *GFE I^{RE}* ELT textbook contains writing activities and tasks that follow the objectives defined by product writing approaches. The emphasis on activities is placed on developing students' familiarity with words and structures, to control and guide them during the process in order to help them develop the freedom they will need to write letters, essays, report and other free types of writing (Littlejohn, 2011; Hyland, 2003; Badger & White, 2000). The textbook gives the teacher a space to act as a facilitator to help students improve by providing them necessary assistance (Badger & White, 2000). From the point of view of these kinds of activities *GFE I^{RE}* ELT textbook contains real writing activities and tasks. It also contains writing exercises based on practicing grammatical structures. It includes activities and tasks such as writing reports, writing letters both formal and informal. Some of these writing exercises are challenging for most students. The question is to know what impacts this process, its aspects and the instructions it provides have on students' language use and literacy skills. In light of my findings, this ELT textbook contains and respects the necessary requirements needed to help students develop their language use and literacy skills. If students do not happen to be at the expected level it is due to other

reasons such as limited time of learning English and lack of exposure that the textbook cannot provide.

In sum, concerning the contribution of writing activities and tasks contained in *GFE I^{RE}* ELT textbook to develop Congolese 6th form secondary school students' language use and literacy skills, the findings have indicated that even though writing activities and tasks contained in *GFE I^{RE}* ELT textbook are not motivating enough, they are suitable in terms of their degree of accuracy, amount of guidance. They have also revealed that this ELT textbook contains writing activities and tasks guided and controlled according to product writing approach to help students develop not only their writing skills but also help familiarise themselves with language structures, syntax and other language features which give them enough independence to be free writers.

5.6.5 Vocabulary and Grammar

Concerning the contribution of vocabulary and grammar activities and tasks contained in *GFE I^{RE}* ELT textbook to support the development of Congolese 6th form secondary school students' language use and literacy skills, the data I analysed and presented in chapter four sections 4.3.1.3.5 and 4.3.2.3.5, Tables 4.26 and 4.41 and Tables 4.27 and 4.42 have revealed that both teachers and students positively evaluated vocabulary and grammar presentation in the textbook. From this evaluation the following findings emerged: (1) *GFE I^{RE}* ELT textbook contains and presents appropriate load of new vocabulary items in a variety of ways to reinforce their meaning and use in similar circumstances. (2) *GFE I^{RE}* ELT textbook contains grammar structures spread and presented in a logical and achievable way from simple to complex and with clear, easy and interesting examples based on real facts.

Concerning the first finding, the data I analysed and presented in chapter four sections 4.3.1.3.5 and 4.3.2.3.5, Tables 4.26 and 4.41, literature about textbook evaluation considers that the appropriateness of the vocabulary items to the needs of the students depends on the explicit presentation of those items, the appropriateness of their load, their readability, their spread in different units and their repetitive use in later lessons as well as on students' level of knowledge and their prior knowledge (Skierso, 1991). According to Cunningsworth (1995) evaluating vocabulary in the textbook is meant to observe whether it covers learning activities and tasks and to conclude whether these activities and tasks are adequate.

In light of the above-mentioned statements, I wish to argue that despite their positive evaluation of vocabulary both teacher and student participants are not satisfied with the learning results based in terms of the contribution of the learning activities and tasks related to this language sub-skill. *GFE I^{RE}* ELT textbook provides a number of activities and tasks to help students learn new items and how to use them in their everyday life communication for listening, speaking, writing and reading. The items are repeated in subsequent lessons and used in a variety of ways as well as in different contexts. The textbook contains vocabulary exercises intended to develop the use of the new items in different contexts. They are based on substitution exercises, meaning matching exercises, sentences making exercises, sentences paraphrasing exercises etc. This echoes what textbook evaluation specialists such as Cunningsworth (1995), Harmer (2001), Byrd (2002) have recommended. Therefore, I wish to confirm that the vocabulary activities and tasks contained in *GFE I^{RE}* ELT textbook are appropriate. However, my study demonstrates that the contribution of these exercises to help Congolese 6th form secondary school students develop their language use and literacy skills is very little. This implies that the vocabulary load and the way it is presented do not solve the language problem these students continue to face.

Content analysis of the ELT textbook under investigation has revealed that top-down techniques for presenting and teaching new vocabulary words has been followed. However, it has been found that this presentation and teaching of vocabulary does not reinforce the comprehension of the Congolese 6th form secondary school students. They do not help them to fill the gap of words they really need to overcome their language needs. In some cases, participants said the even if students are given vocabulary items to help them understand a task or conduct an activity they still do not read and understand the meaning of some sentences and /or paragraphs. The question is to know why this situation persists. This issue does not relate to vocabulary load or the number of vocabulary items presented. I hasten to suggest that in general the vocabulary load in each lesson appears to be appropriate because, content analysis has revealed that *GFE I^{RE}* ELT textbook contains about 692 active vocabulary items subdivided in twelve units. By the same token, Cunningsworth (1995) believes that students can learn actively and passively up to 1000 new words and the National curriculum of English in DRC also recommends to teach actively 500 new words (DEPS, 2007). Teaching the 692 vocabulary items contained in the textbook under investigation within 150 working hours is consistent with the views of many ELT specialists who advocated teaching a limited number of vocabulary items in a lesson and to present them in

context (Cunningsworth, 1995; Harmer, 2001). In addition, if acquiring new vocabulary items passively is also taken into consideration, Congolese 6th form secondary school students can also learn about 1000 new words a year.

If the incapacity to comprehend meaning of sentences and paragraphs by some students cannot be attributed to vocabulary load, I would then argue that this insignificant contribution of vocabulary activities and tasks contained in *GFE I^{RE}* ELT textbook can relate to Congolese 6th form secondary school vocabulary background. For example, some reading passages are judged difficult for students or containing high number of difficult words which results incapacitate students from extracting the meaning of the passage. This shows that students do not have the required vocabulary background, which together with the vocabulary items proposed in the textbook could help them understand the text. The observed lack of sufficient vocabulary negatively impacts on Congolese 6th form secondary school students' language use and literacy skills. They cannot read and understand the message. These words are not enough to help them express themselves either in written or spoken form. They are not enough to help them develop their listening skills, etc. This lack of sufficient vocabulary which generates such an incapacity appears to be the backwash of poor or lack of assimilation of the previous volumes of the series or any other textbooks used in lower grades. Vocabulary items presented in *GFE I^{RE}* ELT textbook could contribute to students' development of language use and literacy skills if these students had a good vocabulary background. In light of this point of view, I wish to mention that the failure observed on the contribution of vocabulary presented in *GFE I^{RE}* ELT textbook in terms of their support to help students solve their problems of language use and literacy skills is not only due to the textbook itself. It relates also to the curriculum and the education system as a whole in DRC. As a result students do not learn at all, and the situation becomes a barrier for them to develop their vocabulary which plays an important role in the development of language use and literacy skill.

In keeping with the above-stated points, I wish to mention that the lack of enough and adequate vocabulary background does not only play a negative role on students language use and literacy practices, it also puts teachers in situations where they do not know what to teach and how to teach it effectively to help students. During the interview, most student participants have reported that when they read what is in the textbook they do not understand it and teacher participants also have reported that their students want them to read and translate what is in the textbook either in French or in another national language to help them

understand. This students' request is in contradiction of the methodological principles which recommend to present new vocabulary in context (Cunningsworth, 1995; Ur, 1991). However, it confirms that students do not have enough vocabulary they need to address their language use and literacy issues. It explains why they encounter a number of obstacles in comprehending texts so as to use it for their language use and literacy skills related practices. When teachers try to do what they think is good for their students, they engage themselves in time consuming activities and they make their students passive participants in teaching practice. I wish to comment that reading and translating or trying to teach twenty or more active vocabulary items in contexts is not easy. Due to students' lack of adequate vocabulary teachers are obliged to teach a great number of vocabulary items that are inconsistent with ELT requirements (Cunningsworth, 1995; Harmer, 2001). Consequently, such practice obstructs the students from increasing their knowledge of vocabulary in order to improve their language use and literacy skills because they get lost in the difficult act of handling to choose the most appropriate item(s) knowledge (Seguin, 1989).

In sum vocabulary activities and tasks contained in *GFE I^{RE}* ELT textbook are relevant, appropriate and consistent with ELT textbooks requirements. However, it has been found that its contribution to Congolese 6th form secondary school students' language use and literacy skills development is very little and limited.

I now understand that it is difficult to separate teaching vocabulary from the spelling of the items concerned, their pronunciation, and sentence structures related to the use of those words as single items, expressions or verbal phrases (Ur, 1991; Cunningsworth, 1995). It is also important to consider Cunningsworth's (1995) view that in ELT environments an appropriate grammar source for students can serve as an ELT textbook in use in that environment.

In light of the above-stated voiced declaration and considering the second finding which relates to the presentation of grammar activities and tasks contained in *GFE I^{RE}* ELT textbook, this study found that participants have positively evaluated grammar. However, at the same time it has indicated some issues that need to be addressed in order to understand why this sub-skill does not contribute efficiently to Congolese 6th form secondary school students' language use and literacy skills development. According to the evaluation, grammar activities and tasks in *GFE I^{RE}* ELT textbook are presented in a logical manner and in increasing order of difficulty. They are spread in achievable and contextualized manner. Finally, it has revealed that grammar illustrations are interesting and based on real facts

consistent with Hyland's (2003) point of view about the best way to teach and present grammar structures. As I have mentioned earlier, the teacher participants pointed out that they had to use extra grammar sources to prepare the presentation activities and tasks related to grammar structures. This teacher participants' revelation implies that *GFE I^{RE}* ELT textbook does not contain enough and varied grammar materials that they think can contribute to help students develop their language use and literacy skills. Adequate knowledge of grammar completes students' mastery of the four language skills.

In light of the above-mentioned point of view, it is important to highlight that exposing students to correct grammatical structures in a practical way is very essential. It prepares them to be communicatively competent (Cunningsworth, 1984) both in spoken and written language. Grammar helps students to produce correct sentences and also to develop the comprehension of sentence structures. Content analysis of *GFE I^{RE}* ELT textbook has revealed that the textbook is trying to satisfy the principles of language teaching methodology. At this juncture, I wish to state that currently language teaching methodologies have shifted from traditional ones to CLT. Nowadays, most language textbooks are no longer based on grammar or traditional based teaching methodology. They are based on CLT. According to Montgomery et al. (1994b) *GFE I^{RE}* ELT textbook is one of the CLT textbooks. Therefore, conferring to CLT textbook principles, I hasten to mention that the ELT textbook under investigation does not really provide exhaustive grammar. However, it focuses much on enhancing students' communicative competence. It contains a lot of speaking and communicative activities and tasks integrated to grammar notions. For example, different grammar structures are either followed by a speaking or writing task or exercises. In this way, the textbook provides minimum but necessary grammar structures for students.

In light of the above-stated finding which relates to the presentation of grammar based on CLT principles and integration of skills to develop language use and literacy skills, *GFE I^{RE}* ELT textbook presents different grammar exercises based on different language skills (Montgomery et al., 1994b; Cunningsworth, 1995; Chang, 1996; McDonough & Shaw, 2005). This has guaranteed the presentation of grammar in a very clear, effective, concise and complete way students need to use the language. Razmlou (2007) believes that communication should be the focus of language learning as it helps users develop other language skills and sub-skills, I believe that the way grammar activities and tasks are presented corresponds to the expectations of language teaching specialists. Unfortunately, this textbook even though its presentation of grammar is in harmony with the principles of

selection of items and structures to be presented in order to satisfy the users, it cannot be used without other grammar resources because of limited materials it contains and also because of the students' limited knowledge.

Most grammar structures contained in *GFE I^{RE}* ELT textbook are presented following an ascending order from the simplest to the complex. In this way, the presentation of grammar structures and exercises even if it seems not exhaustive; it can help complete students' knowledge based on what is presented in previous volumes of the series. It is presenting new notions in contexts and in a logical order to help students comparing and contrasting them for a better understanding and interiorization (Cunningsworth, 1995). This means that a student without good knowledge of grammar can find grammar structures, activities and tasks presented in this ELT textbook as incomplete information.

In keeping with the above-mentioned point, Cunningsworth (1995) supports that deciding about the extent to which grammar exercises and tasks contained in an ELT textbook contribute to help students develop their language skills is to consider what grammar structures and items are included in and how they respond to the students' language needs. Therefore, from the findings related to the presentation of grammar obtained in this study, I wish to mention that *GFE I^{RE}* ELT textbook being conceived on the model of CLT textbook contains enough grammar activities and tasks that can contribute to help Congolese 6th form secondary school students develop their language use and literacy skills. However due to the imbalance between students' background knowledge, students' needs, the Congolese national curriculum and this ELT textbook, the grammar presented does not contribute successfully to the development of Congolese 6th form secondary school students' language use and literacy skills. It does not contribute to help teachers with limited knowledge either. It does not provide the content knowledge and decide specifically what can be learned in a class (Lebrun, et al., 2002). In conclusion, the results of the study in relation to the evaluation of vocabulary and grammar in terms of their contribution to Congolese 6th form secondary school students' language use and literacy development were positive and were largely in keeping with teacher and student participants' perceptions about the vocabulary and grammar. Thus, I can confirm that *GFE I^{RE}* ELT textbook is effective in terms of vocabulary practice and presentation of grammar for language use and literacy skills but is limited in terms of its contribution for teachers and students.

Taking into account the different language skills and sub-skills findings I have discussed in this section, I would like to state that most of the activities and tasks used in *GFE I^{RE}* ELT textbook to present language skills and sub-skills appear to be presented for the sake of presenting them. Actually, they are not helping students to develop their language use and literacy skills. This is consistent with Langer's (1991) view point according to which the presentation of the subject matter should concur with students' capacity to use efficiently those activities and tasks more fruitfully. Any exercise contained in a textbook is meant to help the user to reach different pre-established objectives. However when students cannot use those exercises they are useless and do not play their principal role. Therefore, I am inclined to believe that due to Congolese 6th form secondary school students' inability to draw from most of the activities and tasks used in this ELT textbook, they do not contribute to the development their language use and literacy skills.

5.7 Summary of the chapter

In this chapter, I have discussed the findings of my study in light of the aim, the objectives and the research questions raised in it. Regarding the first SRQ of this study that was to determine the extent to which the content of the ELT textbook in use in 6th form secondary school in DRC is relevant and efficient in terms of language use and literacy enhancement and to evaluate whether literacy opportunities presented in this document are relevant and efficient as well, the discussion has focused on four distinct findings based on the evaluation of *GFE I^{RE}* ELT textbook. The findings related to the suitability of the content of this ELT textbook to Congolese 6th form students, its subject matter, the quality and nature of language used in, and finally the diversity in its subject matter and its cultural aspects have revealed that the content of this ELT textbook is suitable for language use and literacy skills in general but not adapted for Congolese students.

