

NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**AN EVALUATION OF “ENGLISH FOR LIBYA” AND TEACHERS’
PERSPECTIVES: A CASE STUDY OF PREPARATORY 1 TEXTBOOK**

MASTER THESIS

HANAN MOHAMED AL BAHBUH

NICOSIA

JANUARY 2018

NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**AN EVALUATION OF “ENGLISH FOR LIBYA” AND TEACHERS’
PERSPECTIVES: A CASE STUDY OF PREPARATORY 1 TEXTBOOK**

MASTER THESIS

HANAN MOHAMED AL BAHBUH

Supervisor: Asst. Prof. Dr. Çise Çavuşoğlu

NICOSIA

JANUARY 2018

Approval of the Graduate School of Educational Sciences

Prof. Dr. Fahriye Altınay Aksal
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Assoc. Prof. Dr. Mustafa Kurt
Head of Department

This is to certify that we have read this thesis submitted by Hanan Mohamed Al Bahbuh titled “**An Evaluation of “English For Libya” and Teachers’ Perspectives: A Case Study Of Preparatory 1 Textbook**” and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Asst. Prof. Dr. Çise Çavuşoğlu
Supervisor

Examining Committee Members

Asst. Prof. Dr. Thana Hmidani _____

Asst. Prof. Dr. Doina Popescu _____

Asst. Prof. Dr. Çise Çavuşoğlu _____

DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

Full Name: Hanan Mohamed Al Bahbuh

Field of Study: English Language Teaching

Signature: _____

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor, Asst. Prof. Dr. Çise Çavuşođlu for her invaluable guidance, advice, support and feedback during writing my thesis.

My special thanks are due to my great parents for their support and encouragement. Many thanks go to my husband and beloved children, Atiya, Kenen and Baraah for their support and for being there whenever I needed them.

I am also grateful to the Head of the Department, Assoc. Prof. Dr. Mustafa Kurt and the staff members.

ABSTRACT**AN EVALUATION OF “ENGLISH FOR LIBYA” AND TEACHERS’
PERSPECTIVES: A CASE STUDY OF PREPARATORY 1 TEXTBOOK****HANAN MOHAMED AL BAHBUH****M. A. Program, English Language Teaching****Supervisor: Asst. Prof. Dr. Çise Çavuşoğlu****January 2018, 137 pages**

The current study aimed to investigate the extent to which the principles of the Communicative Language Teaching (CLT) were used in English for Libya, Preparatory 1 course pack as well as the teachers’ perspectives towards it. The study was conducted through two phases. First, the course pack was evaluated using a checklist criteria adapted from Cunningsworth (1995), Miekley (2005), and Mukundan, Hajimohammadi & Nimehchisalem (2011). Second, the teachers’ perspectives in the area of Zliten in Libya towards the textbook and its implementation in the classroom were examined through a researcher-made questionnaire. A total of 63 participant teachers in basic schools in Zliten took part in this study. The elicited data through the questionnaires were analyzed using descriptive statistics, t-tests and ANOVA. The findings of the evaluation showed that the textbook had the features of the CLT but to a limited degree, whereas the statistical results revealed that the teachers were positive towards the textbook with significant differences observed in their perceptions with respect to their years of experience. In the light of the findings, it is recommended that regular revision to the textbook should be conducted. In addition, teachers should have the opportunity to attend in-service training sessions to be better equipped in ways to use the textbook communicatively.

Key Words: Communicative Language Teaching, textbook evaluation, English as a Foreign Language, Libyan teachers

ÖZ

“LİBYA İÇİN İNGİLİZCE” DERS KİTABI VE ÖĞRETMENLERİN GÖRÜŞLERİ: HAZIRLIK 1 DERS KİTABI ÜZERİNDE ÖRNEK VAKA ÇALIŞMASI

HANAN MOHAMED AL BAHBUH

M. A. Program, İngilizce Öğretmenliği

Danışman: Yrd. Doç. Dr. Çise Çavuşoğlu

Ocak 2018, 137 sayfa

Bu çalışmada, İletişimci Dil Öğretiminin (İDL) ilkelerinin Libya için İngilizce ders kitabı Hazırlık seviyesi ders paketi incelenmiş ve öğretmenlerin bu konudaki görüşleri ile kitabın ne ölçüde kullanıldığı irdelenmiştir. Çalışma iki aşamalı olarak yürütülmüştür. Birinci aşamada, ders paketi Cunningsworth (1995), Miekley (2005) ve Mukundan, Hajimohammadi ve Nimehchisalem'dan (2011) uyarlanmış bir kontrol listesi kriterleri kullanılarak değerlendirilmiştir. İkinci aşamada ise, Libya'daki Zliten bölgesinde bu ders kitabını kullanan hazırlık sınıfı öğretmenlerinin ders kitabına yönelik görüşleri ve sınıf içerisindeki uygulamaları anket yoluyla incelenmiştir. Çalışmada Zliten'deki temel okullardan toplam 63 katılımcı öğretmen yer almıştır. Anketler yoluyla elde edilen veriler, betimsel istatistikler, t-testleri ve ANOVA kullanılarak analiz edilmiştir. Değerlendirme bulguları, ders kitabının İDL'nin özelliklerine genel çerçevede sahip olduğunu göstermiştir. İstatistiksel sonuçlar ise, öğretmenlerin genel olarak kitaba karşı olumlu bir bakış açısına sahip olduklarını ortaya koymuş, öğretmenlik deneyimi sürelerine göre de kitabın İDL'yle olan yaklaşımına karşı gruplar arasında anlamlı farklılıkları bulunduğunu göstermiştir. Bulgular ışığında, ders kitabının düzenli olarak değerlendirilmesi gerektiği önerilmektedir. Buna ek olarak, öğretmenlerin ders kitaplarını iletişimsel olarak kullanıp daha donanımlı olabilmeleri için hizmet içi eğitim programlarına katılma şansı verilmelidirler.

Anahtar Kelimeler: İletişimsel dil öğretimi, ders kitabı değerlendirme, Yabancı Dil Olarak İngilizce, Libyalı öğretmenler.

TABLE OF CONTENTS

Approval of the Graduate School of Educational Sciences.....	2
DECLARATION.....	3
ACKNOWLEDGEMENTS.....	4
ABSTRACT.....	5
ÖZ.....	6
TABLE OF CONTENTS.....	7
LIST OF APPENDICES.....	10
LIST OF TABLES.....	11
LIST OF FIGURES.....	12
LIST OF ABBREVIATIONS.....	13
CHAPTER I. INTRODUCTION.....	14
Introduction.....	14
Background of the Study.....	15
Statement of the Problem... ..	17
Purpose of the Study.....	18
Significance of the Study.....	19
Limitations.....	19
Conclusion... ..	19
CHAPTER II. LITERATURE REVIEW.....	21
Introduction.....	21
Communicative Language Teaching (CLT).....	21
Syllabus in the Communicative Approach.....	22
English for Libya and the Communicative Approach.....	24

Role of Textbooks in Language Teaching	26
Textbook Evaluation	27
Approaches and Criteria for Textbook Evaluation	28
Studies on EFL Textbook Evaluation	32
Conclusion.....	36
CHAPTER III. METHODOLOGY.....	37
Introduction.....	37
Design of the Study	37
The Textbook.....	40
Participants	41
Data Collection.....	43
The instrument.....	43
Data Collection Procedures.....	43
Validity and Reliability	44
Data Analysis.....	44
Ethical Consideration	45
Conclusion.....	46
CHAPTER IV. FINDINGS AND DISCUSSION.....	47
Introduction.....	47
English For Libya Textbook, Preparatory 1: An Evaluation	47
Teachers' Perspectives towards English for Libya, Preparatory 1: An Overall Overview	58
Teachers' Views towards Preparatory 1 based on Years of Experience and College of Graduation	65
Years of experience.....	65

College of graduation	66
Teachers' Use of Preparatory 1 in the Classroom.....	66
Discussion.....	67
Evaluation of English for Libya, Preparatory 1 based on CLT approach's principles.....	67
The attitudes of teachers on Preparatory 1 textbook	69
Teachers' use of preparatory 1 textbook.....	70
Attitudes based on years of experience.....	71
Teachers' perspective towards technological supports (equipment).....	73
Teachers' perspective towards parental involvement	74
Teachers' perspective towards School Administration	74
Conclusion.....	74
CHAPTER V. CONCLUSION	76
Introduction.....	76
Main Findings.....	76
Suggestions for Practice	78
Recommendations for Further Research	79
Conclusion.....	79
REFERENCES	81
APPENDICES	88

LIST OF APPENDICES

APPENDIX A	Ethical Approval	88
APPENDIX B	Results of the overall evaluation of Preparatory 1 textbook	89
APPENDIX C	The questionnaire	91
APPENDIX D	The front cover page	95
APPENDIX E	Content pages	96
APPENDIX F	Lesson 2 and 3 from Unit 3: Likes and dislikes	98
APPENDIX G	Lesson 2 and 3 from Unit 7: Past and present	99
APPENDIX H	Descriptive statistics for teachers' perspectives towards English for Libya, Preparatory 1	100
APPENDIX I	Descriptive statistics for teachers' use of the textbook	103
APPENDIX J	ANOVA Test results based on years of experience for the perspectives of teachers	106
APPENDIX K	Post-hoc test results based on years of experience for the perspectives of teachers	111
APPENDIX L	Results for teachers' perspectives based on their college of graduation.....	122
APPENDIX M	ANOVA test results based on years of experience for the teachers' use of the textbook	126
APPENDIX N	Results for the teachers' use of the textbook based on their college of graduation... ..	134

LIST OF TABLES

Table 1	Curriculum principles as highlighted in the teacher's book	25
Table 2	Range of activities presented in Unit 2 and 3	53
Table 3	Descriptive statistics for teachers' views towards the technological support.....	61
Table 4	Descriptive statistics for teachers' views towards parental involvement	62
Table 5	Descriptive statistics for teachers' views towards school administration	64

LIST OF FIGURES

Figure 1	Respondents' years of experience.....	42
Figure 2	Respondents' college of graduation.....	42
Figure 3	Example from lesson 3.7, Textbook: Section A.....	50
Figure 4	Example from lesson 3.7, Workbook: Section A	51
Figure 5	Example from lesson 3.7, Textbook: Section B.....	51
Figure 6	Example from lesson 3.7, Workbook: Section B.....	52
Figure 7	Lesson elements	56
Figure 8	Instructions for the teacher on suggested procedure	57

LIST OF ABBREVIATIONS

CLT	:	Communicative Language Teaching
ELT	:	English Language Teaching
EFL	:	English as a Foreign Language
ICT	:	Information and Communication Technology
SPSS	:	Statistical Package for Social Sciences
ANOVA	:	Analysis of Variance

CHAPTER I

INTRODUCTION

Introduction

Textbooks play a vital role in the process of teaching and learning a language. They provide teachers the main guide for the teaching process and the main source of the teaching ideas. The textbook offers a kind of plan that can be followed by teachers, leaving them free to engage in other meaningful activities such as lesson planning (Aftab, 2011). Good textbooks provide a sensible gradation of language items. Language teaching textbooks, however, should focus on the diversity of roles and functions that language plays in different contexts relating to various situations of use. Aftab (2011) implies that a textbook can offer a blueprint, reflect diversity, present examples of language, encourage autonomous learning, contribute towards teacher training, and provide support in terms of methodology and lexis. Whenever the learners' needs are identified and clear, textbooks have to be based on both present needs and future needs of the language learners. Thus, Davis and Pearse (as cited in Aftab, 2011) confirm that the value of the textbook is essentially dependent upon the quality of the books being used. In other words, textbooks should never be static since they serve as a valuable language practice within the classroom, especially for English as foreign language (EFL) learners.

When designing textbooks, a process of selection of the aspects of language must be carried out and presented in a systematic and organized way. Though the textbooks designed by professional writers are usually of good quality in terms of organization packaging and design, they tend to be lacking in qualities of being creative and imaginative (Tomlinson, as cited in Lawrence, 2011). Therefore, a process of textbook evaluation is

very important to measure the effectiveness of the textbook objectives, its approach to language teaching and its practicality for the teachers and students.

The focus of this study is to evaluate the current textbook used to teach English in Libya, English for Libya, Preparatory 1, based on the Communicative Approach principles. The study also investigates the perspectives of Preparatory 1 teachers on the effectiveness of this textbook and whether they find them appropriate for the given level to be used communicatively in the schools of Zliten in Libya.

Background of the Study

English has been taught in Libya for the first time in the 1940s. The first English language series taught in Libya at that time was *Basic Way to English* by KC Ogden. This series meant to teach English through vocabulary of 850 words. Later, in the 1960s, this series was replaced by *New Method* textbook by Michael West which was designed about the Arab culture and this one also has been replaced by *Modern Reader* written by A. Johnson. After that, the Libyan government decided to change the English language program to be based on students' linguistic and cultural needs. A new series was written by Mustafa Gusbi under the title *English for Libya*, which was produced locally (Mohsen, 2014).

English teaching and learning has been stopped in 1986 by the Libyan Education Authority due to some political reasons, to be resumed again in 1994, which resulted in a great lack of teachers. The same previous textbooks were used again. According to Barton, "This series aims at building English language, focusing on basic sentence through the use of Direct Method" (as cited in Omar, 2014, p.35). Since these textbooks focused on reading only, the Ministry of Education assigned new versions named *Living English for*

Libya based on grammar structures, vocabulary and translation where students could memorize vocabulary and grammar rules and use Arabic language to understand these rules and vocabulary. In 2000s, this series was proven unsuccessful to enable students to speak in English. Therefore, the Ministry contracted with Garnet Publishing to produce a communicative curriculum. “The new curriculum is based on a communicative approach to language teaching” (Larsen-Freeman, as cited in Altaieb, 2013 p. 13). This approach emphasizes teaching the language in authentic contexts and focuses on the communicative aspects of English. However, Altaieb (2013) states that “As far as I am aware, this large scale reform took place only on the textbook level and ignored other components vital to the success of curricular reform, including technology supply, professional development, teachers’ beliefs, students’ needs, and school structures such as space and time”.

Studies and research about teaching and learning English in Libya have been conducted to examine the effectiveness of the CLT in the new English curriculum **English for Libya** and to investigate the difficulties that Libyan teachers encounter while teaching English in Libya. These studies include the works of Ibrahim & Carey (2016), Omar (2014), Altaieb (2013), Orafi (n.d.) and Orafi (2008). The results in these studies share almost the same findings. They have revealed that teaching and learning English in Libya is still unsatisfactory due to factors such as, teachers’ lack of training in CLT, a focus on rote memorization in teaching and learning, students’ lack of motivation and more importantly the lack of equipment and technological support. According to Altaieb (2013), “There is a gap between what is expected in the new curriculum and what is actually being done in classrooms” (p.iii). On the other hand, no studies attempted to evaluate these textbooks to see how much of the CLT principles are presented in the curriculum. Textbook evaluation is very important in examining the effectiveness of teaching and material development.

Statement of the Problem

Libyan preparatory schools are concerned with teaching learners who started learning English at their fifth school year. English for Libya, Preparatory book 1 is designed for 7th grade Libyan students. Based on the researcher's experience, students' level at graduation is found low and this can be observed from their low scores, especially in speaking and listening and when applying for international tests such as the IELTS. Furthermore, according to her experience as a teacher in the preparatory school, the researcher noticed that there are many students who are affected by difficulties in dealing with learning English through the textbooks assigned for them in preparatory schools. Preparatory book 1, as the authors suggest, has been written with the specific needs of Libyan students in mind. This means that the contexts and topics through which the language is presented have been chosen to draw upon their knowledge and experience of the world, as well as their personal interests (English for Libya– Teachers' book, 2015). Although the textbooks are well organized and claim to be based on Communicative Language Teaching (CLT) approach, it appears that the communicative aspects of the textbook are not used in the classroom. Thus, this thesis hypothesizes that there are not enough communicative activities among the students in the class. The listening skill is neglected by the teachers, the class is teacher- centered and the students learn about the language rather than using it. These are all against the CLT approach's principles. Therefore, this study aims to understand the extent to which this textbook is based on the CLT approach's principles. It also investigates the perspectives of the teachers on the effectiveness of this textbook from CLT's point of view.

Purpose of the Study

Studies on textbook evaluation have ensured that evaluation is widely considered as a powerful means of improving the quality of education. Since every teaching setting is unique where students have different backgrounds, abilities and needs, the criteria will definitely vary (AbdelWahab, 2013). A large number of textbook evaluation framework researchers, such as Byrd, Cunningsworth, Daoud and Celce-Murcia, Ellis, Harmer, McDonough and Shaw, Sheldon, Sekierso, Tomlinson, Ur, Williams, have used the checklist based approach in helping teachers to evaluate English Language Teaching (ELT) textbooks (as cited in Lawrence, 2011). They have also stressed the importance of checklists as an evaluation tool for textbooks and stated that evaluation items can be modified according to ones' needs so as to provide flexibility during the evaluation process. Thus, this study attempts to evaluate English for Libya, Preparatory 1 using a self-constructed evaluation criteria for evaluation of curriculum fitness, as well as investigating the teachers' opinions on this textbook by answering the following research questions:

1. To what extent are the main principles of the Communicative Language Teaching Approach used in English for Libya, Preparatory 1?
2. What are the attitudes of teachers on English for Libya, Preparatory 1?
3. Do the teachers' attitudes differ based on:
 - a) their years of experience?
 - b) their college of graduation?

Significance of the Study

It is very important in the educational process to measure the quality of teaching and learning in order to see how a certain textbook works. This study analyzes the presentation of English for Libya, Preparatory 1, which is proposed to be based on the characteristics of the CLT approach, and teachers' attitudes towards the textbook and its use in the classroom. The results of the study will provide an insight into the strengths and shortcomings of the prescribed textbook, and the interests and mindsets of teachers regarding this book. It is also hoped that the study results will help in making some recommendations for educators and educational institutes for improving the quality of the textbooks as well as the teaching and learning process.

Limitations

The study is limited to English for Libya, Preparatory 1 textbook, and their effectiveness in learning and teaching English. The participants of the study are only the teachers of Preparatory book 1 in the city of Zliten, since they have similar educational backgrounds i.e. they were all Libyan citizens and have been educated in Libya. The self-evaluative criteria used in this study are only some of the possible sets of criteria for English language textbooks evaluation which are based on the CLT approach.

Conclusion

The analysis of textbooks has been considered as an integral part in the educational process for the sake of improvement and modification. This chapter discussed an overview of the prominent issues concerning the study starting with an introduction to the study and

ending with its limitations. The next chapter will present a detailed account of the general issues related to the CLT approach and textbook evaluation related to previous studies.

CHAPTER II

LITERATURE REVIEW

Introduction

This study focuses on textbook evaluation and the application of the Communicative Language Teaching (CLT) approach in the textbook English for Libya, Preparatory 1. Thus, this chapter reviews the literature on the main issues of textbook evaluation such as the role of textbooks in English Language Teaching (ELT) classrooms, textbook evaluation and the approaches and criteria for evaluating textbooks. It also introduces the results of some related previous studies on evaluating textbooks. In addition, a discussion on the CLT approach and English for Libya is also addressed.

Communicative Language Teaching (CLT)

CLT is an approach of teaching foreign languages that originated in 1970s as a reaction to the Grammar Translation Method and the Audio-Lingual Method, which failed to facilitate learners' ability to use language for communication (Richards & Rodgers, 1992 as cited in Al Bahbuh, 2005). It was an attempt of the linguists to develop such a syllabus to enable learners to use the language effectively and in real communicative contexts. This approach has shifted the focus of teaching from grammar and structure into the social aspects of language (Altaieb, 2013). In other words, it allows learners to speak the language and not about the language.

Hymes (as cited in Al-Mutawa and Kailani, 1996) draws attention to a new concept, a "communicative competence" (p.21). As defined by Richards et al. (1999) communicative competence refers to "the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and

where to use these sentences” (p. 65). They maintain that communicative competence includes:

1. knowledge of the grammar and vocabulary of the language....
2. knowledge of rules of speaking (e.g. knowing how to begin and end conversations...)
3. knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks, and invitations
4. knowing how to use language appropriately... (Richards et al. 1999 p. 65)

It can be understood from the above definitions that Hymes draws attention to the functional and communicative potential of language that was not addressed in traditional methods. The conception of communicative competence, then, stresses the communicative aspect of language by focusing on developing the learners’ knowledge of the functions of a language and the ability to use such knowledge in appropriate situations (Al Bahbuh, 2005). Yet, Hymes does not reject Chomsky’s (1965) notion of linguistic competence. On the contrary, He considers grammatical competence as an important component of the communicative competence. The primary aim of the communicative approach is to prepare learners for meaningful communication. Moreover, it aims to develop learners’ linguistic competence, not for its own sake as in structural or traditional approaches, but as a means of carrying out communicative functions.

Syllabus in the Communicative Approach

Swan (as cited in Rossner& Bolitho, 1995) suggested that structure or grammar-based courses are based on a theory of language that assumes the structural or grammatical

aspects of language as the most basic or useful. Also, it can be seen from such syllabuses that the focus is on forms, words and sentences at the expense of meaning and concepts. Traditional courses have succeeded in teaching students how to make negative and interrogative, for instance, but failed to teach them how to manipulate this knowledge in doing functions like thanking, greeting and apologizing.

The notional functional syllabus, however, is in contrast with the grammatical syllabus, since it takes the communicative aspect of language as the starting point. That is, the syllabus is organized in terms of the concepts and functions rather than the forms of language. Yet, grammar is not neglected altogether. Rather, grammar is used to explain different forms that are used to accomplish certain functions. Also, a communicative syllabus tries to develop grammatical categories within a general consideration of the functions of language. In other words, it identifies many types of language purposes and it further specifies how these functions may be realized in various ways through different structural categories. Larsen-Freeman (2000), for instance, offers an example that explains how one function like 'introducing a friend' can be expressed in a variety of forms:

Roger, this is (my friend) Paula.

I would like you to meet Paula.