Concerning the second SRQ of this study, which aimed at measuring the extent to which the learning activities and tasks contained in *GFE I^{RE}* ELT textbook are appropriate to help students develop their language use and literacy skills, the findings have revealed that the ELT textbook under investigation contains appropriate activities and tasks. However, even though they are appropriate, their contribution to Congolese 6th form secondary school students' language use and literacy skills is not outstanding by the fact that it does not produce the expected results.

Concerning the third SRQ of this study that aimed at measuring the extent to which the learning activities and tasks contained in *GFE I^{RE}* ELT textbook in general and more particularly the ones intended to develop reading and writing skills contribute to help Congolese 6th form secondary school students develop their language use and literacy skills, the findings have related to listening, speaking, reading and writing activities and tasks contained in *GFE I^{RE}* ELT textbook. They discussed communication activities and tasks, authenticity and quality of reading passages, reading and writing processes and techniques, and finally the presentation of vocabulary and grammar. I believe that the findings that I have discussed in this chapter with reference to the three SRQs can help answer my MRQ. In the next chapter, I propose to present the conclusions of my present study based on the discussion of the findings that I have presented in this chapter.



CHAPTER SIX

CONCLUSION

6.1 A Reappraisal

Having discussed the findings in the previous chapter, in this section, I intend to revisit and recapitulate on the major sections of the study, to elucidate what the study attempted to do and what resulted from it. My present study is an exploratory, descriptive and interpretive study that I have envisaged and conducted at the Department of Language Education, in the Faculty of Education, University of the Western Cape, South Africa. The study was essentially intended to evaluate language use and literacy skills in second language acquisition by evaluating *GFE I^{RE}* an ELT textbook in use in 6th form secondary school English in the DRC. In order to realize this objective, I focussed on the following well-informed objectives: (1) to determine the extent to which the content of *GFE I^{RE}* ELT textbook is relevant and efficient in terms of language use and literacy skills enhancement and also to evaluate whether literacy opportunities it presents are relevant and efficient; (2) to examine in which way this content prepares effectively 6th form secondary school students to language use for literacy skills both in SLA environment and in other situations; (3) to find out ways of turning this ELT textbook into a powerful ELT tool for the development of students' communicative competence and literacy skills by proposing some useful, accurate, systematic and contextual hints.

Taking into account the fact that textbook evaluation theories vary depending on place and circumstances, I have formulated my theoretical stance based on two theories. The discussion conducted on Cunningsworth's textbook analysis theory has facilitated my informed understanding of the general criteria of textbook evaluation. The description of McDonough and Shaw's evaluation theory has helped me to decide between the two textbook evaluation processes, external and internal evaluation, which process would be better to use in this study in order to evaluate the *GFE I^{RE}* ELT textbook in use in 6th form secondary school in DRC. The insights and issues from these theories have delivered indispensable information to use for the evaluation of the ELT textbook under investigation. As far as the Cunningsworth's textbook evaluation theory is concerned, it proposes general criteria for textbook evaluation, while the McDonough and Shaw evaluation theory has established the analysis category, classified the analysis criteria into external and internal evaluation and suggested the way this

evaluation would be conducted. These textbook evaluation theories were relevant and well suited to provide this study with informed findings that would help answer my MRQ.

My preference of the descriptive, exploratory and interpretive design has helped me to establish a comprehension of how best to conduct this study and gather evidence that I believe is necessary to answer my main research question. Further to this, the descriptive exploratory design in this study has enabled me to explore and interpret the data in detail. It has also helped me to shape up a tailored evaluation scheme, which reflected the complexity of the phenomenon under study. It was closely associated with the theoretical framework I designed to inform and guide this study. It gave me the opportunity to conduct content analysis of the ELT textbook under investigation and to interact with the participants via interviews in addition to the checklists so as to get valuable data to provide informed answer my MRQ. I think this layout has helped me to conduct this research effectively and determine whether *GFE I^{RE}* ELT textbook is appropriate and efficient to enhance Congolese 6th form secondary school students' language use and literacy skills.

One of the main methodological characteristics of this study is its use of triangulation. The parallel use of content analysis, checklist and interviews has generated findings that could not be obtained by each of these methods if used in isolation. The use of checklist helped to obtain participants' evaluative perceptions of the *GFE I^{RE}* ELT textbook in an effective and practical way. The use of interviews helped to collect qualitative information that the checklist could not provide me. My preference of checklist allowed me to carry out a more sophisticated evaluation of *GFE I^{RE}* ELT textbook in reference to a set of generalizable evaluative criteria. It generated enough and comprehensible data from participants in a reasonable length of time. Cunningsworth (1995) states that one major benefit of using checklists is that they provide a very economical and systematic way to ensure that all relevant items are considered for evaluation. The use of content analysis helped me to critically prepare, to code and to categorize the data in respect of the theory's procedure. It also enabled me to examine *GFE I^{RE}* ELT textbook page after page, unit after unit to establish in codes and categories so as to determine whether this ELT textbook meets the requirements of the Congolese national curriculum of English among which the development of students' language use and literacy skills. Besides, I have preferred to use content analysis because I wanted to comprehensively define the content of *GFE I^{RE}* ELT textbook. This process has facilitated me to classify and define the different documentary and verbatim data (from the

textbook itself and from interviews with participants) that likely can help me complete the evaluation of the textbook made on the basis of the checklist.

The discussion of findings that I have presented in chapter five demonstrated both strong points and weaknesses of the content of *GFE I^{RE}* ELT textbook in regard to its relevancy and appropriateness to help students in general and Congolese 6th form secondary school students in particular in the development of their language use and literacy skills. I have used the activities and tasks used to present language skills and sub-skills and to make students practice to enhance their language use and literacy skills to support this opinion.

6.2 Relating the study outcomes to the research questions

The reappraisal presented in the previous section of this chapter served a recapitulatory function. It revisited the major sections of the study, elucidating what the study carried out and what came out as results. The study aimed to evaluate *GFE I^{RE}* ELT textbook based on Cunningsworth (1995) and McDonough and Shaw (2003) textbook evaluation theories. I collected data from 40 teachers and 219 students at 37 schools in Kinshasa the capital city of DRC. I used for this data collection the textbook evaluation checklist and interviews with participants (Teachers and students). The specificity of these tools relates to the above-mentioned theories, which state that the evaluative criteria for each evaluation need to be contextualized or adapted to the context of evaluation. In the same way, the interviews were adapted to the checklist items to get more global and complementary data. Besides these two data collection tools, I have also used the textbook itself for content analysis. In this section, I intend to link the findings with the SRQs of this study discussed in Chapter 5. I am convinced that the clarifications I have provided below referring to these SRQs signpost the relevance of my conclusion(s) as they recapitulate the findings of my study based on the three SRQs that attempted to answer my MRQ in an informed way.

6.2.1 SRQ 1: How relevant and efficient should be the content of the ELT textbook designed for Congolese 6th form secondary school students?

Keeping in mind the findings presented in Chapter (4) (See points 4.2.2.2 and 4.2.3.2) and discussed in chapter (5) (see point 5.4), the content of *GFE I^{RE}* ELT textbook designed for Congolese 6th form secondary school students should be described in the following way:

- (1) It should contain enough activities and tasks relevant and efficient in terms of language use and literacy skills development. Such content should consider students' background knowledge and level of comprehension.
- (2) It should be constituted of organized, generally realistic, interesting, challenging, motivating and relevant subject matter. Such content should be organized and build on students' needs and ELT methodological principles.
- (3) It should use natural and real language. Such language can be found in the use of authentic materials, extracts of interviews, dialogues, and other kinds of both spoken and written language.
- (4) It should cover a variety of topics, which inform students on different fields of life. The topics should relate to students' background to help them grow their language use and literacy skills.

These characteristics present the content of an ideal ELT textbook that can be developed and or designed for any ELT student all over the world. I believe that the extent to which the content of *GFE I^{RE}* ELT textbook in use in 6th form secondary school in DRC contains the above-stated aspects determines the level of comprehension of the Congolese students. It builds on and matches with their background knowledge, their L2 knowledge and also their linguistics needs.

6.2.2 SRQ 2: What are the opportunities that the ELT textbook designed for Congolese 6th form secondary school students present in order for them to develop their language use for literacy?

Keeping in mind the findings presented in Chapter 4 (See points 4.2.2.3 and 4.2.3.3) and discussed in chapter 5 (See point 5.5), I am inclined to state the following:

GFE I^{RE} ELT textbook contains appropriate interactive, authentic, achievable and efficiently graded learning activities and tasks at a comprehensible and acceptable level. These activities and tasks are developed and arranged following a certain order to facilitate language acquisition. Most of them are designed on the basis of real language use situations. Based on its CLT nature these activities and tasks are developed in form of dialogues, conversations,

reports, interviews, etc. targeting achievable objectives. They consider students' capacities and prepare them to be creative

Constantly adhering to these findings, and taking into consideration the content of *GFE I^{RE}* ELT textbook described in the previous section, I conclude that this ELT textbook presents enough opportunities capable to help Congolese 6th form secondary school students develop their language use and literacy skills. However, the mismatch between students' language background knowledge and the level of the language used in this ELT textbook make these opportunities vain.

6.2.3 SRQ 3: To what extent do the 6th form ELT textbooks in use in the DRC contribute to enhance Congolese secondary school students' language use for literacy (reading and writing)?

Keeping in mind the findings I have presented in Chapter (4) (See points 4.2.2.3 and 4.2.3.3) and discussed in chapter 5 (see 5.6), I wish to state that the overall evaluation of language skills and sub-skills used in *GFE I^{RE}* ELT textbook has determined that this ELT textbook contains activities and tasks that can contribute to enhance Congolese 6th form secondary school students' language use and literacy skills.

(1) In regard to reading, based on the findings I wish to state that:

- (a) *GFE I^{RE}* ELT textbook contains a number of authentic reading materials that can contribute to enhance Congolese 6th form secondary school students' language use and literacy skills. These reading activities and tasks are prepared to be performed with relevant reading passages. They prepare students to real use of the language by presenting them contextualized language based on reading extracts describing human's everyday life situations. This is to immerse students in the context and help them to learn from true facts.
- (b) *GFE I^{RE}* ELT textbook contains carefully selected and prepared reading passages. It has nothing to do with science but the ordinary use of the language by ordinary people.
- (c) *GFE I^{RE}* ELT textbook contains relevant reading processes. Each reading activity and tasks presented in this ELT textbook is guided by clear reading instructions and

guidelines based on reading aspect it intends to develop. Each process is meant to develop a particular reading ability (skimming, scanning, summarizing, etc.)

In light of these findings, I conclude that *GFE I^{RE}* ELT textbook based on the nature of reading activities and tasks can contribute to Congolese 6th form secondary school students' language use and reading skill development. However, thanks to students' lack of the required knowledge and comprehension of the language, these reading activities and tasks are not efficiently contributing to the development of their language use and literacy skills.

(2) In regard to writing, based on the findings I wish to state that:

- (a) *GFE I^{RE}* ELT textbook contains good and enough writing activities and tasks likely capable of helping Congolese 6th form secondary school students develop their writing skills. Some of these activities and tasks are motivating enough to enhance their free writing skill, while some others are not.
- (b) *GFE I^{RE}* ELT textbook contains suitable writing activities and tasks. Each of these exercises is specific, well-defined and accompanied by sufficient guidance. The way they are organized makes them achievable for most students.
- (c) *GFE I^{RE}* ELT textbook contains instructions and guidance to lead students according to types of writing and they contribute to the development of students' capacity to write from controlled and guided writing to non-controlled and free writing capacity. They are designed to train students to develop their writing capacity from classroom work to independent writing in ones' everyday life.

In light of these findings, I conclude that based on the nature of writing activities and tasks and on writing instructions contained in *GFE I^{RE}* ELT textbook, this ELT textbook can contribute to Congolese 6th form secondary school students' language use and writing skill development. However, taking into consideration their lack of adequate writing skills since their lower grades, most Congolese 6th form secondary school students experience enormous difficulty in writing. In light of this, they are ranked as low beginner. Therefore, I conclude that this ELT textbook does not really contribute to the development of Congolese 6th form secondary school students' language use and writing skill as only a handful of them can write reasonably as stated in the objectives of the textbook as well as in the Congolese national curriculum of English. This implies that despite their qualities and motivation to students,

writing exercises contained in *GFE I^{RE}* ELT textbook unfortunately do not contribute adequately/demonstrably to the development of Congolese 6th form secondary school language use and writing skills.

(3) In regard to listening, based on the findings I wish to state that:

GFE I^{RE} ELT textbook contains a number of listening activities and tasks capable of contributing to Congolese 6th form secondary school students' language use and literacy skills. Good listening activities and tasks based on the available resources can be used and reused several times without damage.

In light of this finding, I conclude that listening activities and tasks contained in *GFE I^{RE}* ELT textbook are appropriate and efficient. They can contribute to Congolese 6th form secondary school students' language use and literacy skills if they have the required level and a good English background to use the textbook. This means that these activities and tasks do not effectively contribute to language use and literacy skills growth of Congolese 6th form secondary school students as they do not have the required level.

(4) In regard to Speaking, based on the findings I wish to state that:

GFE I^{RE} ELT textbook contains relevant and efficient communicative activities. As far as CLT is concerned language skills are integrated. Communication remains the essential aim of almost all the activities and tasks. Most of grammar, vocabulary, writing and reading lesson in this ELT textbook is has a link with speaking. Different speaking exercises contained in this ELT textbook tend to enrich students' language knowledge and contribute to the development of their language use and literacy skills.

In light of this finding, I conclude that despite the appropriateness and efficiency of the speaking activities and tasks contained in *GFE I^{RE}* ELT textbook, Congolese 6th form secondary school students are unable to make use of them profitably. This means, that these speaking activities and tasks are not efficiently contributing to the development of students' language use and literacy skills. Their quality and level constitute a barrier to their contribution to students' language use and literacy. Irresponsibly, most students incriminate these activities. They think that their failure to be communicatively competent is the consequence of the inappropriateness of these activities and tasks.

(5) In regard to grammar, based on the findings I wish to state that:

GFE I^{RE} ELT textbook contains good grammar activities and tasks capable of contributing to the development of language use and literacy skills. Considering the fact that *GFE I^{RE}* is one of the volumes in the series, most of the grammar lessons it contains are the logical continuation of grammatical structures introduced in lower levels. Most of the grammar structures are presented in keeping with a functionally communicative model.

In light of this finding, I conclude that grammar activities and tasks contained in *GFE I^{RE}* ELT textbook are likely to contribute to the development of language use and literacy skills of Congolese 6th secondary school students who have assimilated previous structures presented in other volumes taught in 3rd, 4th and 5th forms secondary school. The success or failure of the Congolese 6th form secondary school students in grammar to develop their language use and literacy skills depends on their comprehension of grammar structures presented in previous volumes.

(6) In regard to vocabulary, based on the findings I wish to state that:

GFE I^{RE} ELT textbook contains appropriate vocabulary activities and tasks presented in appropriate ways to help students grow their vocabulary load so as to handle successfully language use and literacy activities. In almost the same way as grammar the vocabulary items presented in this ELT textbook complete students' background knowledge, by themselves cannot help students satisfactorily. They come in to support to other vocabulary items already learned in previous grades.

In light of this finding, I conclude that *GFE I^{RE}* ELT textbook is not empty. It contains relevant and efficient activities and tasks to be learned so as to increase and develop one's vocabulary for effective language use and literacy skills. However, based on Congolese 6th form secondary school students' lack of enough vocabulary and English background knowledge, vocabulary activities and tasks presented in *GFE I^{RE}* ELT textbook do not contribute successfully to the development of their language use and literacy skills.

6.3 New insights

Having addressed the outcomes with reference to the sub-research questions in the previous section, in this one I intend to point out the significance of this study. The research methodology has determined the design to be applied in order to execute this study. My preference of the exploratory, descriptive and interpretive design corresponded with the objective of the study and it helped to explore, categorize and define the key concerns that make *GFE I^{RE}* ELT textbook not adapted to Congolese 6th form secondary school students in spite of the appropriateness and efficiency of its content. When I consider the findings of the study and the discussion of the results, I get the impression that besides the informed answer to the MRQ, this study has also given rise to revelations that are reasonable in different other situations apart from this specific situation of this study. For that reason, in this section, I intend to expand and elucidate on these revelations as it can improve investigation on language use and literacy skills as well as on textbook evaluation and selection. These revelations necessitate a deepening by means of relevant and rational approach relating to research conducted in different textbook evaluation and or selection situations. In this way, I think research in this field is capable of illuminating some textbook evaluation and or selection issues. The present study with respect to its data collection and discussion of findings sets off the following revelations: (1) Textbook selection issues; (2) Teaching-learning hours and language acquisition duration; (3) Language assessment methods as a way of motivating L2 students; (4) Mismatch or incompatibility aspects of the textbook.

In the section below, I explain the first revelation.

6.3.1 Textbook selection issue

According to McDonough and Shaw (2003) a perfect textbook for all students does not exist. For this reason, they think that before and after teachers have used a textbook, it is important for them to provide their points of views, and contact the publishing house and the author(s) about what they have found positive and negative. A textbook being a human product, it can contain errors or it can be biased. As a perfect textbook does not exist, it is very important for educational systems, textbook evaluators and teachers in association with students think about a textbook that can provide the minimum input possible and contribute to students' effective learning.

In this respect and considering this textbook evaluation procedure, it is necessary to highlight that textbook selection is one of the serious problems the DRC education system is facing. This situation is the source of literacy issues that the findings discussed in this study have revealed. Before, discussing this issue I think it is important to go to the roots or the origin of the problem. Textbook selection is comparable to medical prescription or to dietitian dish. This comparison implies that illiteracy is considered as a sickness and needs to be treated. Following this metaphor, a doctor or a dietitian must first discover and understand the patients' complaints, follow the clinical process and then prescribe the relevant medicine or provide healthy food to heal his/her patient. In the same way textbook selection needs an understanding of the linguistic needs, the consideration of the education system and also the accessibility of the product.

In light of the above-stated illustration, I think that the selection of the textbook in DRC could be based on real and practical problems the country is facing. This selection is subject to consultation among members of the educational family and their partners. (I mean teachers, inspectors, linguists, parents, this list is not exhaustive.) What I want to highlight here is the fact that the selection of a textbook is not a private business. It is not a short term and lucrative investment. It is a long term project, which requires only informed and trained people to be its actors, movers and shakers. It concerns the wellness of the whole nation. A good selection will help the country after students have benefited from it.

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Since attaining independence in DRC, the adoption of English in the curriculum of the country has gone through the problem of textbook selection. Among the first ELT textbooks used in DRC, I can make a list of collections of series and volumes adopted without consensus. These teaching materials came from different countries, where the teachers were coming from. DRC did not have qualified teachers of English. Most of them came from United States of America (USA), Great Britain and Belgium. Each teacher came along with his/her ELT textbooks to use. In light of these facts I would like to mention that there was no strict choice of the ELT textbooks to be taught. There was in one educational system various English curricula and ELT textbooks based on the origin of teachers. These “mercenary teachers” used any kind of textbook. However, later on in the 1960’s, the cooperation with the British government and the collaboration of Belgian inspectors still working in the country after DRC’s independence led to the design and publication of the Congolese national curriculum of English and a textbook series “An English course for French speakers” published exclusively for DRC in four different volumes (Book one, Book two, Book Three

and Book four). In the late 1970's the series was replaced by another one: "English for Africa" (in four volumes too). This change was made by the late president of the country Mobutu in relation to his political reform. Since, then there has been no textbook designed taking into consideration Congolese students or based on the questions such as: What do Congolese students want to study? For what ends do they need English? How many working hours are available on the timetable to use the selected textbook?

To contextualize the metaphor I have used in this section if a good prescription or diet can cure and bring happiness, in DRC a good textbook selection based on relevant criteria and consideration of literacy needs can go a long way in addressing the Congolese students' English language literacy flaws. Considering that a bad prescription does not give good results and can turn into poisoning, the majority of Congolese secondary school students, who have been carelessly taught English with non-adapted textbooks, are graduating without having resolved their English language literacy issues. Most students finish secondary school studies without good English language use and literacy skills for which the textbook used or in use are among some other causes of failures.

In a comprehensible way, currently *GFE 1^{RE}* ELT textbook is considered by many teachers and students as being good but not well-adapted. From its introduction in the Congolese educational system it has not been a product of consensus among partners of national education. Teachers and users of the ELT textbooks did not have another choice. This textbook series entered the DRC educational sphere in a way that seems not be adequate. I am not insinuating that it is not a good ELT textbook. I agree with the findings, which revealed that its content is relevant and appropriate. Accompanied with various activities and tasks it is capable of contributing to the development of language use and literacy skills. However, regrettably, this ELT textbook is not adapted to Congolese 6th form secondary school students. They do not have the required level to draw on all the advantages this ELT textbook can provide.

Having explained how the textbook selection issue is problematic in DRC, in the following section I intend to explain how the time devoted to learning is also an issue.

6.3.2 Teaching-learning hours and language acquisition duration

No one is born with the capacity to read and write, however everyone has the capacity to speak and listen. In order to develop reading and writing capacity in students, they need to be trained, to be taught how to read and write in their first language and in any other subsequent language they will learn later on. In keeping with the above-stated position and in light of the findings I have presented in Chapter 4 and discussed in chapter 5, I understand that “language acquisition is a complex process that involves communication, grammar, structures, comprehension and language production along with reading, writing, speaking and listening, just to name a few of the simpler aspects of language learning” (Eaton, 2011, p. 4).

In view of the consideration voiced above, I believe that the process of SLA requires enough time for students to develop not only reading and writing but also speaking and listening as well as vocabulary and grammar. The findings of the present study point to the insufficient learning time for Congolese students. Considering their acceptable literacy skills in French, I believe it is because this language is learned not only as a subject but also used as the language of education (LE). Congolese students are able to develop their French literacy skills because they are exposed to the language for many hours. They practice French every day and for many hours in each school subject. This means that devoting enough time for preparation of something is always good and it guarantees most of the time positive outcomes. The findings of my study have revealed that the majority of Congolese 6th form secondary school students do not have the required level to be good at English in reference to language use and literacy skills. When, considering their language use and literacy skills capacity in French, I am inclined to hypothesize that if they have more hours to learn and practice English as they do with French, Congolese students will develop their English language use and literacy skills in the same way as they have in French.

Currently, Congolese students have 5 English working hours per week (DEPS, 2007). Sometimes, these 5 hours are not all devoted to the learning. The lack of enough ELT textbooks in some schools presents a serious problem. For example, if the teacher wants to teach reading, the school has only two or three textbooks for more than 30 students. Some schools can make copies of the reading passages for their students but in schools where they do not have textbook, there can be no way to make copies. They then write texts on the board and this means several hours are deducted from the 5 hours per week initially allocated. This loss of time affects the normal acquisition and impacts negatively on students’ acquisition.

Consequently, increasing the time equals providing students with enough language practice. However, it is important to mention that increasing the English working hours will not be a miracle solution to language use and literacy skills but it can help a good number of students to develop their good language use and literacy skills. The results will be outstanding only if the allocated time is effectively and rationally used to practise the language. This also means students would have enough number of textbooks to avoid consuming some other hours to writing or reproducing the reading passages.

There is another important learning time aspect that needs to be addressed. Most Congolese students are exposed to English language only during English classes. After their English classes they do have the chance to practise English in one way or the other. The majority does not have textbooks at home or any other English materials or sources. English is only for classroom use.

In sum, based on obvious and convincing practices related to their language use and literacy skills in French, I believe as I have hypothesized above that the increase and extension of working hours from lower grades in all public and official schools can give students enough exposure time to interact and practice English . It can also help them develop their language use and literacy skills.

In the next section, I propose to explain how assessment methods and practices play an important role in the motivation of language learning and affect the global teaching-learning system.

6.3.3 Language assessment methods as a way of motivating L2 students

The success in learning a language is the result of the motivation of the learner. There are many factors that motivate students to learn a language. The findings of this study revealed that in their learning Congolese students are influenced by the way English is assessed. It is necessary to mention that English is one of the compulsory subjects tested for graduating at secondary school level. All Congolese 6th form secondary school students sit for the state exams to obtain the national certificate, which gives them the warranty to access higher and tertiary education. This test is very decisive and influential in the entire education system in the country. It drives students' behaviour and learning commitment. In this test the subjects are differently categorized in terms of marks allocated to them. In keeping with this categorization, most students consider this categorization of subjects as the order of

importance of subjects. The ones allocated high marks appear important and more valuable than the others with fewer marks. Consequently, they are motivated for “big subjects” and lose interest in small ones.

In the same vein, subjects such as languages that contain skills to develop also undergo the same categorisation rules for their skills. In 6th form secondary school, language skills, which are not tested for the national test, are given little attention by students and also by teachers who want to cover the content supposed to be tested. In the case of English, the most tested skills and sub-skills are grammar and reading comprehension, while the others are either slightly tested or not tested at all. In keeping with this, Congolese 6th secondary school students neglect other language skills at the expense of the most tested ones. Considering that English test is grammar oriented (more than 50 percent of questions are based on grammar), students are mainly motivated to learn grammar more than any other skills or sub-skills. Even though reading comprehension is tested via a multiple choice framework, it fails to develop their reading skills. They expect to tick any of the answers proposed hoping to get haphazardly the correct answer related to reading comprehension. Yet, they make great efforts to master grammatical structures for the purpose of the national test which is not good for them in the long term.

When, considering the way French is tested and the motivation students have to develop each of its skills, I believe that a consideration of all the English language skills and sub-skills for English national test is crucial. Therefore, I hypothesize that if English language is globally, assessed like French is at the national test, Congolese students in general and 6th form students in particular will be motivated and devoted to develop all its skills. Otherwise only the assessed ones will be given attention. Grammar based test should be avoided because it limits and crystallizes students’ motivation to specific language areas.

Having discussed so far the motivation and impact of language assessment methods, I intend to explain the issue of mismatch or incompatibility aspects of the textbook in the section below.

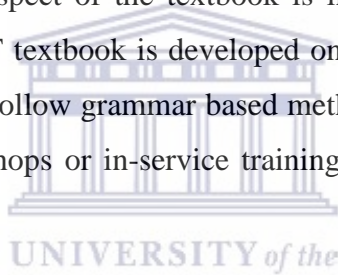
6.3.4 Mismatch between the textbook and students’ knowledge

The issues explained so far are all related in one way or the other. Consequently, they result into a mismatch between the textbook and the Congolese 6th form secondary school students’ knowledge. The findings indicated that the content of this ELT textbook is relevant and

efficient to develop language use and literacy skills. However, it is not appropriate to Congolese 6th form students given their inadequate level of reception to it

The pedagogical cause of this mismatch can be understood at two different levels: teachers' and students' levels:

- (1) Students do not have the required level to meet the level of this textbook. They do not have a good background knowledge on which to base their learning practices as the textbook requires high level of knowledge. They do have a good command/grasp of language skills.
- (2) Teachers do not consider all the language skills and sub-skills in the same way. They focus most on skills and sub-skills their students need for the national test. They do not appreciate the length of the reading passages. They think they are very long for students who do not have good mastery of the language.
- (3) The methodological aspect of the textbook is in contradiction with the teaching practice. GFE 1^{RE} ELT textbook is developed on the model of CLT methodology. Most teachers tend to follow grammar based methodology in reference to language assessment. No workshops or in-service training have been organized for teacher development.



To use this ELT textbook with all the inconsistencies it presents for students and expect good results (to attain the objectives of the national curriculum of English), is rather unrealistic. To expect change, the textbook requires specific actions based on current language use and literacy skills the results.

These actions must be conducted to know why students do not have the required level to use activities and tasks presented in this ELT textbook to develop their language use and literacy skills. Once such actions are conducted, I think students' needs will be considered and adequately addressed. New regulations regarding the teaching of English can be designed in order to reach general objectives of the subject. Adjustments need to be done in the system to increase students' knowledge of English, in order to pull them up to the level which reflects the objectives of the national curriculum of English when they finish their secondary school. Other types of adjustments concern the quantity of materials and the length of reading passages to the allocated time.

Addressing specific issues that generate most of the mismatches observed in this study is to prepare and improve students' language use and literacy skills issues. It is to give sense to teaching-learning English in DRC because it is not conceivable to learn a language for four years and still be at the initial position or beginning stage where its use is concerned.

Having addressed the mismatch and incompatibility issue in this section, I address in the following section another revelation on the basis of the findings of this study.

6.3.5 Adapted ELT textbook as a partial solution to Congolese 6th form secondary school students language use and literacy skills issues

In the previous section, I have explained the mismatch observed and referred to actions to be conducted in order to help Congolese 6th form secondary school students match the level of the textbook in use. However, it should be noted that the actions or change at the final grade might not produce the expected results because learning a language is a process and it grows gradually over time. This means that if a mistake was made at one of the grades it must be corrected at that level or the following levels as this requires time and patience.