Let me present Paula to you.

Roger, meet Paula.

Allow me to introduce Paula.

Since the learner is at the center of the communicative approach, his needs have taken priority in designing and organizing the syllabus. The communicative view of language can help the teacher to make the linguistic content of a program more relevant to

his learners' needs. Even when the teacher uses a textbook he has to see whether it should be adapted or supplemented, so that it will be in tune with his learners' needs.

English for Libya and the Communicative Approach

English for Libya is a series of textbooks designed and illustrated by Garnet Publication with the cooperation of representatives of the National Education and Research Centre in Libya. This series was introduced in Libya in 2000 for primary and secondary school students and are based on CLT principles instead of the previous traditional curricula which was based on grammar and reading (Borg & Orafi, as cited in Ibrahim and Carey, 2016). Each level in the series consists of three books, i.e. a textbook, a workbook and a teacher's book, as well as a cassette.

English for Libya, Preparatory 1, which is the focus of this study, was first published in 2007. According to the teacher's book, this level is organized according to topic rather than structure with the specific needs of Libyan students in mind. Moreover, the topics and contexts are chosen to draw upon students' knowledge, experience and personal interests (English for Libya, – Teacher's book, 2015). The teacher's book also emphasizes several principles regarding the process of English language teaching (Macfarlane, as cited in Orafi (n. d)). They are summarized in Table 1.

Table 1

Curriculum principles as highlighted in the teacher's book

Focus	Curriculum principles
Reading	<ul style="list-style-type: none"> ▪ Aims to help students develop the sub-skills of prediction, inference, reading for gist, for specific information, and to work out the meaning from the context.
Grammar	<ul style="list-style-type: none"> ▪ Aims to activate the grammatical points which students have already learned through the productive skills of speaking and writing.
Listening	<ul style="list-style-type: none"> ▪ Aims to develop the sub-skills of prediction, inference, listening for gist, listening for specific information, and to enhance students' competence and confidence in listening comprehension.
Speaking	<ul style="list-style-type: none"> ▪ Aims to promote fluent communication and to make talking in English a regular activity among the students. ▪ Discourages error correction during the speaking stage.
Writing	<ul style="list-style-type: none"> ▪ Aims to develop the language and grammar students have already learned through producing longer pieces of writing. ▪ Considers the process of writing as important as the end product, and encourages students to work together, to help each other with note taking and editing, and to produce work with a communicative purpose.
Pair work	<ul style="list-style-type: none"> ▪ Encourages the use of pair work, and considers it as a good opportunity for students to speak the target language.
Error	<ul style="list-style-type: none"> ▪ Making mistakes is part of the language learning process.

It can be seen that the above principles stated by Macfarlane match Richards' and Rogers' principles of the CLT:

1. Learners learn language through using it to communicate.
2. Authentic and meaningful communication should be the goal to classroom

activities.

3. Fluency is an important dimension of communication.
4. Communication involves the integration of different language skills.
5. Learning is a process of creative construction and involves trial and error.

(as cited in Orafi (n. d) p. 6)

Role of Textbooks in Language Teaching

Textbooks play an important role in language learning and teaching. They are the key component of most language programs and the rich source for the necessary input and language practice that learners need (Richards, 2001). Textbooks have considerable benefits for both learners and teachers. As for learners, Cunningsworth (1995) points out that textbooks can be effective sources for practice, doing activities, grammar, vocabulary and pronunciation. They also serve as a syllabus and a self-study source. In this respect, a textbook can help the student to review the lesson materials and practice at home for a better understanding of the study material (Bax, as cited in Khan, 2016). Regarding teachers, textbooks usually constitute the syllabus teachers are expected to follow. Moreover, textbooks are good sources for novice teachers who lack confidence. They provide ideas and guidelines on how to plan and teach lessons as well as formats that teachers can use (Richards, 2001).

Ansary and Babai (2002) emphasize that a textbook is a cheap way of providing learning materials and that a learner without a textbook is out of focus and teacher-dependent. In that way, textbooks provide the knowledge in an organized, easy and selected way, so that students and teachers can find necessary knowledge without the risk of deviation. According to Mares (as cited in Lawrence, 2011) textbooks are “designed to give cohesion to the language teaching and learning process by providing directions,

support and specific language-based activities aimed at offering classroom practice for students” (p. 6). Having listed all the advantages of the textbooks in language teaching, it is important to raise the point that textbooks need to be used carefully and should be considered as an aid to teaching, which is the prominent function for any textbook.

McGrath (as cited in Aftab, 2011) comments on this as follows: “What is important is that teachers should see the textbook not as the course but as an aid to fulfilling the aims and objectives which they have themselves formulated” (p. 51). This means that textbooks should not control the classroom. Teachers’ role is to adapt the material with regard to the learners’ needs and the educational context.

Textbook Evaluation

Textbook evaluation is a fundamental procedure for any educational program. It describes the achievements of a given textbook, as well as its deficiencies, by examining their effects on people who use them. Those effects can be tested through the features of credibility, validity and flexibility of the textbook (Nguyen, 2015). Tomlinson (as cited in Moazam & Jodai, 2014) defines textbook evaluation as “a procedure that involves measuring the value of a set of learning materials” (p. 2402). In the same way, Nguyen (2015) sees textbook evaluation as “the process of collecting information about a textbook and analyzing this data to find out what works well, and what needs complementing, balancing or eliminating for a particular course of instruction” (p. 34). Essentially, evaluation is conducted to measure the effectiveness of learning materials. Since textbooks play significant roles in obtaining knowledge, evaluation is the process to promote the improvement of a curriculum and assess its values. According to Arikani (2008), there are many reasons to carry out such a process. This process can be intended as a matter of knowing how well a new textbook works in a teaching and learning situation. It can also

determine an assessment for improvement of a textbook in use, and it provides an opportunity for teachers or institutions to decide whether or not to adopt such a particular textbook. However, carrying out such a process can bring better learning outputs for learners, teachers and administrators. Textbook evaluation helps to determine the weaknesses and strengths in a textbook. Moreover, it highlights teachers' awareness of what happens in the classroom in an attempt to acquire good and useful insights into the nature of the teaching materials (Abbo, 2013).

Approaches and Criteria for Textbook Evaluation

Textbook evaluation is a complex process because of the many variables on which the success or failure of a textbook depends. The process is conducted through various approaches and criteria to reflect those variables and determine the quality of the book. They can also help to the effectiveness of particular teaching and learning contexts. Many researchers on textbook evaluation have proposed a variety of approaches and criteria and they all share in evaluating textbooks according to four main features:

1. the internal content of the textbook;
2. the aims and approaches;
3. the supporting sources;
4. the physical appearance (Nguyen, 2015, p.35).

Grant (1987) suggests a three-stage process of textbook evaluation, initial evaluation, detailed evaluation, and in-use evaluation. The initial evaluation is done through a practical test entitled "CATALYST," in which each letter stands for a key question as criteria to find out whether the textbook meets its purposes that claimed to be accomplished. Those eight criteria are as follows: Communicative? Aims? Teachable? Available? Level? Your impression? Student interest? (Grant, 1987). Detailed evaluation,

however, takes place by using a questionnaire to evaluate the textbook and make teachers' decisions on the following conditions: Does the course suit your students? Does it suit the teacher? Does it suit the syllabus?. Grant states that the in-use evaluation is likely determines if the textbook works in the classroom (as cited in Abbo, 2013).

Cunningsworth (1995) classifies the process of evaluation into two levels or stages: an impressionistic evaluation and an in-depth evaluation. The impressionistic evaluation gives an impression on how the book is designed and structured, stating its merits and demerits through looking at the whole book with relation to attraction and sequence. An in-depth evaluation, on the other hand, examines one or two chapters and provides details on the balance of skills and activities in each chapter. Cunningsworth also proposes three types of evaluation: pre-use evaluation, in-use evaluation and post-use evaluation. Pre-use evaluation, as mentioned by Richards (2011), is more difficult since the process is done prior to the use of the textbook when there is no experience with it in the classroom in order to check the match with the needs. It is a quick and useful way for the selection of the textbook if examined by experienced teachers (Cunningsworth, 1995). In-use evaluation however, evaluates textbooks while using them to check the suitability of specific requirements such as learners' objectives, learners' background, the resources available, and so on (Arikan, 2008). Finally, post-use evaluation enables teachers to have certain insights into the use of the same textbook on future occasions.

Similarly, MacDonough and Shaw's (1998 & 2003) framework to textbook evaluation has three stages: external evaluation, internal evaluation and overall evaluation. External evaluation is a brief overview that investigates the organization of the textbook in terms of the cover of student's and teacher's book, the introduction and the table of contents (Özeg, 2012). The process is then followed by an internal evaluation that involves a detailed look at a minimum of two units to reflect on the organization of the content of

the book, including grading and sequencing. This stage aims at looking for a harmony between the layout and the organization in the textbook. On the other hand, overall evaluation measures the suitability of the textbook concerning four main factors of usability, generalizability, adaptability and flexibility (as cited in Nguyen, 2015).

Ellis (1997) suggests two types of materials evaluation: a predictive evaluation and a retrospective evaluation. A predictive evaluation is used for the purpose of textbook selection in order to decide which book to use. In this process teachers may use checklists and guidelines available in the literature to evaluate textbooks, or they may depend on the results of evaluation carried out by experts (Nguyen, 2015). Besides, a retrospective evaluation is used during or after the use of the textbook for the purpose of future usage. This type of evaluation depends on the impression of the users to decide: whether the material is worth using again, which activities work and which do not, and how to modify the materials to make them more effective for future use. Furthermore, it is considered to be an effective way to test the validity of a predictive evaluation.

Cunningsworth (1995) suggests eight criteria for textbook evaluation. They include aims and approaches, design and organization, language content, skills, topic, methodology, teacher's guide and practical considerations. According to Cunningsworth, the key points to be taken into consideration when evaluating textbooks are as follows:

1. They should correspond to learner's needs. They should match the aims and objectives of the language-learning program.
2. They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".

4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner (as cited in Richards, 2001, p. 4).

Byrd (2001) provides a number of categories that seem to share Cunningsworth's (1995) features for textbook evaluation such as, physical appearance, topics, vocabulary, linguistic structure, exercises, illustrations and teacher's book. In addition, Byrd assures that there should be a harmony between the textbook and the curriculum, and the teacher and the learner (as cited in Nguyen, 2015).

Champers (1997) states that the process of evaluation requires the establishment of the textbook's relative merits from a wide range of features. His criteria for textbook evaluation focuses on the pedagogical factors which include suitability for age group, cultural appropriateness, methodology, level quality, number and type of exercises, skills, teacher's book, variety, pace, personal involvement and problem solving. Furthermore, as Champers proposes, whenever possible we have to bear in mind the outcomes of students who have used the textbooks (as cited in Özeg, 2012).

Miekley (2005) suggests a textbook evaluation checklist as a valuable tool for evaluating textbooks and balancing with the need of efficiency. The checklist was constructed using elements of Byrd's (2001) and Skierso's (1991) checklists and gives an emphasis on a good fit for teachers and students. Miekley (2005) also provides four categories for evaluating the students' book: content, vocabulary and grammar, exercises and activities and attractiveness of the text and physical make up. In addition, Miekley introduces four categories for the process of evaluating the teachers' book: general features, background information, methodological guidance and supplementary exercises and materials.