To succeed in this correctional or supportive programme, teachers need a specially adapted textbook. They need additional time apart from their working hours. The textbook should be like *GFE I^{RE}* ELT textbook based on CLT principles because students need to be communicatively competent. Based on their spoken skills they will develop other skills. The adapted textbook must follow the general rules, and the materials should proceed from simple to complex and evolve step by step.

In the present section I have discussed new insights that emerged from the analysed and discussed data. In the following section I intend to present the limitations of my study

6.4 Limitations

Even if it seems that I have tried to adequately address the objectives and the aim of my research study, this study cannot be considered as fully authoritative or definitive because the environment also exerts either positive or negative influence. In light of this statement, I address in the following section the limitations of this study.

6.4.1 Economic and time limitations

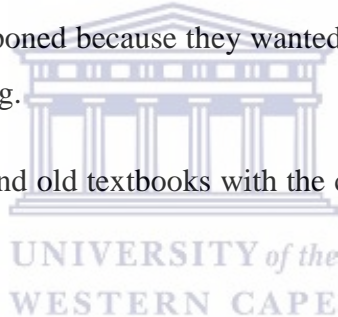
Even though the absence of financial assistance from the Congolese government was a serious difficulty in conducting this study, my priority is to present the limitations that I believe seemed to detract from the quality of this study.

DRC is a very big country (2,345 million km²) with more than 80 million inhabitants, 26 provinces. But due to time and limited budget the data for this study were collected in only one province, in one town, the capital city. Based on this this perspective, the findings of this study may not be adequate to mirror the real condition in the countryside and the inaccessible districts in provinces where rebels and insecurity are the daily norms of life.

6.4.2 Lack of textbook

Most of the student participants did not have their own textbooks. It was difficult for them to describe adequately the textbook and its procedures. In some schools, student participants have asked interviews to be postponed because they wanted to look again in the textbook and get a clear view and understanding.

Some teachers were using used and old textbooks with the cover and content pages and some other pages missing in them.



6.4.3 Superiority and or Inferiority Complex

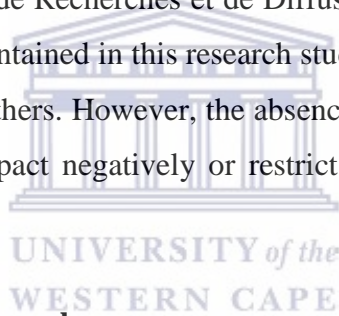
It was not easy to get permission to collect data in some institutions. Even though I had authorization from the provincial authorities, some principals of schools did not allow me do collect data freely. Before I collected my data they had secret meetings with teachers and students.

Some participants, most of them student participants wanted to present a positive view of themselves by presenting an eccentric report. Some of them after the interview have asked me to cancel the first interview and conduct another because they were not sure about what they said before. Some others were thinking of protecting themselves and their schools.

6.4.4 Methodological limitations

In this study, I have used the textbook evaluation checklist and the semi-structured interview as my two tools to collect data as they are believed to be the most popular and most relevant textbook evaluation methods. In addition, as they are based on principles of qualitative design and guided by the subjectivity aspects sometimes their validity can come under particular scrutiny questioned. The data collected on the basis of these tools are not totally trustworthy because:

- (a) They are not true facts based on scientific evidence but only opinions someone gives based on his/her own convictions or beliefs.
- (b) Some answers are influenced either by the environment, the type of the questions, or common prestige and the personal esteem of always being the model or the best.
- (c) The views of inspectors, members of center for research and pedagogic dissemination (Centre de Recherches et de Diffusion Pédagogique: CEREDIP) and stakeholders are not contained in this research study because of time limitations and the unreachability of others. However, the absence of the much needed information from them did not impact negatively or restrict the evaluation of *GFE I^{RE}* ELT textbook.



6.5 Implications for Further research

Taking into account the nature of the findings of this study, I wish to mention that these findings are neither conclusive nor definitive. By the same token, I intend to present my outline for the publication of the outcomes of this study, the research outline on language use and literacy skills development, and proposals for additional research related to the present study in terms of its revelations and issues.

The study was essentially intended to evaluate language use and literacy skills in second language acquisition by evaluating *GFE I^{RE}* the ELT textbook in use in 6th form secondary school English in the DRC. Nowadays, taking into account the expansion of English over the world, a good number of textbook evaluation studies afoot are interested with the investigation of ELT textbooks in different parts of the world.

In light of the results achieved from this research study, I propose the following directions for further researches:

- (1). The present study was one of those studies interested with the contribution of an ELT textbook to language use and literacy development. However, it can be expanded manifold by implementing new and adapted criteria as a way of investigating a plurality of perspectives and needs (Gunningsworth, 1995).
- (2). Since teachers and students are not the only subjects that can provide information for this study, the recipients of my study plan can enrich the data base of this study in a reiteration, which can facilitate a more inclusive interviewing of inspectors of education. Inspectors of education, more specifically inspectors in charge of ELT can be interviewed to obtain their opinions that will help to bring more light on the appropriateness and efficiency to language use and literacy skills of the ELT textbook under investigation. Concerning the nature and value of the collected data, I then believe that they can enhance the scale of rationality of the findings and attempt a far more comprehensible and definitive understanding of the issues raised in this study. Inspectors' proposals relating to the development of language skills and sub-skills in general and of literacy skills in particular could also be collected.
- (3). To be more practical and to complete, participants' perceptions, a study to chronicle and explore classroom observations can be done. This will help inspect teachers' teaching practices and at the same time help observe students' motivation and concentration concerning the use and the contribution of this ELT textbook in classroom to practice language use and literacy skills. In light of this the envisaged study can contribute towards obtaining more definitive findings for attempting more definitive conclusions.
- (4). Furthermore, a study focused on the literacy tests can be undertaken in order to determine the real literacy level of Congolese 6th form secondary school students. Such a study while being concerned with both reading and writing can yield an array of beneficial insights into the how and why of student placement. This can help determine their degree of performance in keeping with their literacy levels.

In conclusion to this chapter, I wish to declare that in most L2 contexts over the world and in DRC in particular, ELT textbooks play a predominantly essential role in teaching and learning practices. Considering its importance, it is vital to determine the quality, the appropriateness,

the efficiency and the contribution of any of the textbook in use. This determination of the value of a textbook is possible only through a systematic evaluation. In this study, I have evaluated *GFE I^{RE}* ELT textbook, a textbook in use in 6th form secondary school in DRC. This evaluation has indicated that, it is a good textbook, relevant, appropriate with good activities and tasks that are likely to contribute to the development of students' language use and literacy skills. However, it has been found that despite its quality this ELT textbook does not help Congolese 6th form secondary school students develop their language use and literacy skills. The reasons that emerged from the findings are students' lack of good and adequate background knowledge, the incompatibility between the level of activities and tasks contained in the textbook and the students' capacity to read and write adequately. This evaluation has provided an informed framework to follow in the subsequent investigations of other volumes of the series.

Finally, in the scope of revelations engendered by this study, there exist a number of concerns that can be explored in further research. The suggestions for these researches highlight the necessity for constant exploration of language use and literacy skills at different levels.



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APPENDICES

Appendix 1

Letter of permission to conduct the research

REPUBLICQUE DEMOCRATIQUE DU CONGO
MINISTERE DE L'ENSEIGNEMENT PRIMAIRE, SECONDAIRE
ET PROFESSIONNEL


PROVINCE EDUCATIONNELLE
KINSHASA-OUEST
L'Inspecteur Principal Provincial

SOUS-DIVISION DE NGALIEMA KIN OUEST
COURRIER REÇU
DATE: 23.FEV.2017
N°: 240/17
PARAPHE: 8002

AUTORISATION DE RECHERCHE
N°MINEPSP/IGE/KN3/800.013/O/FA/ 462/2017

Je soussigné Bernadette NDAYA MAYIBUNGI, Inspecteur Principal Provincial de l'Enseignement Primaire, Secondaire et Professionnel de Kinshasa-Ouest, autorise par la présente Monsieur Laurent BEYA KALALA (PhD candidate UWC Doctorant en anglais) de mener ses recherches dans les écoles secondaires de la Sous-province Educationnelle de Ngaliema qui portent sur « *Enquête et Evaluation de l'usage de la Langue pour l'alphabétisation en deuxième langue : Cas des Manuels scolaires d'Anglais utilisés en République Démocratique du Congo (RDC)* ».

En foi de quoi, la présente lui est délivrée pour servir et faire valoir ce que de droit.

Fait à Kinshasa, le 21/02/2017


Bernadette NDAYA MAYIBUNGI

CI :

- Directeur Provincial EPSP/K-O
- Chef de Division de la SPE/Ngaliema
- Inspecteur Chef de Pool Secondaire de Ngaliema

CROISEMENT DES AVENUES DES AMBASSADEURS ET BATETELA, COMMUNE DE LA GOMBE
Téléphone : +243 99 99 87 032, E-mail : ippkinouest@gmail.com

Appendix 2

Information sheet for participants

My name is Laurent BEYA K. I am a Junior Lecturer at “Institut Supérieur Pédagogique de Luebo” where I have been lecturing at for about five years. At present, I am doing my PhD in Language Education, Faculty of Education, University of the Western Cape, South Africa. I am conducting my research in the evaluation of 6th form secondary school English Language Teaching Textbook, with a particular focus on literacy. The title of my research is “*An appraisal study of language usage and use for literacy in Second Language Acquisition: an investigation into English textbooks used in the Democratic Republic of Congo*”. The main objective of this study is to investigate the relevance and the efficiency of the content of *GFE I^{RE}* the ELT textbook in use in 6th form secondary school in terms of literacy and language use enhancement and to suggest ways to improve this ELT textbook and to present ways of turning it into a powerful ELT tool for the development of communicative competence and literacy skills.

The data to be collected must provide information on the textbook you use to study English in the classroom with your teacher. Therefore, if you agree to take part in this study, I will give you a checklist which will help you evaluate the textbook you use and I will organize sessions of interview with you.

Although I really need your participation in this investigation, this participation is based on your free consent and you are guaranteed the right to withdraw from research at any stage and this without any consequence. I assure you that you have right to anonymity in that your identity will not appear on the checklist or they will not be mentioned in the writing up of the findings. Also, I will make sure that your evaluation and appreciations will remain confidential.

If you agree to participate please sign the attached consent form. If you have any query, do not hesitate to contact me at beyalaurent@gmail.com / +27815453562; or contact Professor Sivakumar Sivasubramaniam, Supervisor and Head of Language Education Department, Faculty of Education, University of the Western Cape, South Africa, Email: ssivasubramaniam@uwc.ac.za

Annexe 2

Fiche d'information pour les élèves participants à l'étude

*Je m'appelle Laurent BEYA. Je suis Assistant à l'Institut Supérieur Pédagogique de Luebo ou j'enseigne il y a environ cinq ans. Présentement, je suis en train de faire mes études doctorales en 'Language education' à la faculté des sciences de l'éducation, University of the Western Cape. Je mène mon étude sur l'évaluation des livres d'Anglais qu'utilisent les enseignants et les élèves dans les classes de 6^e année secondaire. Mon étude est intitulée: **"An appraisal study of language usage and use for literacy in Second Language Acquisition: an investigation into English textbooks used in the Democratic Republic of Congo"**. L'objectif principal de cette étude est d'enquêter sur la pertinence et l'efficacité du contenu du manuel scolaire utilisé pour l'enseignement de la langue Anglaise en 6^e secondaire en RD Congo et son apport en terme d'alphabétisation (lire et écrire) et d'amélioration de l'usage de cette langue, de proposer des astuces pour rendre son usage scolaire plus efficaces, et par la même occasion de le changer en outil d'apprentissage puissant pour le développement des compétences communicatives et des compétences en alphabétisation (lecture et rédaction). Les données qui devront être collectées devront fournir des informations sur ce manuel scolaire que vous utilisez en classe avec votre professeur pour étudier l'Anglais. Par conséquent, si vous consentez à participer à cette étude, je vous donnerai une liste de contrôle qui vous aidera d'apprécier et juger le manuel scolaire vous utilisez et j'organiserai des sessions d'interview avec vous.*

Bien que j'ai besoin de votre participation à cette étude, je dois vous informer que vous êtes libre de participer à cette étude et vous avez le droit de vous retirer à n'importe quel moment de cette investigation. Je vous garantis que votre identité ne sera gardée secrète. De même, votre évaluation et votre jugement resteront strictement confidentiels.

Si vous acceptez de participer à cette étude, vous devriez donc signer la fiche de consentement en annexe. Si vous avez besoin d'information supplémentaire, vous pouvez me contacter à l'adresse suivante: beyalaurent@gmail.com / +27815453562; ou encore contacter mon promoteur, le Professeur Sivakumar Sivasubramaniam à l'adresse suivante: ssivasubramaniam@uwc.ac.za

Appendix 3

Statement by the researcher

I, the undersigned, have accurately read out the information sheet to the participant, and to the best of my ability;

I have made sure that the participant understands what he/she is expected to do.

I confirm that the participant will be given opportunity to ask questions about the study, and all the questions that will be asked by the participant will find correct answers to the best of my ability;

I confirm that the participant will not be forced into giving consent, and the consent will be given freely and voluntarily.

Researcher _____

Signature: _____

Date _____

Day/month/year



Annexe 3

DECLARATION DU CHERCHEUR

Moi, Laurent BEYA, reconnais avoir lu et explique la fiche d'information pour les participants à cette étude;

Je me suis rassuré que chaque participant à cette étude a compris ce que j'attends de lui/d'elle;

Je confirme que chaque participant aura l'occasion de poser des questions relatives à cette étude; et que je répondrai à toutes ces questions correctement;

Je confirme aussi qu'aucun participant ne sera contraint de participer à cette étude, et que chaque participant aura à consentir librement et volontairement.

Le Chercheur _____

Signature: _____

Date _____

Jour / moi / année



Appendix 4

Letter to provincial education services

The Head
Provincial Education Services
PO Box

Kinshasa
Kinshasa Province
DR Congo

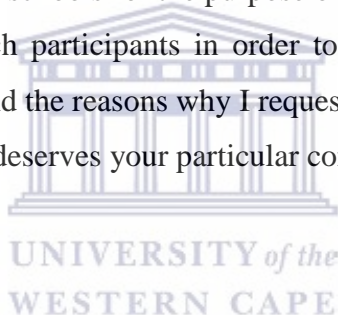
Dear Sir/Madam

I request your permission to go to schools for the purpose of my research. Please find attached the information form for research participants in order to have further information on my study purpose and significance and the reasons why I request your consent.

I will appreciate it if this request deserves your particular consideration.

Yours faithfully

Laurent BEYA Kalala
PhD Candidate in Language Education
Faculty of Education
University of the Western Cape
Tel: **+27815453562**
E-mail: beyalaurent@gmail.com



Annexe 4

LETTRE ADRESEE A L'INSPECTION PROVINCIALE DE L'ENSEIGNEMENT

A l'Inspecteur Provincial de l'EPSP

Kinshasa, RD Congo.

Kinshasa, le ____/____/2016

Monsieur/Madame l'Inspecteur (Inspectrice),

Pour des raisons de recherche, j'ai le réel plaisir de demander votre permission à passer dans les écoles de votre juridiction. Pour votre orientation, vous trouverez en annexe, la fiche d'information ou j'ai expliqué le bien fondé de ma recherche.

Très sincères salutations

Laurent BEYA Kalala

PhD Candidate in Language Education

Faculty of Education

University of the Western Cape

Tel: +27815453562

E-mail: beyalaurent@gmail.com



Appendix 5

Permission request letter to school principals

The Principal of ... (School name)

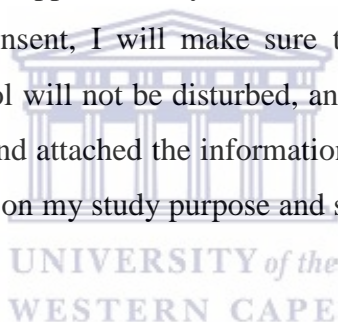
Kinshasa

DR Congo

Date:

Dear Sir/Madam

For research purpose, I request your permission to submit a textbook evaluative checklist to 6th form secondary school teachers, and to have an interview session with them. The interview session for each student will take approximately 15 minutes and to fill in the checklist will take at least an hour. If you consent, I will make sure that during this time, the normal progress of activities in the school will not be disturbed, and also I am ready to adhere to the school code of conduct. Please find attached the information form for research participants in order to have further information on my study purpose and significance and the reasons why I request your consent.



I will appreciate it if this request meets your consent.

Yours faithfully

Laurent BEYA Kalala

PhD Candidate in Language Education

Faculty of Education

University of the Western Cape

Tel: +27815453562

E-mail: beyalaurent@gmail.com

Annexe 5

LETTRE ADRESSEE AUX CHEFS D'ETABLISSEMENTS

A Monsieur le Préfet de l'Etablissement _____

B.P. _____ Kinshasa,

RD Congo

Kinshasa, le ____/____/2016

Monsieur/ Madame le Préfet,

Dans le cadre de ma recherche, je vous prie de bien vouloir me permettre de soumettre un outil d'évaluation aux enseignants d'Anglais de 6^e année, et avoir une session d'interview avec eux. La session d'interview pour chaque élève prendra approximativement 15 minutes et le remplissage de l'outil d'évaluation prendra au moins une heure. Si vous consentez, je vais me rassurer que ma présence au sein de votre école ne pourra pas perturber le déroulement normal des enseignements. A cet effet, je prendrai aussi l'engagement de respecter scrupuleusement le code de bonne conduite de votre école. Vous trouverez en annexe, pour votre orientation, l'information supplémentaire sur le but de mon étude ainsi que le bien fondé de celle-ci et aussi les raisons pour lesquelles je demande votre consentement.

Dans l'espoir que celle-ci rencontrera votre consentement, je vous prie d'agréer l'expression de mes sentiments les plus sincères.

Laurent BEYA Kalala

PhD Candidate in Language Education

Faculty of Education

University of the Western Cape

Tel: +27815453562

E-mail: beyalaurent@gmail.com

Appendix 6

Teacher participant's informed consent form

Research Title: *“An appraisal study of language usage and use for literacy in Second Language Acquisition: an investigation into English textbooks used in the Democratic Republic of Congo”*

Researcher: Laurent BEYA Kalala

Contact details: +27815453562; beyalaurent@gmail.com

I, undersigned, teacher participant to the present study, I have read the foregoing information. I will have the opportunity to ask questions about it and hope that any question I will ask will be answered to my satisfaction.

I consent voluntarily to be a participant in this study.

Signature of Participant _____

Date _____

Day/month/year



Appendix 7

Student participant's informed consent form

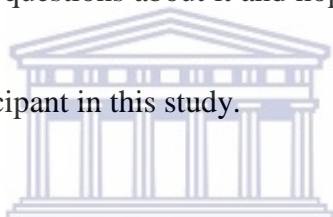
Research Title: *“An appraisal study of language usage and use for literacy in Second Language Acquisition: an investigation into English textbooks used in the Democratic Republic of Congo”*

Researcher: Laurent BEYA Kalala

Contact details: +27815453562; beyalaurent@gmail.com

I, undersigned, student participant to the present study, I have read the foregoing information. I will have the opportunity to ask questions about it and hope that any question I will ask will be answered to my satisfaction.

I consent voluntarily to be a participant in this study.



Signature of Participant _____

Date _____

Day/month/year

Annexe 7

FICHE DE CONSENTEMENT DE L'ÉLÈVE PARTICIPANT

Sujet de la recherche: “*An appraisal study of language usage and use for literacy in Second Language Acquisition: an investigation into English textbooks used in the Democratic Republic of Congo*”

Chercheur: Laurent BEYA Kalala

Contact: +27815453562; beyalaurent@gmail.com

Je soussigné, élève participant à la présente étude, reconnais avoir lu toutes les informations y relatives;

J'aurai l'occasion de poser des questions relatives à ces informations; et je pense que je serai satisfait des éventuelles réponses.

Ainsi donc je consens librement à prendre part à cette étude.

Nom du Participant: _____

Signature du Participant: _____

Date: _____

Jour / mois / année



Appendix 8

Teacher's demographic information sheet

Dear Teacher

I invite you to fill the following form with the required information as it important in the case of the present study.

1. Gender : Male Female
2. Age : 21 to 30 31 to 40 41 to 50 51 to 60 years
3. Level of education : D6 G3 L2 MA
4. Major : TESL Others
5. Teaching experience : 1 to 6 7 to 12 13 to 18 19 to 24
 more than 25 years.
6. Have you ever participated in any textbook evaluation workshops, seminars, courses, etc.?
 Yes No Not applicable
7. If your answer to question 6 is 'Yes', please list the courses you attended.
 - a)
 - b)
 - c)
8. Have you ever evaluated a textbook? Yes No

Chercheur: Laurent BEYA Kalala

Contact: +27815453562; beyalaurent@gmail.com

Appendix 9

Student's demographic information sheet

Dear Student

I invite you to fill the following form with the required information as it important in the case of the present study.

1. Gender : Male Female
2. Age : 17 years 18 years 19 years 20 years
 21 years 22 years 23 years 24 years
 25 years

3. Languages proficiency

Tick off your proficiency level for each language you can use.

LANGUAGES	PROFICIENCY LEVELS				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
FRENCH					
ENGLISH					
TSHILUBA					
SWAHILI					
LINGALA					
KIKONGO					

Researcher: Laurent BEYA Kalala

Contact: +27815453562; beyalaurent@gmail.com

Annexe 9

FICHE D'INFORMATION DEMOGRAPHIQUE DE L'ELEVE

Cher élève

Je vous invite à fournir les informations suivantes car elles sont nécessaire pour l'accomplissement de cette étude.

1. *Gender* : *Male* *Female*
2. *Age* : *17 years* *18 years* *19 years* *20 years*
 21 years *22 years* *23 years* *24 years*
 25 years

3. *Compétence linguistique*

Cocher le niveau correspondant des langues que tu connais.

	NIVEAUX DE COMPETENCE				
LANGUAGES	NIVEAU 1	NIVEAU 2	NIVEAU 3	NIVEAU 4	NIVEAU 5
<i>FRANCAIS</i>					
<i>ANGLAIS</i>					
<i>TSHILUBA</i>					
<i>SWAHILI</i>					
<i>LINGALA</i>					
<i>KIKONGO</i>					

Chercheur: Laurent BEYA Kalala

Contact: +27815453562; beyalaurent@gmail.com

Appendix 10

Teacher-participants' selected responses to the interview

Physical and utilitarian attributes

Extract 1: Actually, it is very difficult to assume that the textbook is up-to-date. But in comparison to other textbook authorized to be taught in DRC, it is the most recent. Most of the topics it develops are current and interest pupils.

Extract 2: I select or choose the texts and other activities according to the interest and level of the learners I have.

Extract 3: Some pupils have never seen the cover of GFE 1^{RE} and other first pages such as the content.

Extract 4: The textbook might be a little out of date because published long time ago this can affect reading passages but grammar has not yet evolved it can still be used for grammar.

Extract 5: I have observed that writing activities and tasks in GFE 1^{RE} can help my pupils to be good at writing. They are engaging and motivating. For example writing letters, writing a descriptive report these are writing someone needs in everyday life situation.

Extract 6: I think that the physical appearance and the layout of Go for English 1^{RE} are not bad. The textbook is not busy inside. The topics and the instructions are visible because they are bolded and in different colour. The illustrations are very adapted and not too much on the page. Its cover is nice. I like that picture.

Extract 7: The content of the Go for English 1^{RE} is good, appropriate and efficient. But I cannot say it is totally adapted to the curriculum. Sometimes I try to adapt the content to the need of my pupils and according to the curriculum, and I also choose some texts related to the grammar I have to teach.

Extract 8: The government should grant schools with updated textbooks related to our own society not only the ones reflecting the native speakers' cultures without our own culture.

Extract 9: The textbook's content is relevant. I think what can be done is to adapt the reading passages, to select those ones sharing similar problems. The textbook has been published for more than twenty years now I think it is time to up-dated some of the reading passages. Insert every day and national realities, to compare them to what is going on in other countries to show the current position of our county in this world of globalization

Extract 10: It is very difficult, there is no relationship between GFE 1^{RE} and the curriculum. The texts in GFE 1^{RE} are not adapted to our pupils, but other exercises in terms of activities and tasks are fine and relevant for a language course.

Extract 11: A negative point I can mention is that the texts are too difficult for most pupils' comprehension.

Extract 12: GFE 1^{RE} is not up-to-date and it is not appropriate for Congolese pupils. It is more difficult for them and also for some teachers.

Extract 13: The textbook is difficult for most of my pupils. They experience a lot of difficulty in learning with it because they do not understand what is in. This difficulty of comprehension decreases their motivation to learn with it. I know some are motivated but they remain minority.

Extract 14: GFE 1^{RE} is a very good textbook. Up-to-date taking into account other textbooks still used to teach. It has a content which seems appropriate apart from some shortcomings.

Extract 15: In comparison some of my strong pupils like GFE 1^{RE}. I can say that it is a better textbook for those pupils who have a better level of knowledge of English language or those who have already mastered the basics of the language. This means those who can read, write, understand and speak.

Extract 16: The GFE 1^{RE} is not really adapted to my pupils. I try to select what I think can help them based on their needs and the orientation of the stream. The content of the textbook is not really adapted to pupils because it is not based on the national curriculum. There is a gap between the textbook and the national curriculum.

Content and suitability to students

Extract 1: After I have taught a lesson taken from the textbook and I observe that pupils are capable to read, to understand, to explain what they have learned in their own words etc.

Extract 2: The textbook is well organized. From the beginning to the end it contains attractive pictures, and interesting learning material. It is a good textbook for experienced teachers.

Extract 3: The textbook contains very good texts more particularly the ones related to technology and science.

Extract 4: The textbook contributes with activities and tasks related to different language skills. It contains grammar, vocabulary, pronunciation, reading, speaking, writing and listening exercises. Each skill has different types of exercises and activities.

Extract 5: There are a lot of good writing activities in the textbook but most of them are not easy for my pupils.

Extract 6: Based on the objective of the lesson I can say so.

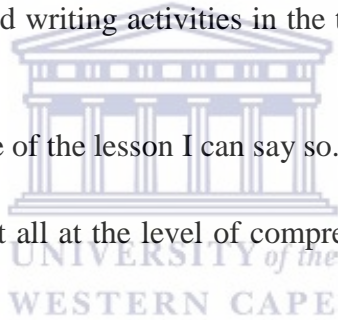
Extract 7: The textbook is not at all at the level of comprehension of my pupils that it does not help them.

Extract 8: The authors have not considered the environment where the textbook will be used. The content was designed for other countries where the teaching conditions differ from our and now we have to pick teaching materials from content here and there.

Extract 9: The textbook has been published for more than twenty years now I think it is time to up-dated some of the reading passages.

Extract 10: I think English can be allocated enough time to give pupils enough opportunities to practice all the language skills. The curriculum also needs to be revised so as to meet the requirements of the society.

Extract 11: It provides pupils with a list of new words and a summary of grammar lessons.



Extract 12: Relevant yes, but I find it not appropriate to my pupils in the way that the levels of structures, reading passages and other activities are not easy for them, not adapted to their level of language knowledge.

Extract 13: Sometimes, when I see activities and tasks that do not address the real life situations pupils are facing and experiencing or again when an activity does not match their learning needs it becomes inappropriate in the context of use.

Extract 14: I find them rich and real in the way that they give pupils various activities and tasks to practice different skills not like a language class but more like in actual life.

Extract 15: The textbook contains different kinds of texts. It also contains texts that align with the context of social life and help pupils to develop language skills and improve the language if possible

Extract 16: I do not appreciate the content of GFE 1^{RE} because it is deeply concerned with themes that do not reflect the Congolese realities.

Extract 17: The textbook has a number of writing activities. In general they are good and motivating activities for pupils because most of them reflect what pupils do, will do and want to do.

Extract 18: But this textbook uses high structures and stories are not related to pupils' environments and contexts.

Extract 19: The textbook's content is relevant. I think what can be done is to adapt the reading passages, to select those ones sharing similar problems.

Subject matter developed in GFE 1^{RE}

Extract 1: All activities are important because they help both teachers and pupils. We need them to practice the language in different ways.

Extract 2: The textbook provides good and well organized activities for pupils to practice different language skills. It tries to develop language skills in the same way it is used.

Extract 3: As an informed and professional teacher this textbook is relevant and presents clear, ordered and interesting topics. Some of them are not really relevant for Congolese pupils but can help them develop their language. It contains different kinds of texts. It also contains texts that align with the context of social life.

Extract 4: The curriculum is national the textbook it exploits must sound national also.

Extract 5: Activities and tasks if followed the way they are presented, they can help pupils to develop writing capacity and related skills. They are relevant because they are varied.

Extract 6: The textbook presents different activities to practice the language skills. In each unit of the textbook there is a series of learning activities. These exercises give pupils good opportunities to practice the language in a practical way.

Extract 7: The lack of textbooks is a major problem. Five or six pupils use one textbook. When you want to teach a text or when you give task you are obliged to write on the board or to make copies these procedures need extra money and extra time.