Littlejohn (1998 & 2011) proposes a criterion for textbook evaluation which involves a three-level evaluation checklist. Each level includes a focus question of

analysis. Those questions include: (1) What is there? (2) What is required of users? and (3) What is implied? In this process level 1 intends to look for the physical properties of the textbook like publication date, intended audience, physical aspects (number of pages, paper quality, artwork, etc.). Level 2 concentrates on the language activities and tasks prepared for learners and teachers in the textbook and focuses on (a) the role of learners in the classroom, (b) the types of learner participation in the classroom, (c) the nature of content of the input and of the learner's expected output. Lastly, level 3 analyzes the approach, philosophy and aims of the textbook (as cited in Nguyen, 2015).

Studies on EFL Textbook Evaluation

Arikan (2008) carried out an evaluative study of the 4th grade primary English textbook *Time for English* in Seyhan and Yüreğir districts of Adana. The study aimed at identifying the views and reactions of both EFL teachers and 4th grade students regarding *Time for English*, Grade 4. The participants of the study were 703 students and 20 teachers of 4th grade in Seyhan and Yüreğir. To collect the data, the researcher used two questionnaires; one for students and the other for teachers consisting of textbook evaluation criteria. In addition, interviews were conducted with teachers of 4th grade. The results of this study revealed that 63.6 % of the students have showed positive attitudes towards the characteristics of the textbook. Teachers' views however, varied remarkably. In the first place, seven teachers out of twenty showed the overall appreciation for the textbook while another seven teachers did not agree in this notion. In the second place however, six teachers did not express any views concerning this issue.

Another study which was conducted in the context of Turkey was Özeg's (2012), where the eighth grade primary stage English textbook *Spot On 8* was evaluated in a number of schools in the city of Bursa. The aim of the study was to investigate the quality

and effectiveness of *Spot On 8* and it focused on views of a group of EFL teachers and 8th grade students on the textbook in question. In this study, the research tools subsumed two questionnaires, one for students and another for teachers as well as interviews held with teachers. The questionnaires composed of seven sections which asked the participants to evaluate the textbooks used based on layout and physical make up, activities, skills, language type, subject and content, structure and vocabulary, and overall evaluation. The findings showed that there were significant differences in most of the sections between teachers and students but no significant difference among vocabulary and structure items in the degree of evaluation between the two groups. The research came out with the results that teacher participants have more negative attitudes towards the textbook and most of the teachers pointed out a variety of drawbacks that lead the textbook to be inefficient in reflecting the English language. On the other hand, student participants showed more positive and neutral attitudes towards the textbook. In addition, the researcher suggested that the textbook could still be effective with adaptations of supplementary materials and relevance of the topics to real life situations bearing in mind students' preferences, needs and interests.

In a different study, Aftab (2011) investigated the English language textbook scenario in Pakistan in relation to both private and public schools. The study implied seven textbooks including *Step Ahead 1*, *Oxford Progressive English 5 and 6*, *Advance with English 1*, *Guided English*, *Every Day English 6* and *English- 6*. The results of this study showed that the language used by most textbooks was compatible with the target learners' linguistic capabilities. It has been estimated that most textbooks conducted in the study demonstrated only 28% of the essential aspects such as, reading sub-skills, effective vocabulary activities and diverse and authentic texts. Accordingly, the findings revealed that the Pakistani English textbooks are deficient in many of the strengths deemed essential

in language materials. The results also showed that the English curricula are theoretical, restrictive and take a narrow view of language learning. Finally, the analysis showed that 29% of the surveyed schools had no English syllabus, while 64% used only 'language content' or course book based syllabi.

Abbo (2013) also conducted an evaluative study to investigate the features of *Sunrise Series* textbook assigned for the 12th grade high school students in three governorates in Northern Iraq. He followed two aspects in his study; theoretical and empirical. For the theoretical aspect, the researcher reviewed the related literature, and developed a teacher questionnaire as for the empirical aspect. The questionnaire indicated 48 items grouped into 8 main sections and administered to 92 teachers. The findings revealed positive teacher attitudes towards the book, in which the Physical appearance and Objectives had the highest degree, while Supplementary materials and Content had the least degree. Finally, Abbo recommended the use of the textbook and suggested the need for revision of the content from time to time for developmental issues.

Jafarigohar and Ghaderi (2013) examined two common textbook packages in Iran *Topnotch* and *Total English* to investigate the teachers' attitudes toward the two EFL textbooks. The researchers conducted a textbook evaluation checklist developed by Razmjoo (2010) to analyze the two books. Thirty three teachers with minimum one year experience of teaching formed the sample of the study. The findings of the study showed that the teachers' responds had positive attitudes towards the two books.

Moazam and Jodai's (2014) study focused on analyzing *Total English* for intermediate level students. The researchers used a questionnaire of thirty-five items distributed among 20 Iranian male and female EFL teachers who had different teaching experiences and different university degrees. The questionnaire was based on a checklist

adopted from Litz (2005) which indicated the physical, organizational, logistical and methodological characteristics. The findings of this study revealed that the textbook has good advantages like a reasonable price, clear layout and effective organization.

Nguyen (2015) aimed to analyze *English 6* textbook set for grade 6 pupils in secondary schools in Vietnam from the views of its users. It also aimed to show its impact on those users. The study conducted two phase aspects, a theoretical aspect where the researcher used her expertise, experience and related literature, and an empirical aspect where she collected the data through questionnaires, semi-structured interviews, documents and classroom observation. She used a sample of 22 teachers and 313 pupils at 8 different secondary schools in four different provinces in the Mekong Delta. The outcomes showed that *English 6* had an appropriate context and culture for teaching and learning with satisfaction from both teachers and pupils. The researcher suggested some points for improvement concerning more varied types of activities and supplementary materials. In addition, she recommended that it is important for textbook designers to take into consideration learners' needs when designing textbooks.

Lisna (2016) conducted an evaluative study on *Speakout Intermediate* textbook in Ukraine to check out its effectiveness on teachers and learners and also the extent it proved to be enabled attaining communicative competence. The researcher conducted the study at the micro level and evaluated the book with a sample of 4 teachers and 21 students using two forms of questionnaires, one for teachers and another for students. The results of the survey among the teachers showed a high amount of satisfaction reached 94% for all 30 criteria, and 85% among the students.

Conclusion

In conclusion, there are many purposes for textbook evaluation, such as selection or improvement. Evaluators can choose the appropriate approach and criteria which are the most principled, systematic and suitable for their context, since every approach has its own strengths and weaknesses. This chapter has summarized approaches and research studies on textbook evaluation. The following chapter will present details of the methodology employed in this study.

CHAPTER III

METHODOLOGY

Introduction

This chapter discusses in detail the methodology used to fulfill the aims of this study. Information regarding the design of the study and English for Libya course pack will be provided as well as the participants and their demographic information, the procedures followed in collecting the data, the tests for analyzing the data and the ethical considerations.

Design of the Study

The study was designed as a survey with a quantitative approach. It was conducted through two phases. For the first phase, English for Libya, Preparatory 1 course pack was analyzed following a checklist criteria that was developed by the researcher (see Appendix B). Having analyzed various checklists suggested by Cunningsworth (1995), Miekley (2005), Mukundan, Hajimohammadi & Nimehchisalem (2011), and a number of relevant questionnaires used in similar previous studies, namely Tekir and Arikan (2007), Lisna (2016), Demir and Ertas (2014), the researcher has developed the criteria that would fit the purpose of this study for an in-depth evaluation. First, some items taken from these studies were drafted. Then, these were shared with the supervisor and certain items were altered and deleted. They have then been revised for the final time to come up with the final version of the checklist. The checklist criteria was based on Communicative Approach's principles and focused on the textbook's physical appearance and layout, content, vocabulary and grammar, exercises and activities, skills, teachers' book and, supplementary materials. The textbook has 10 units. Unit 3 and 7 were analyzed in the

three corresponding books, i.e. the textbook, the workbook and the teacher's book, within the course pack using the prepared checklist to determine whether the Communicative Language Teaching (CLT) principles were covered or not. The content of the cassette were only analyzed through the scripts in the teacher's book.

The quality of a textbook is very important that it can determine the success or the failure of an EFL course. The textbook has a massive impact on the teaching and learning process. Consequently, a good textbook can be a valuable device when it provides situations in an organized manner with interesting and motivating authentic materials (Lawrence, 2011). However, the textbook needs to be based on principles of language acquisition. Therefore, it is crucial to conduct a textbook evaluation to make sure that the objectives of such a textbook could actually contribute to the success of both teaching and learning. Textbook evaluation "involves measuring the value of a set of learning materials by making judgments about the effect of the materials on the people using them" (Tomlinson & Masuhara, as cited in Lawrence, 2011, p.12). Lawrence suggested that it is best to adopt a leveled evaluation approach as proposed by many researchers such as Cunningsworth (1995) and Ur (1996). There are two main methods under the leveled approach. The first level is called an impressionistic evaluation followed by an in-depth evaluation. In the impressionistic evaluation, the main focus is on the general overview of the book from cover to cover, in relation to design and structure. In addition, an impression of the attractiveness, sequence and ancillary materials would be formed out. On the other hand, an in-depth evaluation is the one that requires a detailed evaluation of the book in terms of specific items, such as how the exercises can cater for the syllabus and learners' needs. In this method only one or two chapters are selected and assessed on the basis of the balance of skills and activities in each unit (Cunningsworth, 1995).

Furthermore, there are other different methods referring to the leveled approach of evaluation suggested by different theorists such as the “CATALYST” approach of Grant, “First glance and Arm-chair evaluation” of McGrath, “General and Specific evaluation” of Ur and “Internal and External evaluation” of McDonough & Shaw. All of these methods share in assessing the importance of using the impressionistic evaluation and the in-depth evaluation in order to bring about a quality evaluation process (Demir & Etras, 2014). However, the process of textbooks evaluation involves three different stages: pre-use, in-use and post-use evaluations. Pre-use evaluation is conducted for the selection of a textbook to determine how well the book will perform in class. In-use evaluation is used while using the book whilst post-use evaluation is used to see if the book should be used on future occasions.

In this study a self-constructed checklist will be used as an evaluation tool since checklists can provide a very economic and systematic way to ensure that all relevant items are considered for evaluation (Cunningsworth, 1995). In addition, checklists should be well- designed and contain clear and concise evaluation criteria with items that focus on students’ needs. A checklist method can also be combined with the impressionistic method to perform in-depth evaluation on a textbook.