Extract 8: The textbook is difficult for most of my pupils. They experience a lot of difficulty in learning with it because they do not understand what is in. This difficulty of comprehension decreases their motivation to learn with it. I know some are motivated but they remain minority.

Extract 9: They are rich because they represent different language skills. Any language skill is well presented with specific exercises to develop specific skill in pupils. They are real because they are achievable by pupils even though one or two pupils only can perform well.

Extract 10: GFE 1^{RE} contains a variety of writing activities and tasks. These exercises are ranged from the simplest to the complex. There are exercises on writing sentences, on writing a paragraph and on writing letters. They are good exercises for students who want to develop their writing skills.

Quality and nature of language in GFE 1^{RE}

Extract 1: Yes, it happens that when you sometimes prepare or teach you feel that the content is not totally adapted to pupils.

Extract 2: Yes, it helps pupils because it contains activities and tasks related to four language skills.

Extract 3: I cannot say they are not appropriate but I think and support that it is not adapted to Congolese reality.

Extract 4: Opportunities are real and rich because they do help students to develop their skills.

Extract 5: Normally, I face problems when it comes to teach other reading lessons. To teach a text, I explore vocabulary with pupils but realize that some of them can still not understand the text and want me to translate for them. This gives me the impression that either the language or the reading passage is not at their level of comprehension or the content of the text does not match their background knowledge, or the number of new words in the passage to read is very high.

Extract 6: The textbook needs to be up-dated based on the needs of the pupils.

Extract 7: The textbook is presenting other situations difficult even for some teachers to handle.

Extract 8: I think this content is an adaptation of western textbook in countries where English is taught either as the first or the second language.

Extract 9: The textbook must be accompanied by audio and video materials to help pupils see how what they learn is used and practiced by native speakers. Particularly about culture and pronunciation, for example most listening activities are interviews, with audios and videos pupils can learn twice.

Diversity in the subject matter and cultural aspects in GFE 1^{RE}

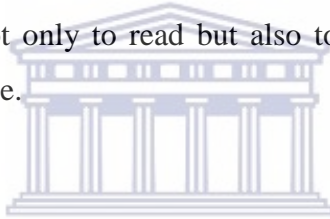
Extract 1: Then you are obliged to give pupils additional explanation they need to help them understand as they do not have that information

Extract 2: We are using very old textbook.

Extract 3: The textbook contains different important materials for students.

Extract 4: It must be a textbook for Congolese by Congolese with ancillary materials to facilitate learning and development of other skills. If the textbook cannot be printed most of pupils are using smart phones or one of the parents has one this means the textbook can be electronic.

Extract 5: According to the subject and the theme developed reading activities and tasks help pupils to discover the world and to understand other peoples' cultures. For example the text "Loved or Exploited?" is really very interesting as far as it gives pupils opportunity not only to read but also to express themselves and to learn more about child abuse.



Appropriateness of activities and tasks by skills in GFE 1^{RE}

Extract 1: However, it is not relevant to all Congolese pupils because some of them find it difficult and boring.

Extract 2: Otherwise, as a teacher of English the content is appropriate to be taught.

Extract 3: GFE 1^{RE} presents writing tasks in the way that even out of the class pupils can continue using English.

Extract 4: It contains a lot of dialogues and conversations to develop speaking, many composition exercises to develop writing, different texts to develop reading, the list is long.

Extract 5: GFE 1^{RE} has different reading activities related to objectives to develop. These activities are good for pupils to develop strategies but they are not at the level of my pupils.

Extract 6: Its contribution is that it provides us with materials and pre-prepared activities and tasks even if I adapt them for my pupils. The textbook provides with techniques for reading comprehension, for writing correct sentences, for speaking intelligibly.

Extract 7: The content of the textbook should be up-dated.

Extract 8: The contribution is there because we all want it teach prepare and plan our teaching.

Extract 9: GFE 1^{RE} gives me the opportunity to act as guide and let my pupils work in a very natural way and only intervene if there is a mistake.

Extract 10: Pupils do not want to read because they do not understand what is written they do not have the required level. Those who have a good level enjoy.

Extract 11: I do not see any less important activity or task. They are all important because I always adapt them for classroom use to help my pupils

Extract 12: To cover the time accordingly I select activities from other textbooks to cover the time but not at that rate because I prepare them to state exam. Even if the can read, write, listen and write but when they cannot succeed the national test, you are a bad teacher.

Extract 13: The textbook contributes a lot in teaching. For example when I want to teach a reading comprehension lesson, the material comes from the textbook, when I want to teach writing I take a topic and the procedures from the textbook. It is the same for listening, speaking, grammar, vocabulary and other skills.

Extract 14: Its contribution is that it provides us with materials and pre-prepared activities and tasks even if I adapt them for my pupils. The textbook provides with techniques for reading comprehension, for writing correct sentences, for speaking intelligibly.

Listening activities and tasks in GFE 1^{RE}

Extract 1: The textbook is not appropriate because it was not designed for Congolese pupils. It has never been presented methodologically and practically through in service training to teacher to give them the same understanding of the activities and tasks intended to develop different skills.

Extract 2: All activities and tasks are important listening also.

Extract 3: Listening activities are there but many people I have met support that GFE 1^{RE} textbook is not adapted for Congolese pupils. I want Congolese government to think about it and adapt the textbook and the curriculum. This curriculum has been used since a long time, learning motivation has changed and the curriculum must also change. It needs to be revisited and amended. li

Speaking/communication activities and tasks in GFE 1^{RE}

Extract 1: Its listening activities and tasks could be very nice if the textbook had audio cassettes. With good teacher, who has a good pronunciation and English intonation it can help pupils. I know that pupils want to experience something new besides their teacher technology can help.

Extract 2: For listening there are also some activities but they are not really good.

Extract 3: As far as all the language skills are important I do not think there are less important activities because all activities are related to them.

Extract 4: The grammar is perfect and adapted to the level of my pupils but it is not enough and fully developed. I use a grammar book to understand certain lessons before I teach them.

Extract 5: It does not really present good opportunities to develop writing but it presents good topics to write about.

Authenticity of Reading materials in GFE 1^{RE}

Extract 1: In terms of reading, there is a problem because to read successfully pupils need to have enough vocabulary and the mastery of the grammatical structures to read well and understand.

Extract 2: These opportunities are used to help pupils practice the language. Without practice no one can learn a language. GFE 1^{RE} provides my pupils with different kinds of practice, from oral to written ones. They put pupils at work on the basis of specific activities to perform. This is the reason why I think learning opportunities are real and rich.

Extract 3: It contains different and good exercises related to all language skills.

Extract 4: It presents activities and tasks for practicing the language for true communication on the basis of its skills.

Extract 5: All of them are good as far as they help pupils to learn something new and improve their literacy skills and language use.

Extract 6: Most of our pupils are good in French and they experience serious problems to cope with English grammar structures and comprehending reading passages.

Extract 7: The textbook has good reading activities but difficult for my pupils if I do not help them.

Extract 8: If reading passages were shortened and developed to represent Congolese realities I think they would be interesting and motivating for pupils.

Extract 9: All the activities are good. I think the problem is “Are pupils able to use efficiently those activities to learn?”

Extract 10: Most of the reading passages are copied from true life examples.

Extract 11: Writing is absent it is not assessed. I think if it is given importance at the state exam, pupils will be much motivated. They will try to improve their writing skills because it will be assessed.

Extract 12: To teach a text, I explore vocabulary with pupils but realize that some of them can still not understand the text and want me to translate for them. This gives me the impression that either the language or the reading passage is not at their level of comprehension or the content of the text does not match their background knowledge.

Extract 13: About speaking it contains dialogues, conversations and debates.

Extract 14: It has some very long reading passages that cannot be taught in 45 or 50 minutes allocated for a lesson and that pupils cannot read and understand by themselves.

Extract 15: Pronunciation should be diversified.

Extract 16: GFE 1^{RE} contains reading activities and many reading passages.

Extract 17: Texts or reading passages are too long for pupils with a problem of comprehension of complex sentence structures. Some texts have many paragraphs. It is not easy to study such long texts containing up to more than five paragraphs. Some others are so difficult based on the content and the pupils' background knowledge

Extract 18: Activities such scanning and skimming in reading, they really help pupils for reading comprehension.

Extract 19: The textbook provides pupils with different activities and tasks to facilitate their reading comprehension even if it is not easy for them more particularly for the weak ones. They are good because they have well and clearly established instructions and reading leading questions.

Extract 20: There are good exercises and tasks related to teaching reading because they are supposed to help pupils exercise their reading abilities.

Extract 21: They are acceptable and interesting activities because they try to help pupils with techniques and methods to read and understand. They instruct them on how to read for general comprehension and how to read for specific information.

Extract 22: The textbook facilitates pupils to understand by providing them illustrations of different situations. Before teaching by reading or observing the illustrations pupils try to understand the lessons or materials around it and this increases their motivation to go on and discover what is in other units of the textbook.

Extract 23: Good activities are all those activities helping learners to understand, practice, use and improve their knowledge of language.

Extract 24: I always teach reading in connexion with pronunciation. When I teach a text I also try to help pupils with pronunciation.

Extract 25: Other language skills too have interesting activities. Group and pair work are very good activities in learning for any skill.

Extract 26: In general activities and exercises are appropriate and helpful for pupils.

Extract 27: This textbook was not designed for Congolese education system to respond and respect its national curriculum.

Extract 28: The textbook provides different writing activities and tasks. They are good and relevant to help pupils develop their writing skills.

Writing activities and tasks in GFE 1^{RE}

Extract 1: The textbook contains good writing activities. They are based on different lessons. In each unit of the textbook there is a writing lesson or exercise. But not all of them are easy for my pupils.

Extract 2: As a teacher I find these activities and the tasks interesting to help my pupils practice writing skills. Some activities are difficult but some others are acceptable. There are also integrated exercises to develop at the same time other language skills.

Extract 3: The textbook has clear exercises based on language skills and some interesting text topics which motivate pupils to read and write on them.

Extract 4: This textbook has good reading activities. There are activities to prepare pupils before they read. There are activities to guide pupils while reading and there are activities to check pupils' comprehension while and after reading.

Extract 5: They prefer to be trained to be able to succeed to English state exam.

Extract 6: I think reading activities and tasks are useful for pupils even they are not able to do good.

Extract 7: The problem is that pupils cannot learn to write only in 6th form.

Extract 8: It is almost the same with other skills in the textbook. I mean here that reading activities and other activities are presented in an acceptable way.

Extract 9: The curriculum is national the textbook it exploits must sound national also.

Extract 10: About reading the textbook contains reading comprehension but also reading for pronunciation and intonation.

Extract 11: Many times topics from debates help pupils to write or what they write is to be debated or presented.

Extract 12: It is not appropriate for them because it does not match their level. I am a teacher, I have taught different levels and I assume that only very strong pupils who have learned in our educational system can be able to use this textbook by themselves.

Extract 13: It is very important as this textbook presents different learning opportunities not only reading and writing but listening and speaking as well.

Extract 14: I think it would be reasonable if the national program is taken into consideration to adapt and align the content of GFE 1^{RE} or align the curriculum to GFE 1^{RE} textbook.

Extract 15: Sometimes, there are activities where pupils should first discuss and then write.

Extract 16: GFE 1^{RE} does not give much writing opportunities. To complete writing activities I use other textbooks such as Practical guide which provides other kinds of writing exercises.

Extract 17: Writing is integrated with reading and speaking because the textbook at some places asks pupils to read then to debate and finally to write.

Extract 13: Reading activities are organized according to the reading skill it wants to develop or according to the objectives of the lesson.

Extract 19: The textbook has different reading materials.

Extract 20: Sometimes the textbook gives instructions to guide pupils write and sometimes it does not. I do not expect the textbook to give everything to my pupils. I also use the hints to help them to understand the instructions and write accordingly.

Extract 21: The activities and tasks can help them acquire something but not really to reach the expectations of the national curriculum.

Extract 22: Even though it is not appropriate for Congolese pupils it has very interesting tasks and activities.

Extract 23: They are acceptable activities and tasks for all language learners.

Extract 24: Myself I cannot produce many activities and tasks for all my classes if I do not have such textbook.

Extract 25: This means that writing is associated with speaking and listening. Writing activities integrate different tasks

Extract 26: I face many problems concerning the textbook. The first is that I do not have enough textbooks for teaching practices. I have less than 5 textbooks for about 50 pupils. All those textbooks belong to pupils themselves because the school does not have them. I am obliged to make copies of selected parts of the textbook to give to pupils. This process of copying requires money for papers, electricity and many other formalities. If I cannot make copies because of one or another reason pupils must copy the reading passages in their notebooks, and it is very consuming time activity. In brief, I need enough textbook to use when I am teaching to save time.

Extract 27: From listening, speaking, reading and writing there are relevant activities contained in GFE 1^{RE}. I think about all the activities that give pupils something to do in order to develop their language skills they are good and important.

Presentation of Grammar and vocabulary in GFE 1^{RE}

Extract 1: It provides pupils with a list of new words and a summary of grammar lessons.

Extract 2: In general activities and exercises are appropriate and helpful for pupils.

Extract 3: The textbook contributes with activities and tasks related to different language skills. It contains grammar, vocabulary, pronunciation, reading, speaking, writing and listening exercises. Each skill has different types of exercises and activities.

Extract 4: And also when I have to use my experience to help them understand and practice the structures they are supposed to know. When I have to select the material and adapt them to their level for comprehension.

Extract 5: Yes, it does because it contains exercises of different kinds and related to all language skills.

Extract 6: It provides pupils with a list of new words and a summary of grammar lessons.

Extract 7: What I can say is that all the skills are in the textbook. The teacher can follow the requirement of the curriculum or teach in consideration of the state exams.

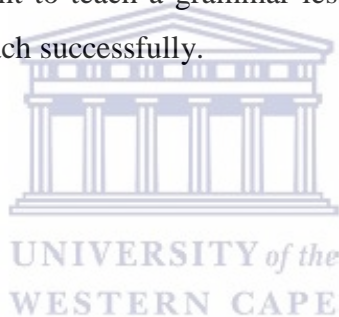
Extract 8: According to me, this textbook is not adapted to the level of my pupils because they are not able to understand simple language.

Extract 9: The textbook might be a little out of date because published long time ago this can affect reading passages but grammar has not yet evolved it can still be used for grammar.

Extract 10: It has good writing and speaking exercises from group to pair works

Extract 11: Teaching listening with GFE 1^{RE} is not easy because my pronunciation is not like the native speaker's one.

Extract 12: Only synthesis of Grammar lessons are presented in the textbook there is no much details. If I want to teach a grammar lesson I must have a grammar book otherwise I cannot teach successfully.



Appendix 11

Student-participants' selected responses to the interview

Physical and utilitarian attributes

Extract 1: The cover of the textbook is good with a good paper but I don't like the illustration on it. If the cover can be changed and replaced by something related to language and not to sport.

Extract 2: I have never seen the cover of the textbook but the titles are visible and the illustration inspires when you look at them.

Extract 3: There are a lot of illustrations in the textbook and most of them are for young kids, the font is acceptable, the titles and other instructions are very clear. It is well organized to help us pupils to understand lessons and develop our language skills and language use as well.

Extract 4: The physical appearance of the textbook helps us and also motivates me to use the textbook.

Extract 5: The textbook is older than me how can I say that it is up-to-date? But when the teacher explains that other textbooks have been published long time ago in the 1970's I don't know what to say about it.

Extract 5: It is a very old textbook I don't know how the cover is. It was well designed for students.

Content and suitability to students

Extract 1: It's very difficult to decide whether this is the kind of textbook we need to use.

Extract 2: The language is very difficult. If they could use a comprehensible language for all users it could be better. It seems that the language is used only for teachers it is not adapted for pupils.

Extract 3: I think that if all the pupils had the required level of English this textbook couldn't be a problem at all.

Extract 4: The textbook is challenging me I like it to improve myself but many of my classmates can't learn with it at all.

Extract 5: I want this textbook to be adapted to our level. It is not bad but we need textbook related to African realities in general and to Congolese realities in particular.

Extract 6: I want this textbook to be adapted to our level. It is not bad but we need textbook related to African realities in general and to Congolese realities in particular.

Extract 7: I find it a good textbook for basic knowledge of the language such as speaking, listening, reading and writing.

Extract 8: It has good tasks and activities I need to test and practice my language knowledge.

Extract 9: The textbook contains good reading activities and tasks, varied

Subject matter developed in GFE 1^{RE}

Extract 1: All the language skills we need to develop are contained in the textbook. But, as I said the language help doesn't pupils to use this textbook efficiently to develop their language use and their literacy skills.

Extract 2: The content of the textbook is good for pupils.

Extract 3: The textbook has instructions for any activity and task to perform but they aren't easy for all of us to understand because of the level of the language used. We only understand better with the teacher's help and explanations.

Extract 4: All the language skills we need to develop are contained in the textbook. But, as I said the language doesn't help students to use this textbook efficiently to develop their language use and their literacy skills. The high level of the language used, the difficult exercises make some students hate the subject and everything related to it.

Extract 5: The textbook is not related to African and Congolese realities it keeps many native speakers' linguistic culture and habits.

Extract 6: There are good reading activities in the textbook.

Extract 7: We can't every time ask the teacher to translate or to explain everything as if we were beginners.

Extract 8: We learn really with the textbook but we can't learn a lot of things at once.

Extract 9: Instructions should also be translated in French or written in easy English for our comprehension.

Extract 10: It is a good textbook relevant and efficient. It presents opportunities to learn and develop different language skills with various learning activities and tasks, but I find it really a very good textbook for speaking skill.

Extract 11: For some students it is relevant and efficient, adapted to their need for some others it isn't.

Appropriateness of activities and tasks by skills in GFE 1^{RE}

Extract 1: The high level of the language used, the difficult exercises make some students hate the subject and everything related to it.

Extract 2: Each reading passage is organized and introduced by instructions to guide students when they read to reach the objective of the lesson the comprehension. But all of the above don't help me consequently, I'm motivated. It's like wasting your time to read things you don't understand.

Extract 3: The instructions to read don't help us if the teacher doesn't intervene. We don't understand but we read because have to.

Extract 4: The textbook contains good reading activities and tasks, varied and accompanied with instructions about how to read and how to find specific answers and understand the text as a whole.

Extract 5: The textbook gives us the opportunity to practice the language in dialogues and role play in pair or in group. Activities and tasks help us discover many things such as new words and other people's lives. They really help us.

Extract 6: For me it is appropriate and provides me with what I want to lean. But some other colleagues find it not really appropriate to them because it doesn't address what they are expecting.

Extract 7: These instructions aren't easy to understand, our level of comprehension is very low but the textbook contains everything I can use to develop my reading capacity.

Listening activities and tasks in GFE 1^{RE}

Extract 1: The listening activities could be very good if we were listening to tapes or CD or watch videos but the teacher told us that there is no audio based on this textbook.

Extract 2: The teacher reads for us and we listen and respond to some questions. I find them very interesting. Yet, the technology has evolved we could even have audios of the conversations and listen to them on our smart phones everywhere not only in the classroom.

Extract 3: I don't like listening exercises but they are important for students. To develop and be accustomed to native speakers' speech I prefer listening American music, watch movies and shows in English. I think this will also improve my pronunciation.

Extract 5: I don't know the teacher has never conducted a listening comprehension in the class.

Speaking/communication activities and tasks in GFE 1^{RE}

Extract 1: There are very good speaking activities and tasks. I appreciated dialogues and conversations they really help to develop speaking.

Extract 2: I like the activities and the tasks. With dialogues and conversations I learn a lot with my group members. I really appreciate speaking. If I can't write and read I prefer to develop my speech.

Extract 3: I'm not sure the way I pronounce some words is correct because pronunciation is very limited and only to sounds considered as difficult sound. However, all the sounds are difficult.

Extract 4: It is a very good textbook for speaking skill. It contains good and basic dialogues and conversations to help students develop their speaking.

Extract 5: There aren't many exercises of pronunciation because it will also help me to speak.

Authenticity of Reading materials in GFE 1^{RE}

Extract 1: Different kinds of difficulties, the textbook is written in difficult English.

Extract 2: The textbook provides techniques and instructions for reading and this helps us prepare ourselves for the state exams.

Extract 3: The textbook provides techniques and instructions for reading and this helps us prepare ourselves for the state exams.

Extract 4: They are well organized and each has a specific objective.

Extract 5: The problem is that we don't understand perfectly.

Extract 6: There are different reading passages in the textbook, long and short ones but most of them are very long and very difficult.

Extract 7: There are instructions about how to read but I'm not sure the way I read and understand can help me improve my knowledge because I can read and will understand only when the teacher explains.

Extract 8: The reading passages start with instructions about how to read to reach the objectives. These instructions aren't easy to understand, our level of comprehension is very low but the textbook contains everything I can use to develop my reading capacity.

Extract 9: There are different useful reading activities and passages with appropriate objectives.

Extract 10: Writing activities and tasks are well organized based on what we know or what we are learning.

Extract 11: Each reading passage is organized and introduced by instructions to guide students when they read to reach the objective of the lesson and to comprehend. But all of the above don't help me consequently, I'm not motivated. It's like wasting your time to read things you don't understand.

Extract 12: We need short, adapted and comprehensible texts. The textbook should be adapted to us, to our society, to our culture, to things we already know and introduce new information to help us learn progressively from what we know to what we don't know.

Extract 13: They are well organized and each has a specific objective.

Extract 14: They help us discover many things such as new words and other people's lives. They really help us.

Writing activities and tasks in GFE 1^{RE}

Extract 1: There are easy writing exercises for all students and there are difficult ones. The most difficult ones are those ones that interest us the most: I mean writing for specific purpose.

Extract 2: All the writing activities and tasks are introduced by precise instructions about what to write. I don't see the techniques but the instructions help a lot. Even if according to me number of writing activities is not achievable by students.

Extract 3: The textbook has also good grammar exercises which help us a lot to develop our writing ability.

Extract 4: Give many models of writing letters, essays and others. To add much vocabulary some difficult words are not on the list of vocabulary in the textbook.

Presentation of vocabulary and Grammar in GFE 1^{RE}

Extract 1: Many texts look like extracts of journals and magazines the language used there is very difficult for us.

Extract 2: There are many grammar lessons but the textbook doesn't have good and comprehensible grammar exercises.

Extract 3: I like grammar activities in the textbook even if I don't understand perfectly but they aren't sufficient and examples also aren't sufficient to help and explain us understand when to use this form or the other.

Extract 4: The textbook has many difficult words for us, sometimes they help us to know different words sometimes they stop us from understanding the message.

Extract 5: If the teacher doesn't explain the instructions and the techniques to handle activities in the textbook it isn't easy for us to understand. To be responsible of my words, the language is a bit difficult for me I don't understand everything unless the teacher explains.

Extract 6: The textbook has also good grammar exercises but not well organized.

Extract 7: Grammar exercises and examples are given but I would like them to be more because sometimes other explanations are missing or aren't illustrated with comprehensible examples.

Extract 8: The number of vocabulary is not enough for one text. If a text is difficult we need to understand many words to comprehend a text.

Extract 9: I think that if the textbook has many and varied examples they will help students to understand better. The textbook gives only examples of grammatical structures but it doesn't give rules. It is difficult to understand such grammar lessons.

Extract 10: Some words are coming very often but others are not. Only when the teacher asks us to write sentences I use them.



Appendix 12

Teachers' evaluation data (Checklist)

Textbook title:						
Tick one of the codes (from 1 to 5) to indicate the level of importance of each criterion according to this key: 1: Strongly agree (SA), 2: Agree (A), 3: Not sure(NS), 4: Disagree (D), 5: Strongly disagree (SD) and add a comment where you can						
№	Evaluative criteria	SA	A	NS	D	SD
Physical and utilitarian attributes of GFE 1^{RE}						
1.	The material is up-to-date.	5 (20.0%)	10 (40.0%)	0 (0.0%)	5 (20.0%)	5 (20.0%)
2.	The book contains fun elements.	2 (8.0%)	12 (48.0%)	0 (0.0%)	7 (28.0%)	4 (16.0%)
3.	The textbook is compatible to the age of the students.	12 (48.0%)	11 (44.0%)	0 (0.0%)	2 (8.0%)	0 (0.0%)
4.	The textbook is compatible to the needs of the students.	5 (20.0%)	6 (24.0%)	0 (0.0%)	12 (48.0%)	2 (8.0%)
5.	The cover of the textbook is attractive.	14 (56.0%)	5 (14.0%)	0 (0.0%)	2 (8.0%)	4 (16.0%)
6.	Illustrations in the textbook are simple enough and close to the text that they facilitate its comprehension rather than detracting.	0 (0.0%)	18 (72.0%)	0 (0.0%)	4 (16.0%)	3 (12.0%)
7.	The textbook is interesting enough that students enjoy reading it.	3 (12.0%)	7 (28.0%)	0 (0.0%)	15 (60.0%)	0 (0.0%)
Content and suitability						
Suitability of GFE 1^{RE} content to Congolese 6th form students		SA	A	NS	D	SD
8.	The textbook content is relevant and efficient for the curriculum.	6 (24.0%)	5 (20.0%)	0 (0.0%)	13 (52.0%)	1 (4.0%)
9.	The content presents relevant activities and tasks to develop reading comprehension skills.	3 (12.0%)	16 (64.0%)	0 (0.0%)	6 (24.0%)	0 (0.0%)
10.	The content contains real-life issues that challenge the reader to think critically about his/her worldview in comparison to texts for native speakers.	2 (8.0%)	11 (44.0%)	0 (0.0%)	6 (24.0%)	6 (24.0%)
11.	The content serves as a window into learning about the target language culture (American, British, etc.)	5 (20.0%)	9 (36.0%)	0 (0.0%)	10 (40.0%)	1 (4.0%)
12.	The content presents enough integrated activities and tasks to develop all language skills.	3 (12.0%)	16 (64.0%)	0 (0.0%)	6 (24.0%)	0 (0.0%)
Subject matter developed in GFE 1^{RE}		SA	A	NS	D	SD

13.	The subject matter is presented topically, functionally in a logical and organized manner. (Tasks move from simple to complex.)	4 (16.0%)	19 (76.0%)	0 (0.0%)	1 (4.0%)	1 (4.0%)
14.	The subjects and the content of the textbook are generally realistic. (Task objectives are achievable).	6 (24.0%)	14 (56.0%)	0 (0.0%)	5 (20.0%)	0 (0.0%)
15.	The subjects and content of the textbook are interesting, challenging and motivating.	3 (12.0%)	16 (64.0%)	0 (0.0%)	6 (24.0%)	0 (0.0%)
16.	The subjects and the content of the textbook are relevant to my students' needs as English language learners.	6 (24.0%)	13 (52.0%)	0 (0.0%)	6 (24.0%)	0 (0.0%)
	<i>Quality and nature of language in GFE I^{RE}</i>	SA	A	NS	D	SD
17.	Examples and explanations in the textbook are understandable.	0 (0.0%)	11 (44.0%)	0 (0.0%)	13 (52.0%)	1 (4.0%)
18.	The language in the textbook is natural and real.	4 (16.0%)	14 (56.0%)	0 (0.0%)	6 (24.0%)	1 (4.0%)
	<i>Diversity in the subject matter and cultural aspects in GFE I^{RE}</i>	SA	A	SN	D	SD
19.	There is sufficient diversity in the subjects and content of the textbook. (It covers a variety of topics from different fields)	9 (36.0%)	11 (44.0%)	0 (0.0%)	5 (20.0%)	0 (0.0%)
20.	Materials are not culturally biased and they do not portray any negative stereotypes	7 (28.0%)	11 (44.0%)	0 (0.0%)	7 (28.0%)	0 (0.0%)
	skills and sub-skills					
	<i>Appropriateness of activities and tasks by skills in GFE I^{RE}</i>	SA	A	NS	D	SD
21.	Tasks are efficiently graded according to complexity.	3 (12.0%)	11 (44.0%)	0 (0.0%)	9 (36.0%)	2 (8.0%)
22.	Tasks are authentic or close to real language situations.	2 (8.0%)	19 (76.0%)	0 (0.0%)	2 (8.0%)	2 (8.0%)
23.	Tasks have achievable goals, creative and take into consideration students' capabilities.	4 (16.0%)	16 (64.0%)	0 (0.0%)	2 (8.0%)	3 (12.0%)
26.	There are activities for activating students' background knowledge before reading the text.	8 32.0%	10 40.0%	0 (0.0%)	5 20.0%	2 8.0%
27.	There are interactive and task-based activities that require students to use new vocabulary in writing.	2 (8.0%)	18 (72.0)	0 (0.0%)	5 (20.0%)	0 (0.0%)
	<i>Listening activities and tasks in GFE I^{RE}</i>	SA	A	NS	D	SD
28.	The textbook has appropriate listening tasks with well-defined goals.	2 (8.0%)	10 (40.0%)	0 (0.0%)	8 (32.0%)	5 (20.0%)
	<i>Speaking/communication activities and</i>	SA	A	NS	D	SD