In the second phase of the study, a questionnaire was designed by the researcher to collect the required data about the teachers’ views on the English language textbook, English for Libya, Preparatory 1 in the area of Zliten. This questionnaire aimed at understanding the teachers’ attitudes towards the textbook, their use of the textbook and their perceptions regarding the administration’s, parents’ and technology’s impact on their use of the textbook, since these are important in supporting the success of the learning process

The Textbook

English for Libya is a series of textbooks taught in public schools in Libya. The series contains eight complementary textbooks starting from 5th grade and ending in 12th grade (Omar, 2014). English for Libya, Preparatory 1, which is the focus of this study, is grade number seven. It was written by Jenny Quintana, Helen O'Neill and Fiona McGarry and was first published in 2007 by Garnet publishing with the cooperation of representatives of the National Education and Research Centre in Libya. The course pack consists of a textbook, a workbook, a teacher's book and a cassette.

The textbook is divided into ten units based upon familiar themes, namely Hobbies and routines, Family and jobs, Likes and dislikes, At home and around town, Clothes and shopping, Animals and nature, Past and present, Food and health, Dates and birthdays and A long time ago. The book contains a book map which outlines and summarizes the content of each unit. Each unit consists of eight lessons. The beginning of every unit revises what students have learned in previous lessons and introduces new vocabulary and language structures (English for Libya– Teachers' book, 2015). Unit 5: Clothes and shopping, for example, revises colors and other adjectives within the context of clothes, reviews and extends the ability to make requests in a shopping situation and introduces the present continuous to practice describing people and what they are wearing, as mentioned in the teacher's book. The final lessons of each unit focus on more activities on speaking and writing and more texts for the students to read or listen to. Unit 10, which is the final unit, revises what students have learned during the course through different tasks.

The workbook is designed to be used in conjunction with the textbook. At the end of the book, there are tapescripts for the textbook and the workbook. The workbook also

contains two vocabulary lists: alphabetical and by lesson. The alphabetical wordlists are accompanied with their phonetic transcriptions.

The teacher's book is designed as a lesson-by-lesson guidance for the teacher. For each lesson, there is a small box which presents the main objectives, specifies the vocabulary and language items to be covered in the lesson. Then, follow the instructions and procedures. Some vocabulary lists that are presented in the workbook are also presented at the end of the teacher's book. In addition, a phonetic chart and common irregular verbs are provided. According to the teachers' book, Preparatory 1 builds on the lexical syllabus from previous levels to maintain students' motivation and develop confidence.

Participants

Since the study aimed to evaluate English for Libya, Preparatory 1, the population of the present research is limited to preparatory 1 level teachers of English in the area of Zliten in Libya during the academic year 2016-2017. There are 35 basic schools in Zliten with approximately five teachers teaching English language in every school. One or two teachers in every school are teaching English to Preparatory 1. All teachers in the aforementioned district who were teaching at this level of students using this book were asked to participate in the study. A total of 63 teachers volunteered to take part in the present study. The participants' years of experience ranged from 1 to 36. The respondents were graduated from two different colleges in Zliten, College of Arts and College of Education.

Figure 1 presents the years of experience of the respondents in this study. It shows that 43% of the respondents have less than 5 years of experience. Consequently, 40% of

the respondents had 5 – 10 years of experience while 6% and 11% of the respondents had 11 – 15 years and 15 years of experience respectively.

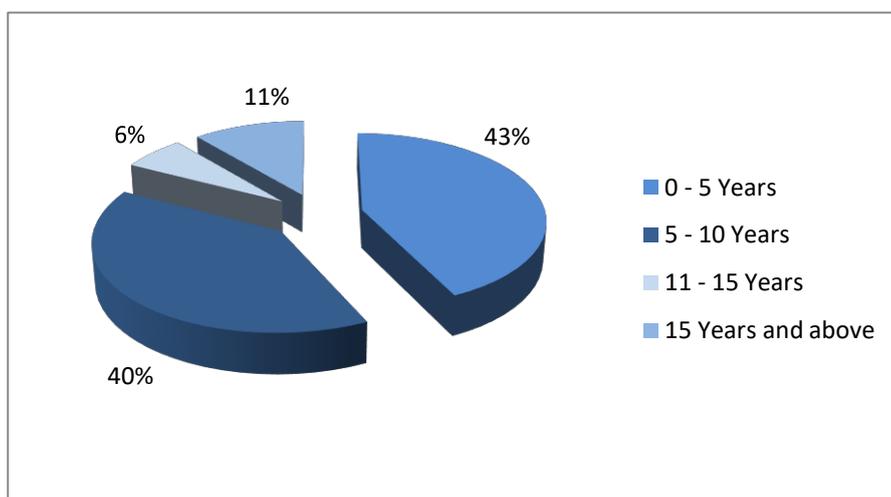


Figure 1. Respondents' years of experience

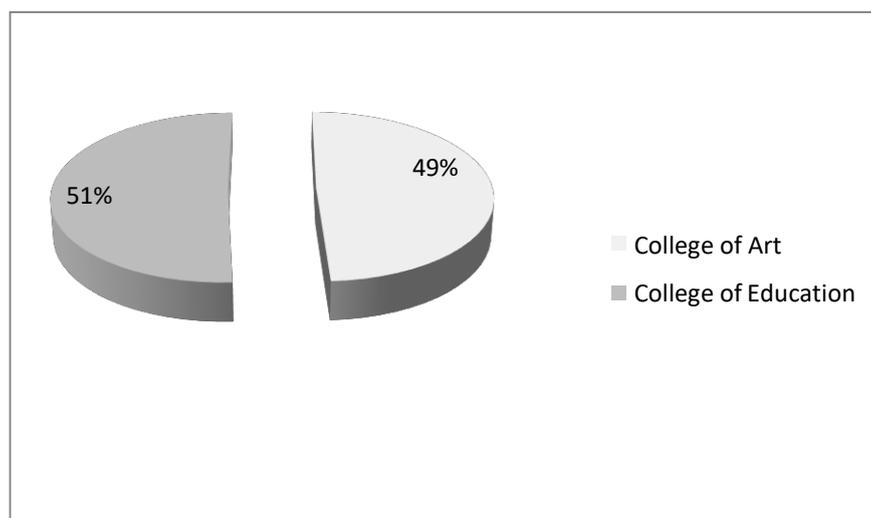


Figure 2. Respondents' college of graduation

Figure 2 presents the colleges where the respondents in this survey graduated from. It shows that the number of respondents who graduated from College of Arts and College of education were almost the same.

Data Collection

The instrument. In order to gather data about teachers' attitudes on Preparatory1 textbook, a questionnaire was employed as a data collection instrument for this study. The questionnaire was developed by the researcher and the items were constructed from studies related to the aim of this study, mainly on designing effective language materials, resource availability and the use of textbooks. The questionnaire was divided into three parts. Part 1 dealt with participants' demographic information (years of experience and college of graduation). This kind of data was important to find out the possible differences in participants' opinions based on those variables in order to answer the research questions. Part 2 composed of 29 items which were measured with a five-point Likert scale ranging as SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree. In this part, the first 14 statements investigated teachers' views towards the textbook. Statements 15-17 were about equipment in schools. Statements 18-24 were designed to elicit information about parental involvement, while statements 25-29 were about the teachers' opinions on administration. Part 3, however, contained 11 statements to indicate how often the participants did certain activities in relation to their use of the textbook. Finally, the questionnaire was piloted for the measurement of its reliability. More details on the pilot procedures will be discussed later.

Data Collection Procedures

The required data for this study were obtained through the administrated questionnaires. The questionnaire version was sent to someone in the area of the study to be distributed to the teachers in basic schools in Zliten. First, verbal permission was taken from each school's administration to undertake the research. Afterwards, copies of the

questionnaire were submitted to the administration of every school to be returned the following day or a few days later depending on the volunteering teachers' class hours. When the completed questionnaires were ready, they were sent back to the researcher via email to be analyzed. The collection of the data lasted for one month in April 2017.

Validity and Reliability

The questionnaire in this study has been measured for both validity and reliability. To be able to come up with the final version of the questionnaire, it has been checked and revised by the supervisor three times, where changes and additions to the items were added to comprise 40 statements in the final draft. When the final draft of the questionnaire was ready, a pilot study was conducted and the questionnaire was distributed to a sample of 30 teachers of English who teach Preparatory 1 level in different schools in the area of Zliten. The schools were chosen randomly and the participants were asked if they had any ambiguity with the items. The participants reported no ambiguous items and they did not suggest any changes. The collected data were entered into Statistics Package for Social Sciences (SPSS) to calculate the Cronbach's alpha score. The score was 0.77, which considered to be a good reliability value (Tavakol & Dennik, 2011). Since this questionnaire was not meant to be used as a scale, a factorial analysis was not conducted and the analysis of the items was carried out accordingly.

Data Analysis

Data collected for this study were analyzed using SPSS version 20. Descriptive statistics were used to calculate the mean scores, standard deviations, frequencies and

percentages for all items in the questionnaire. One-way Analysis of Variance (ANOVA) and t- tests were conducted to find out the significant differences between the groups of participants, namely based on teachers' years of experience and teachers' college of graduation in terms of respondents' attitudes and use of the textbook. Therefore, these tests did not mean to find out the differences among the group of items for Equipment, Parents and Administration, since the study is not interested in these differences. Agreement intervals in scales have been calculated using $(n-1)/n$ formula. The width of interval between 1 and 5 is calculated as 0.8 where 1.00-1.80 = Strongly Disagree (SD); 1.81-2.60 = Disagree (D); 2.61-3.40 = Uncertain (U); 3.41-4.20 = Agree (A); 4.21-5.00 = Strongly Agree (SA) for propositions in teachers' perspectives. For propositions in teachers use of the textbook, 1.00 - 1.80 = Always; 1.81 - 2.60 = Often; 2.61 - 3.40 = Sometimes; 3.41 - 4.20 = Seldom; 4.21 - 5.00 = Never (Alanoğlu & Demirtaş, 2016). Because results revealed that there were significant differences among years of experience variable, post-hoc LSD tests were used to identify these differences.

Ethical Considerations

In order to abide by the ethical principles in academic research, clearance from the Ethics Review Board of Near East University was obtained prior to the pilot study (see Appendix A). This document was then used to obtain verbal permission from the school administrations to undertake the research. Information about the aim and purpose of the study was provided for participants in the questionnaires (see Appendix C). The participants were informed that their participation was voluntary and that they had the right to give or refuse their cooperation. They were also informed that their contribution was important for the research and would help to improve the teaching and learning of English,

and that the collected data through these questionnaires would be treated confidentially and would be used for research purposes only.

Conclusion

This chapter presented the methods followed in this study. Information about the design of the study was discussed. Data collection and data analysis procedures were explained. In addition, validity and reliability measures were mentioned. Finally, the steps where ethical issues were obtained were also provided. The following chapter presents the findings and discussion of the results.

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

This chapter mainly focuses on the presentation and interpretation of the results. The aim of the study was two-fold: First, the “English for Libya” textbooks for preparatory 1 grade were to be evaluated to see how well the book represented Communicative Language Teaching (CLT) approach with which it was claimed to be designed. Second, data were collected from English language teachers in Libya to investigate their perspectives on the aforementioned textbook. This investigation specifically focused on teachers’ general perspectives towards English for Libya, teachers’ use of Preparatory 1 textbook, their perspectives on the technological supports (equipment) available, parental involvement, and the role of the administration in allowing them to implement the strategies suggested in the book. This data were statistically assessed to present the results.

English for Libya Textbook, Preparatory 1: An Evaluation

For the purposes of this study, Preparatory 1 textbook, which has ten 10 units, was evaluated based on the principles of CLT approach. Within the textbook, units three and seven were selected for an in-depth evaluation along with the corresponding units in the workbook and the teacher’s book. As described in Chapter III, a checklist was adapted and employed in this evaluation. Appendix B shows the results of the overall evaluation of the textbook. English For Libya, Preparatory 1 has been designed for grade 7 students who are in their third year of English and their ages range between 12 to 13-year-olds. The course pack consists of student’s textbook, student’s workbook and teacher’s book and a cassette.

The textbook and the workbook are light enough for the students to handle, where the textbook has 84 pages and the workbook has 102 pages. The cover pages, which are made of durable and shiny paper, can be criticized for lack of attraction. This can be attributed to the page design (see Appendix D). About 60% of the area of the page is bare without any attractive illustrative figures that reflect the syllabus content. In addition, the photo placed on the left side of the cover page is neither clear nor attractive. It seems that it has no powerful relationship with the material introduced in the textbook. Furthermore, the title of the textbook does not refer to any of the syllabus objectives or to the classroom procedures adopted.

Nevertheless, the textbook looks interesting. It contains enough colorful pictures that can help students to comprehend the printed text. The units in the textbook comprise eight lessons and each lesson contains two to four sections or activities, namely A, B, C, D. For every lesson one or two sections are accompanied with illustrations that are clear and attractive to illustrate the topics and situations (see Appendices F & G). However, the units in the textbook do not follow consistent structures. Each lesson has a different structure compared to its correspondent lessons in other units. Appendix E shows lesson 2 and 3 from Unit 3: (lesson 3.2, 3.3). Appendix F shows lesson 2 and 3 from Unit 7: (lesson 7.2, 7.3). Lesson 3.2, “How much is it?” begins with “listen and identify the numbers you hear” in Section A and “Say the numbers” in Section B, where learners develop their recognition of numbers in word and numeral forms. Section C, “Read the prices” reviews vocabulary of objects and prices, while Section D, “Ask and answer questions about prices in pairs” is a speaking activity where students practice asking and answering questions about prices. However, lesson 7.2, “Omar’s diary” contains three sections. Section A, “Read Omar’s diary” presents a short diary text for specific information about Omar on Wednesday and Thursday. Section B, “Ask and answer questions about Omar on Wednesday” practices

repetition of Yes/ No questions using the past tense. Section C, “Now ask and answer questions about Thursday” provides students with more practice using prompts to form past tense questions by drawing their attention to the *Look!* box. Accordingly, every lesson has a different structure from its correspondence in other units.

The workbook has appropriate supplementary activities to develop the language and vocabulary introduced in the textbook. These activities include the practice of speaking, listening, reading and writing skills. Every lesson in the workbook contains two activities to reinforce the language studied in the textbook. For example, lesson 7.3 “What do you want to do?” provides a listening activity and a writing activity in the workbook. This lesson introduces the following language focus for expressing likes and dislikes.

Do you want to+ verb?

Let's+ verb

Too+ adjective

The purpose here is to enable students to use language for making plans and decisions. This lesson in the textbook begins with a dialogue between Hasan and Ali (see Figure 3) planning to spend the day out in the park under the instruction “listen and follow the conversation”, where students practice listening to the new grammatical structures in context.

3.7 What do you want to do?

A Listen and follow the conversation.

 Hasan: What do you want to do today, Ali?
Ali: I don't know.
Hasan: Do you want to go to the beach?
Ali: No, it's too cold. Let's go to the park.
Hasan: That's a good idea.



Figure 3. Example from lesson 3.7, Textbook: Section A

Then, in the workbook there is a listening activity (see Figure 4) that promotes students' understanding of the grammatical points, in which they listen for specific information to identify whether the sentences are true or false.

A Read the sentences. Then listen and circle true (T) or false (F).

1. Salwa wants to go to the beach. T F
2. Aisha wants to go to the beach . T F
3. Salwa doesn't want to make a cake. T F
4. Aisha can't cook. T F
5. Aisha likes shopping. T F

Figure 4. Example from lesson 3.7, Workbook: Section A

In the meantime, Section B in the textbook “Make conversations” (see Figure 5) requires students to make their own conversations in pairs using the pictures and the sample structures in the box.

B Make conversations.

Ask: Do you want to ...?

Answer: No, It's too cold.
It's too hot.
I don't like ...
I can't ...

Suggest: Let's ...



Unit 2: Lesson 7 27

Figure 5. Example from lesson 3.7, Textbook: Section B

Moreover, the workbook presents a task (Section B) (see Figure 6) for students to write dialogues using the given prompts.

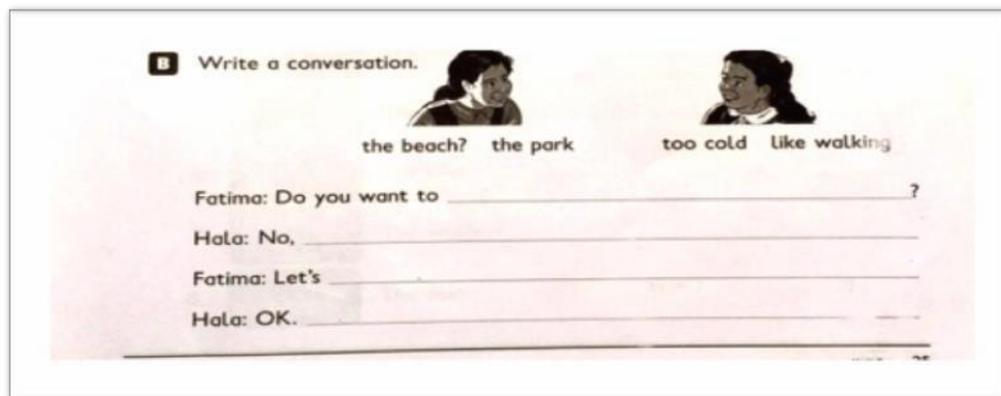


Figure 6. Example from lesson 3.7, Workbook: Section B

Teachers are required to set this task for homework, as suggested in the guidelines for this lesson in the teacher's book.

With regard to content, the textbook presents 10 topics (see Appendix E) that appears to go from simple to complex, from hobbies and routines, family and jobs, likes and dislikes, at home and around town to clothes and shopping, animals and nature, past and present, food and health, dates and birthdays and a long time ago. The topics seem relevant to twelve to thirteen-year-old students. They are appropriate for their lives and experience of the world, and are usually based on the Libyan contexts with some connections to the British culture. The language of the textbook is authentic since most of the activities represent real language use that reflect the interests and needs of students and provides up to date situations. For instance, lesson 3.3 (see Appendix F) contains an authentic situation in Section B, in which students learn vocabulary related to food and British currency, ask about prices and make polite requests through a natural dialogue in a shop. In this respect, the textbook can be considered as motivating for the influence of students' own interests.

The textbook comprises a balance between the four skills among the units under analysis. Table 2 shows the range of activities practiced in both the textbook and the

workbook. It can be seen that the units have almost the same distribution of skills among the two units and that listening and speaking are the most frequent points. This is an indication that the book aims primarily to make students gain confidence in their ability to perform well, as claimed by the authors.

Table 2

Range of activities presented in Unit 2 and 3

Skill type	Activity	Frequency	
		Unit 3	Unit 7
Listening	Listen and follow	2	3
	Listen and identify (numbers, true/ false sentences)	1	
	Listen and write (numbers, times, etc.)	1	
	Listen and tick (items in a box or list)	1	1
Speaking	Practice with a partner	7	7
Reading	Read and answer /match	3	4
Writing	Write sentences /a conversation	4	4
Listening and reading	Listen and read/answer the questions		1

English for Libya, Preparatory 1 presents an average of 57 new words per unit, and comprises about 500 new words. This amount of vocabulary is considered reasonable for the level of students and for effective communication. Read and Hill (as cited in Nguyen, 2015) suggest that there is a consensus that 2000 word families can provide students enough lexical resources to communicate. Vocabulary is introduced primarily through listening and reading activities. As Preparatory 1 is based on a lexical syllabus, vocabulary is recycled in various contexts within the units. For example, Unit 1 introduces a lexical set for leisure activities within the context of hobbies and routines. Then, Unit 3 reviews and extends the vocabulary for leisure activities in likes and dislikes context.

Grammar is often presented inductively through listening and reading texts providing a variety of exercises in the workbook. However, there are also structures which have been presented deductively through the Look! boxes. Preparatory 1 avoids lengthy grammar explanations. The structures are presented in a step by step manner and in an increasing order of difficulty. For example, frequency adverbs are introduced and practiced in Unit 2, but are reinforced and extended in Units 7 and 8.

With respect to the activities and exercises, the textbook includes a variety of tasks that practice language skills, vocabulary and structures such as gap-filling, true/false, matching the text with the picture, etc. In addition, the workbook provides extra activities on the knowledge introduced in the textbook. Listening, speaking and reading exercises are emphasized in the textbook, while writing, grammar and vocabulary exercises have the majority in the workbook. The textbook involves individual and pair work speaking tasks focusing on controlled practice. For example, there are seven speaking activities in Unit 3, one activity for each lesson. Only one task located in lesson 8 is free speaking practice in which students can use their own ideas to communicate with a partner about their daily activities. The others are controlled, namely “Ask and answer in pairs,” “Practice similar conversations in pairs,” and “Make conversations (using the prompts).” Here is an example of a free activity from the textbook from lesson 8, p.28, under the lesson title “Choosing a weekend trip:”

Talk in pairs. What do you want to do?

For this activity students are required to make conversations based on pictures and information in the text they read for the previous activity. The text contains three different trips: a beach trip, a city trip and a lake trip. Similarly, Unit 7 which includes seven

speaking activities has one free activity. The following is an example from the textbook from lesson 1 “He played football” p.53:

Talk about the week with a partner.

For this activity students are required to talk about their week by asking each other about what they did on different days, for example, ...last Saturday. They will respond on different activities they have done during their weeks.

The textbook covers all four language skills. Table 2 presents how many activities for each skill have been introduced in every unit under investigation. There are wide ranges of listening texts and speaking tasks with considerable focus on improving students' writing skills. There are two types of writing activities in the workbook, controlled writing such as “complete the conversation” (p. 22) and “write similar conversations” (pp. 22 & 25) and creative writing such as “write sentences about yourself” (pp. 22 & 25). However, reading texts used in the book are all in narrative form which tell the story of the characters, their settings and problems. There is not a variety of different types of reading texts. With regards to pronunciation, students are introduced to some simple pronunciation exercises in the workbook. For example:

Which vowel sound is different in each group?