	<i>tasks in GFE^{RE}</i>					
24.	Activities are developed to initiate meaningful communication.	2 (8.0%)	18 (72.0%)	0 (0.0%)	5 (20.0%)	0 (0.0%)
25.	Activities are balanced between individual response, pair work and group work.	3 (12.0%)	21 (84.0%)	0 (0.0%)	0 (0.0%)	1 (4.0%)
	<i>Authenticity of Reading materials in GFE I^{RE}</i>	SA	A	NS	D	SD
29.	The reading selections are authentic pieces of language.	2 (8.0%)	14 (56.0%)	0 (0.0%)	7 (28.0%)	2 (8.0%)
30.	The textbook uses authentic (real world) reading material at an appropriate level.	2 (8.0%)	15 (60.0%)	0 (0.0%)	7 (28.0%)	1 (4.0%)
31.	Many of the reading passages are up-to-date, interesting and meaningful.	2 (8.0%)	20 (80.0%)	0 (0.0%)	0 (0.0%)	3 (12.0%)
	<i>Quality of reading passages in GFE I^{RE}</i>	SA	A	NS	D	SD
32.	There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively.)	0 (0.0%)	11 (44.0%)	0 (0.0%)	9 (36.0%)	5 (20.0%)
33.	The text selections represent a variety of literary genres, and they contain multiple sentence structures.	5 (20.0%)	14 (56.0%)	0 (0.0%)	6 (24.0%)	0 (0.0%)
34.	Reading passages are graded and arranged.	6 (24.0%)	15 (60.0%)	0 (0.0%)	4 (16.0%)	0 (0.0%)
35.	Text lengths are appropriated.	4 (16.0%)	7 (28.0%)	0 (0.0%)	5 (20.0%)	9 (36.0%)
36.	Some reading passages are not easy for most of the students to deal with.	1 (4.0%)	18 (72.0%)	0 (0.0%)	5 (20.0%)	1 (4.0%)
	<i>Reading processes in GFE I^{RE}</i>	SA	A	NS	D	SD
38.	There are instructions telling students how to read for comprehension.	12 (48.0%)	9 (36.0%)	0 (0.0%)	2 (8.0%)	2 (8.0%)
39.	Students are given sufficient instructions and examples of using top-down and bottom-up reading strategies for reading comprehension.	3 (12.0%)	10 (40.0%)	0 (0.0%)	11 (44.0%)	1 (4.0%)
40.	There are adequate activities for students to preview, skim, scan, summarize, and to find the main idea.	9 (36.0%)	10 (40.0%)	0 (0.0%)	3 (12.0%)	3 (12.0%)
	<i>Writing activities and tasks in GFE I^{RE}</i>	SA	A	NS	D	SD
41.	Writing activities and tasks are interesting.	3 (12.0%)	8 (32.0%)	0 (0.0%)	9 (36.0%)	5 (20.0%)
42.	The writing tasks enhance free writing skills.	3 (12.0%)	7 (28.0%)	0 (0.0%)	12 (48.0%)	3 (12.0%)
43.	Some writing tasks are easy for most of the students to deal with.	1 (4.0%)	13 (52.0%)	0 (0.0%)	3 (12.0%)	8 (32.0%)
44.	Writing activities and tasks are suitable in terms of degree of accuracy and amount	1 (4.0%)	15 (60.0%)	0 (0.0%)	4 (16.0%)	5 (20.0%)

	of guidance.					
	<i>Writing procedures and techniques in GFE I^{RE}</i>	SA	A	NS	D	SD
45.	Writing activities and tasks in the textbook are guided and controlled according to writing types. (Models are provided for different types)	1 (4.0%)	14 (56.0%)	0 (0.0%)	8 (32.0%)	2 (8.0%)
46.	The textbook leads students from simple controlled writing activities to free guided writing activities.	1 (4.0%)	17 (68.0%)	0 (0.0%)	5 (20.0%)	2 (8.0%)
	<i>Presentation of vocabulary in GFE I^{RE}</i>	SA	A	NS	D	SD
47.	The vocabulary load (number of new words) in each lesson is appropriate to the level, so the text is understandable and students are able to retain new vocabulary.	3 (12.0%)	16 (64.0%)	0 (0.0%)	6 (24.0%)	0 (0.0%)
48.	New vocabulary items are repeated in subsequent lessons to reinforce their meaning and use.	9 (36.0%)	6 (24.0%)	0 (0.0%)	10 (40.0%)	0 (0.0%)
49.	New vocabulary items are presented in a variety of ways (in different context).	1 (4.0%)	15 (60.0%)	0 (0.0%)	4 (16.0%)	5 (20.0%)
50.	The textbook follows top-down techniques for presenting and teaching new vocabulary words.	4 (16.0%)	11 (44.0%)	0 (0.0%)	3 (12.0%)	7 (28.0%)
	<i>Presentation of Grammar in GFE I^{RE}</i>	SA	A	NS	D	SD
51.	Grammar rules are presented in a logical manner and in increasing order of difficulty.	1 (4.0%)	18 (72.0%)	0 (0.0%)	0 (0.0%)	6 (24.0%)
52.	The spread of grammar is achievable.	2 (8.0%)	16 (64.0%)	0 (0.0%)	7 (28.0%)	0 (0.0%)
53.	The grammar is contextualized. Examples are interesting and based on real facts.	3 (12.0%)	14 (56.0%)	0 (0.0%)	8 (32.0%)	0 (0.0%)

Appendix 13

Students' evaluation data (Checklist)

Textbook title:						
Tick one of the codes (from 1 to 5) to indicate the level of importance of each criterion according to this key: 1: Strongly agree (SA), 2: Agree (A), 3: Not sure(NS), 4: Disagree (D), 5: Strongly disagree (SD) and add a comment where you can						
N^o	Evaluative criteria	SA	A	NS	D	SD
	<i>The physical and utilitarian attributes of GFE I^{RE}</i>	1	2	3	4	5
1.	The material is up-to-date.	16 (7.7%)	60 (28.7%)	17 (8.1%)	67 (32.1%)	49 (23.4%)
2.	The book contains fun elements	26 (12.4%)	109 (52.1%)	12 (5.7%)	50 (23.9%)	12 (5.7%)
3.	The textbook is compatible to 6 th students' needs.	52 (24.9%)	116 (55.5%)	10 (4.8%)	17 (8.1%)	14 (6.7%)
4.	The cover of the textbook is attractive.	50 (23.9%)	85 (40.7%)	24 (11.5%)	31 (14.8%)	19 (9.1%)
5.	Illustrations are simple enough and close to the text that they facilitate its comprehension rather than detracting.	72 (34.4%)	97 (46.4%)	0 (0.0%)	32 (15.3%)	8 (3.8%)
6.	The textbook is interesting enough that students enjoy learning with and reading it.	49 (23.4%)	101 (48.3%)	0 (0.0%)	33 (15.8%)	26 (12.4%)
	Content and suitability					
	<i>Suitability of GFE I^{RE} content to Congolese 6th form students.</i>	SA	A	NS	D	SD
7.	The textbook content is relevant and efficient for the curriculum.	33 (15.8%)	133 (63.6%)	13 (6.2%)	10 (4.8%)	20 (9.6%)
8.	The content presents relevant activities and tasks to develop reading comprehension and writing skills.	43 (20.6%)	102 (48.8%)	3 (1.4%)	37 (17.7%)	24 (11.5%)
9.	The content contains real-life issues that challenge the reader to think critically about his/her worldview in comparison to texts for native speakers.	44 (21.1%)	88 (42.1%)	9 (4.3%)	46 (22.0%)	22 (10.4%)
10.	The content serves as a window into learning about the target language culture (American, British, etc.)	42 (20.1%)	105 (50.2%)	13 (6.2%)	35 (16.7%)	14 (6.7%)
11.	The content presents enough integrated activities and tasks to develop all language skills.	34 (16.3%)	100 (47.8%)	5 (2.4%)	35 (16.7%)	35 (16.7%)

	<i>Subject matter developed in GFE 1^{RE}</i>	SA	A	NS	D	SD
12.	The subject matter is presented topically, functionally in a logical and organized manner. (Tasks move from simple to complex.)	37 (17.7%)	118 (56.5%)	6 (2.9%)	31 (14.8%)	17 (8.1%)
13.	The subjects and the content of the textbook are generally realistic. (Task objectives are achievable).	32 (15.3%)	102 (48.8%)	9 (4.3%)	38 (18.2%)	28 (13.4%)
14.	The subjects and content of the textbook are interesting, challenging and motivating.	47 (22.5%)	90 (43.1%)	4 (1.9%)	35 (16.7%)	33 (15.8%)
15.	The subjects and the content of the textbook are relevant to my needs as English language learners.	81 (38.8%)	82 (39.2%)	0 (0.0%)	27 (12.9%)	19 (9.1%)
	<i>Quality nature and type of language in GFE 1^{RE}</i>	SA	A	NS	D	SD
16.	Examples and explanations in the textbook are clear and understandable.	80 (38.3%)	95 (45.5%)	9 (4.3%)	18 (8.6%)	7 (3.3%)
17.	The language in the textbook is natural and real.	42 (20.1%)	93 (44.5%)	11 (5.3%)	37 (17.7%)	26 (12.4%)
	<i>Diversity of subject matter and cultural aspects GFE 1^{RE}</i>	SA	A	NS	D	SD
18.	There is sufficient variety in the subjects and content of the textbook. (It covers a variety of topics from different fields)	35 (16.7%)	116 (55.5%)	5 (2.4%)	34 (16.3%)	19 (9.1%)
19.	Materials are not culturally biased and they do not portray any negative stereotypes	38 (18.2%)	105 (50.2%)	10 (4.8%)	42 (20.1%)	14 (6.7%)
	skills and sub-skills					
	<i>Appropriateness of activities and tasks by skills in GFE 1^{RE}</i>	SA	A	NS	D	SD
20.	Activities and tasks have achievable goals, creative and take into consideration students' capabilities.	38 (18.2%)	99 (47.4%)	11 (5.3%)	42 (20.1%)	19 (9.1%)
21.	There are activities for activating students' background knowledge before reading the text.	56 (26.8%)	124 (59.3%)	6 (2.9%)	16 (7.7%)	7 (3.3%)
	<i>Listening activities and tasks in GFE 1^{RE}</i>	SA	A	NS	D	SD
22.	The textbook has appropriate listening tasks with well-defined goals.	29 (13.9%)	116 (55.5%)	12 (5.7%)	33 (15.8%)	19 (9.1%)
	<i>Speaking/communication activities and</i>	SA	A	NS	D	SD

	<i>tasks in GFE^{RE}</i>					
23.	Activities are developed to initiate meaningful communication.	27 (12.9%)	105 (50.2%)	0 (0.0%)	45 (21.5%)	32 (15.3%)
24.	Activities are balanced between individual response, pair work and group work.	29 (13.9%)	108 (51.7%)	8 (3.8%)	31 (14.8%)	33 (15.8%)
	<i>Authenticity of Reading materials in GFE I^{RE}</i>	SA	A	NS	D	SD
25.	The reading selections are authentic pieces of language.	48 (23.0%)	107 (51.2%)	4 (1.9%)	34 (16.3%)	16 (7.7%)
26.	Many of the reading passages are up-to-date, interesting and meaningful.	30 (14.4%)	100 (47.8%)	17 (8.1%)	45 (21.5%)	17 (8.1%)
	<i>Quality of reading passages in GFE I^{RE}</i>	SA	A	NS	D	SD
27.	The text selections represent a variety of literary genres, and they contain multiple sentence structures.	54 (25.8%)	101 (48.3%)	2 (1.0%)	42 (20.1%)	10 (4.8%)
28.	Reading passages are graded and arranged.	29 (13.9%)	128 (61.2%)	9 (4.3%)	20 (9.6%)	23 (11.0%)
29.	Text lengths are appropriate.	29 (13.9%)	85 (40.7%)	8 (3.8%)	66 (31.6%)	21 (10.0%)
30.	Some reading passages are easy for most of the students to deal with.	37 (17.7%)	91 (43.5%)	10 (4.8%)	44 (21.1%)	27 (12.9%)
	<i>Reading processes in GFE I^{RE}</i>	SA	A	NS	D	SD
31.	There are instructions telling students how to read for comprehension.	39 (18.7%)	89 (42.6%)	6 (2.9%)	47 (22.5%)	28 (13.4%)
32.	Students are given sufficient instructions and examples of using top-down and bottom-up reading	29 (13.4%)	72 (34.4%)	14 (6.7%)	61 (29.2%)	33 (15.8%)
33.	There are adequate activities for students to preview, skim, scan, summarize, and to find the main idea.	39 (18.7%)	90 (43.1%)	5 (2.4%)	50 (23.9%)	25 (12.0%)
	<i>Writing activities and tasks in GFE I^{RE}</i>	SA	A	NS	D	SD
34.	Writing activities and tasks are interesting.	39 (18.7%)	119 (56.9%)	6 (2.9%)	26 (12.4%)	19 (9.1%)
35.	The writing activities and tasks enhance free writing skills.	28 (13.4%)	78 (37.3%)	8 (3.8%)	57 (27.3%)	38 (18.2%)
36.	Some writing tasks are easy for most of the students to deal with.	23 (11.0%)	82 (39.2%)	18 (8.6%)	52 (24.9%)	34 (16.3%)
37.	Writing activities and tasks are suitable in terms of degree of accuracy and amount of guidance.	22 (10.5%)	79 (37.8%)	12 (5.7%)	63 (30.1%)	33 (15.8%)

	<i>Writing procedures in GFE 1^{RE}</i>	SA	A	NS	D	SD
38.	Writing activities and tasks in the textbook are guided and controlled. (Models are provided for different genres)	19 (9.1%)	84 (40.2%)	15 (7.2%)	61 (29.2%)	30 (14.4%)
	<i>Presentation of vocabulary in GFE 1^{RE}</i>	SA	A	NS	D	SD
39.	New vocabulary items are repeated in subsequent lessons to reinforce their meaning and use.	44 (21.1%)	85 (40.7%)	14 (6.7%)	42 (20.1%)	24 (11.5%)
40.	New vocabulary items are presented in a variety of ways (in different context).	43 (20.6%)	105 (50.2%)	8 (3.8%)	30 (14.4%)	23 (11.0%)
	<i>Presentation of Grammar in GFE 1^{RE}</i>	SA	A	NS	D	SD
41.	Grammar rules are presented in a logical manner and in increasing order of difficulty.	34 (16.3%)	100 (47.8%)	8 (3.8%)	38 (18.2%)	29 (13.9%)
42.	The spread of grammar is achievable.	46 (22.0%)	114 (54.5%)	5 (2.4%)	32 (15.3%)	12 (5.7%)
43.	The grammar is contextualized.	38 (18.2%)	102 (48.8%)	7 (3.3%)	40 (19.1%)	22 (10.5%)