1. apple, bun, hundred, number
2. pence, twenty, television, green
3. bike, nine, sixty, five (p.22)

As suggested by the teacher's book, “The teacher may wish to supplement pronunciation exercises by using some of the ideas for pronunciation activities at the back

of the teacher's book" (English for Libya – Teachers' book, 2015, p.6). Unfortunately, there are not any activities provided at the end of the book except a phonetic chart. The teacher's book starts with a three-page introduction which gives information on the organization and approach of the book. It provides details on the materials for students and for the teacher. Furthermore, there is an explanation on skills development and how they are implemented. This book contains lesson by lesson guidance for the teachers. It clarifies the objectives for each lesson as well as the vocabulary and language structures to be covered in each lesson. These elements are introduced at the beginning of each lesson inside small boxes as illustrated in Figure 7.

Lesson 7.2: Omar's diary	CB54 WB50/51
Learning objectives	
Read a text about recent past events	
Develop confidence in asking and answering questions about the past	
Write sentences using past tense verbs	
Language focus	
Past tense <i>yes/no</i> questions with <i>did</i> and <i>was/were</i>	
Vocabulary	
Routines and places as 7.1 + <i>home, school, the doctor's*</i> ,	

Figure 7. Lesson elements

After that there is a series of steps with instructions for every activity in the textbook and the workbook on suggested procedure, accompanied with answers to the activities and time allocated, as shown in Figure 8.

**2. Read a short diary text for specific information
CB7.2A [10 minutes]**

- Ask students to read and find out what Omar did in the morning, afternoon and evening on Wednesday and Thursday.
- Ask questions to check understanding using *did* and *was/were*. *Did Omar go to school on Wednesday?* [Yes, he did.] *What did Omar do in the morning?* [He was at school].

**3. Practise repetition of yes/no questions using
the past tense CB7.2B [5 minutes]**

- Model the questions for the class. Drill chorally for correct pronunciation and intonation.
- Elicit answers to the questions.
- Practise the questions and answers in open pairs initially. Allow students in pairs to repeat the questions and answers. Monitor for correct pronunciation.

Answers

Was Omar at school on Wednesday morning?

Yes, he was.

Was he at home in the afternoon?

No, he wasn't.

Did he play football?

Yes, he did.

Was Omar at home in the evening?

Yes, he was.

Figure 8. Instructions for the teacher on suggested procedure

These two figures (7 & 8) show lesson elements and the procedure for teachers to follow in teaching lesson 7.2 (see Appendix G). Nevertheless, the teacher's book does not provide additional exercises for reinforcing knowledge studied in the textbook.

Unfortunately, the cassette which is supposed to be accompanied with the teacher's book is not available. Therefore, teachers who do not have access to the cassette are advised to read out the conversations and listening texts themselves. This is a very important set back in the provision of listening activities.

It can be observed from the above analysis that Preparatory 1 has a number of features that suit the characteristics of CLT. However, there are also some weaknesses which need to be overcome. The textbook introduces new vocabulary and structures through pictures and illustrations to facilitate students' understanding of the written texts. These pictures are colorful and attractive for young learners. Although the activities are

varied in task, there are very few free tasks, though it could be understood that it is the authors' methodology as the textbook aims at beginner level students with little vocabulary structures to practice freer activities. Moreover, individual and pair work activities are emphasized in the textbook with no group work that promotes students' motivation and develop confidence in their performance. It would be better for students and teachers as well if the teacher's book provides extra exercises, and tests after each unit to monitor students' progress.

Preparatory 1 does not provide students with enough exposure to real life English. The use of authentic language in the textbook is very limited. It is in the form of written texts and dialogues. Students have no access to natural English. They are supposed to listen to texts and activities through a cassette, which is unfortunately not available. However, with today's advanced technology improvements, listening to cassette tapes is considered too traditional. The textbook should aim for authentic spoken and visual texts. Students need to watch and listen to at the same time to native speakers in a variety of contexts through CDs, DVDs or online materials.

Teachers' Perspectives towards English for Libya, Preparatory 1: An

Overall Overview

The analysis of the responses of the participating teachers showed that in general, they see the textbook and the supplementary materials, i.e. the teachers' book and the workbook, positively. A great majority of the teachers agreed that they were satisfied with the textbook itself in general (statement 1, $M = 3.57$, $SD = 1.01$) (see Appendix H), which means the book is quite useful and assistive. In their satisfaction, the highest agreement of

the teachers were expressed regarding the help the manual gives in understanding the objectives of the text (statement 12, $M = 4.06$, $SD = 0.86$). This shows that the teacher's book articulates the knowledge and skills the teachers want their students to learn well. However, the teachers were uncertain about the correspondence between the aims and objectives of the materials in the textbook and the needs of the students (statement 3, $M = 3.22$, $SD = 1.08$). The second and third highest mean scores were observed in statement 13 ($M = 3.83$, $SD = 1.02$) and statement 14 ($M = 3.71$, $SD = 0.94$) respectively. It is expected that a teacher's book always provides teachers with guidelines with teaching methodologies to be used, and in these statements, the teachers agreed that the teacher's book helps them to understand the methodology of the text and it suggests a clear method for teaching each lesson.

Regarding the activities in the book, the teachers agreed that it has varieties of activities (statement 8, $M = 3.65$, $SD = 1.09$) and there is a promotion of meaningful learning in situations in the activities (statement 5, $M = 3.67$, $SD = 0.72$). Even though the teachers agreed that the situations in the activities also promote actual communication (statement 6, $M = 3.48$, $SD = 0.91$), they were uncertain that the activities are interactive (statement 9, $M = 3.32$, $SD = 1.01$). The teachers also agreed that the textbook is appropriate for 7th grade Libyan students (statement 11, $M = 3.54$, $SD = 1.18$). Nevertheless, they were uncertain whether the teaching approaches used in the book were effective in teaching English to the students (statement 2, $M = 3.06$, $SD = 1.13$) and that it contains enough visual materials to help the students understand the printed text (statement 7, $M = 3.14$, $SD = 1.26$). Furthermore, the teachers agreed that the topics of the units in the textbook are interesting for the students (statement 4, $M = 3.62$, $SD = 1.11$). Finally, there was agreement by the teachers that the grammar rules in the textbook have an increasing order of difficulty (statement 10, $M = 3.51$, $SD = 1.28$).

Having shown that the textbook in general is satisfactory for the teachers, Appendix I shows the views of the teachers towards the use of the textbook. The textbook contains activities such as conversations and listening texts but the teachers showed positive views towards reading them out. They indicated that they always read out the conversations themselves when they did not have access to the audio (statement 6, $M = 4.29$, $SD = 1.08$), while they also often read out the listening texts themselves when they do not have access to the audio (statement 7, $M = 3.92$, $SD = 1.36$). These teachers are trying to indicate how important audios are to the effective use of the textbook. These two statements (6 and 7) have the first and second highest mean in table 1. The teachers sometimes use group work (statement 8, $M = 3.29$, $SD = 1.14$) and pair work (statement 9, $M = 3.24$, $SD = 1.20$) if the activity in the textbook requires it. If the activities in the textbook suggest group work, they sometimes skip it (statement 10, $M = 2.64$, $SD = 1.40$) and they seldom skip pair work as well (statement 11, $M = 2.46$, $SD = 1.23$). Nevertheless, the teachers also showed their views towards the textbook when they are not happy. They indicated that when they are not happy with the approach and activity used in the textbook, they sometimes use supplementary materials from other commercial texts (statement 3, $M = 2.91$, $SD = 1.06$) and they sometimes use authentic materials (statement 4, $M = 2.89$, $SD = 1.11$). In addition, when the teachers are not satisfied with some particular topics and lessons in the textbook, they sometimes try to design a new lesson (statement 2, $M = 2.71$, $SD = 1.41$) and they sometimes decide to follow the textbook all the same (statement 1, $M = 2.62$, $SD = 1.11$). Regarding listening activities, the teachers seldom take the students to the lab for this purpose (statement 5, $M = 1.87$, $SD = 1.28$).

Table 3 measures the respondents' perspective towards the technological supports (equipment) with a more negative perspective from the teachers. They disagreed on the schools' ability to meet the demands of the textbook because the school is not equipped

with an ICT lab (statement 15, $M = 2.24$, $SD = 1.50$). In addition, the teachers disagreed on having access to cassette or CD provided in the course pack with the textbook (statement 16, $M = 2.52$, $SD = 1.38$). Even if they had access to cassette or CD provided with the textbook, the lack of equipment in the school may hinder them in using the textbook effectively. Nevertheless, they agreed that the class size affects the kind of activities they choose to do from the textbook (statement 17, $M = 3.49$, $SD = 1.29$).

Table 3

Descriptive Statistics for teachers' views towards the technological supports (equipment)

NO	Statement	Options	N	%	M	S.D.
17	The class size affects the kind of activities I choose to do from the textbook.	1. Strongly Disagree	5	7.9	3.49	1.29
		2. Disagree	13	20.6		
		3. Neutral	7	11.1		
		4. Agree	22	34.9		
		5. Strongly Agree	16	25.4		
16	I have access to the cassette/ CD provided in the course pack with the textbook	1. Strongly Disagree	21	33.3	2.52	1.38
		2. Disagree	13	20.6		
		3. Neutral	9	14.3		
		4. Agree	15	23.8		
		5. Strongly Agree	5	7.9		
15	The school is equipped with ICT lab to meet the demands of the textbook.	1. Strongly Disagree	32	50.8	2.24	1.50
		2. Disagree	9	14.3		
		3. Neutral	4	6.3		
		4. Agree	11	17.5		
		5. Strongly Agree	7	11.1		

Table 4

Descriptive statistics for teachers' views towards parental involvement

N/O	Statement	Options	N	%	M	S.D.
19	Parents' knowledge of English affects their children's success in English	1. Strongly Disagree	2	3.2	4.19	1.01
		2. Disagree	3	4.8		
		3. Neutral	6	9.5		
		4. Agree	22	34.9		
		5. Strongly Agree	30	47.6		
20	Parents support their children's efforts to learn English in school	1. Strongly Disagree	2	3.2	4.02	1.04
		2. Disagree	4	6.3		
		3. Neutral	9	14.3		
		4. Agree	24	38.1		
		5. Strongly Agree	24	38.1		
21	Parents feel welcome at school	1. Strongly Disagree	0	0	3.78	0.85
		2. Disagree	3	4.8		
		3. Neutral	22	34.9		
		4. Agree	24	38.1		
		5. Strongly Agree	14	22.2		
23	Parents' involvement in the school activities affects children's success in English classes	1. Strongly Disagree	2	3.2	3.60	0.96
		2. Disagree	6	9.5		
		3. Neutral	16	25.4		
		4. Agree	30	47.6		
		5. Strongly Agree	9	14.3		
18	I recognize that the English language can be a barrier for parents	1. Strongly Disagree	3	34.8	3.44	1.06
		2. Disagree	9	14.3		
		3. Neutral	17	27.0		
		4. Agree	25	39.7		
		5. Strongly Agree	9	14.3		
24	Parents are included as participants in school decisions	1. Strongly Disagree	6	9.5	3.08	1.07
		2. Disagree	10	15.9		
		3. Neutral	25	39.7		
		4. Agree	17	27.0		
		5. Strongly Agree	5	7.9		
22	Parents get involved in workshops on effective techniques about helping and supervising homework.	1. Strongly Disagree	7	11.1	3.05	1.08
		2. Disagree	11	17.5		
		3. Neutral	20	31.7		
		4. Agree	22	34.9		
		5. Strongly Agree	3	4.8		

Table 4 presents the teachers' views towards parental involvement in this study. Even though the teachers agreed that English language can be a barrier for parents of their students (statement 18, $M = 3.44$, $SD = 1.06$), they agreed that the knowledge of the parents (statement 19, $M = 4.19$, $SD = 1.01$) and their involvement in school activities (statement 23, $M = 3.60$, $SD = 0.96$) can affect the students' success in English.

Additionally, the teachers agreed that the parents support their children's efforts to learn the English language in school (statement 20, $M = 4.02$, $SD = 1.04$). In the parents' involvements in school activities, the teachers agreed that the parents feel welcome at school (statement 21, $M = 3.78$, $SD = 0.85$), they are neutral about including them as participants in school decisions (statement 24, $M = 3.08$, $SD = 1.07$) and they are neutral on parents involvement in workshops on effective techniques about helping and supervising homework (statement 22, $M = 3.05$, $SD = 1.08$).

Table 5 presents the views of the teachers towards the role of the administration in using the provided textbook effectively. The teachers expressed how safe they are in asking questions. They agreed that the administration of their school helps them feel safe to ask questions (statement 27, $M = 3.48$, $SD = 1.03$), and to try new approaches in the classroom (statement 28, $M = 3.46$, $SD = 1.12$) but disagreed about feeling safe to make mistakes (statement 26, $M = 2.30$, $SD = 1.09$). However, the teachers are neutral about attention given to them by the administration for effective teaching of English language. There was disagreement that the administration of the school supports professional development activities (statement 29, $M = 2.94$, $SD = 1.29$).

Table 5

Descriptive statistics for teachers' views towards School Administration

N/O	Statement	Options	N	%	M	S.D.
27	The administration of my school helps me feel safe to ask questions	1. Strongly Disagree	3	4.8	3.48	1.03
		2. Disagree	8	12.7		
		3. Neutral	16	25.4		
		4. Agree	28	44.4		
		5. Strongly Agree	8	12.7		
28	The administration helps me feel safe to try new approaches in the classroom.	1. Strongly Disagree	2	3.2	3.46	1.12
		2. Disagree	13	20.6		
		3. Neutral	14	22.2		
		4. Agree	22	34.9		
		5. Strongly Agree	12	19.0		
25	The administration pays attention to the effective teaching of English	1. Strongly Disagree	7	11.1	3.05	1.28
		2. Disagree	17	27.0		
		3. Neutral	16	25.4		
		4. Agree	12	19.0		
		5. Strongly Agree	11	17.5		
29	The administration supports professional development activities (e.g. workshops).	1. Strongly Disagree	9	14.3	2.94	1.29
		2. Disagree	17	27.0		
		3. Neutral	16	25.4		
		4. Agree	11	17.5		
		5. Strongly Agree	10	15.9		
26	The administration of my school helps me feel safe to make mistakes	1. Strongly Disagree	17	27.0	2.30	1.09
		2. Disagree	21	33.3		
		3. Neutral	16	25.4		
		4. Agree	7	11.1		
		5. Strongly Agree	2	3.2		

Teachers' Perspectives towards Preparatory 1 based on Years of Experience and College of Graduation

Years of experience. Appendix J shows the results of the test for the difference in teachers' perspective on English for Libya based on their years of experience. The teachers were grouped into four categories namely those with 0 - 5 years of experience, 5 - 10 years of experience, 11 - 15 years of experience, and those with 15 years and more experience. Fourteen statements were used to conduct this test by using one-way Analysis of variance (ANOVA). The results showed no significant differences in all statements except in statement 1 ($F = 2.075, p = 0.013$), and statement 9 ($F = 3.246, p = 0.028$) (see Appendix J). These items were further subjected to a post-hoc test for determination of differences among groups. For this purpose, LSD test was used (see Appendix K).

In Appendix J, there were significant differences among the groups in all of the years of experience in terms of their satisfaction with the textbook (statement 1) and this is noticed between the teachers with 0 – 5 and 11 – 15 years of experience, and between 5 – 10 and 11 – 15 years of experience (see Appendix K). Teachers with 11-15 years of experience have significantly different views about their satisfaction with the textbook compared to those with less experience. The teachers with 0 – 5 years of experience agreed ($M = 3.74$) about their views on the satisfaction with the textbook compared to the teachers with 11 – 15 years of experience who are uncertain ($M = 2.50$) about this view. Moreover, teachers with 5 – 10 years of experience agreed ($M = 3.64$) in their views on the satisfaction with the textbook compared to the teachers with 11 – 15 years of experience. Teachers with 11–15 years of experience seem to be less satisfied with the textbook than those with less experience.

In statement 9, there were also significant differences in the teachers' views based on their years of experience (see appendix J). These differences were seen between teachers with 0 – 5 years of experience and 5 – 10 years of experience, and between 0 – 5 years of experience and above 15 years of experience (see appendix K). There was an agreement in the views of the teachers with 0 – 5 years of experience ($M = 3.74$) as regards the textbook having activities that are interactive while the teachers with 5 – 10 years experience showed that they are uncertain ($M = 3.08$) about this related statement. In addition, teachers with 0 – 5 years of experience have a greater mean when compared to teachers with those who had more than 15 years of experience. While the former agreed in their views that the textbook has activities that are interactive, the later remained uncertain about this statement, to show that less experienced teachers had positive attitude towards the activities in the textbook.

College of graduation. In Appendix L, answer to the research question (Teachers' perspective on English for Libya based on their college of graduation) was given by comparing the mean of "Teachers' perspective on English for Libya" across "college of graduation". The results showed no significant differences in any of the items among the teachers who graduated from College of Education and College of Arts respectively.

Teachers' Use of Preparatory 1 in the Classroom

Appendix M and N present how the teachers used the textbook in the classroom. In all the statements in this section, there were no significant differences in their responses based on years of experience and college of graduation.

Discussion

Textbooks not just contain the curriculum, objectives, language program, syllabus, methodologies, but it gives teachers a framework of guidance and orientation (Ramazani, 2013). Textbooks are very important for teachers as it shapes learned group's knowledge, attitudes and principles (Mansor *et al.*, 2011). Some teachers are nonchalant about it, some use them while some do not use them properly or supplement it with some other materials. Many researchers, however, argued about the use of textbooks. Even Hutchinson and Torres (1994) suggested that in the activities performed by every teacher, textbooks play a huge and important role while on the other hand, Halliwell (1992) claimed that not in all areas would one find a textbook so important for teachers' use.

This study seeks to understand the extent to which CLT approach is used in English for Libya, Preparatory 1 and focuses on the attitudes of teachers on the textbook and whether there is a difference in their attitudes based on their years of experience and their college of graduation.

Evaluation of English for Libya, Preparatory 1 based on CLT approach's principles.

According to Howard and Major (2004), ELT materials should have a good looking appearance. In this textbook, the cover of the book was not satisfactory, since no attractiveness could be observed. However, it uses a lot of illustrations with some real photographs. Tsiplakides (2011) states that a textbook may have a distinct content that can attract a low or high rating for the textbook. One of the major reasons for this is that the content of a textbook can help the students to understand the materials presented in the textbooks especially when, for example, the content is relevant (Wen-Cheng *et al.*, 2011).

In Preparatory 1, relevance was seen by the evaluator in terms of the topics which include elements from both local and target culture. “When the communicative syllabus is concerned, continuity and balance in teaching the four skills are emphasized” (Chung, 2005 p. 47). Thus, the units in the textbook comprise the same distribution of listening, speaking, reading and writing skills, with an emphasis on speaking and listening activities (table2). This finding is in line with what Nguyen (2015) and Sarem et al. (2013) had found. They found that the activities in their evaluated textbooks were mostly speaking and listening based. Whereas Aytug (2007) had found that the listening and reading exercises are more than the speaking and writing where he considered that the textbook is not successful in terms of initiating communication. All these attributes can be said to strengthen and fasten the gaining of knowledge and mastery of concepts which hence encourage the development of intellectual capacity of the students, as stated by Seguin (1989). The results showed that a high number of controlled exercises has been incorporated and no attention to group work has been paid. However, Ko (2013) highlights the equal importance of the four skills and further states the need for an activity in lesson that balances the four language skills, such as the *Information Gap* activity. In Nguyen’s (2015) analysis, the range of activities were limited where few free activities were encouraged. In addition, most of the grammar points are practiced inductively while other structures are presented deductively. Vocabulary is introduced through listening and reading tasks and this is similar to the findings of Nguyen (2015) and Ander (2015) who emphasize that “building up vocabulary requires effort for an extended period of time through well- organized instruction” (Schmitt, as cited in Ander 2015 p. 138).

As regards the authenticity, it has been used in written forms only, such as newspapers, magazines or dialogues. According to Howard and Major (n.d.) materials need to aim for authentic spoken and visual texts as well. They also state that “material

designers are required to generate materials where both the texts and the things learners are required to do with them reflect the language and behaviors required of them in the world outside the classroom” (p.106). Unfortunately, the textbook package does not include a class CD or DVD but provides a cassette which is not available for teachers. The teachers’ book is considered to be informative, though it needs to be revised to include extra exercises and further tests for each unit and suggest support for teachers where they could find additional materials and exercises such as online links.

The attitudes of teachers on Preparatory 1 textbook. It is very important to understand the actual feelings of teachers about a textbook based on their perceptions. This defines their attitudes towards a textbook. However, the teachers in this study have revealed their perceptions and the question to be answered here is whether they have positive or negative attitudes towards the textbook.

The teachers strongly opined that the teachers’ book makes them adequately trained and enables them to understand the central core of the textbook, its methodology facilitates better understanding, planning and development for the students’ learning, classroom activities and application. Furthermore, the teachers revealed a view that shows that the activities in Preparatory book 1 promote a meaningful learning, promote actual communication and have a lot of variety. In line with Gómez-Rodríguez (2010), activities in a book are often genuine since they reveal usual real-life situations and teachers usually rely on them because they present content and activities that form what take place in the classroom. In addition, most of the teachers thought in the same way and indicated that the collection of topics is interesting and it seemed that most of them are satisfied with preparatory 1 textbook. They mostly agreed that the textbook is appropriate for 7th grade

Libyan students which are in tandem with the recommendations of Island (2008) that a textbook should be appropriate for subject area and for the age of the students for whom the materials are selected.

Furthermore, the results revealed that the participants considered grammatical items are in an increasing order of difficulty. However, in the findings of Al-Mekhlafi and Nagaratnam (2011), it was observed that grammar is a serious difficulty that both students and teachers encounter but students face it more than teachers. In another study conducted by Arikan (2007) where she evaluated Let's speak English 7 textbook, she found that the teachers were not satisfied with the sequence of the grammatical points and the textbook was not very appropriate for seventh grade students . Notably, the results of this study showed some uncertainty towards the relationship between the aims and objectives of the materials and the needs of the students. This is one singular factor which showed that this textbook may not be recommended except this area is revised. Moreover, another uncertainty is seen in the activities of the textbook. The participants were uncertain that these activities were interactive. In general, it can be inferred from the perspective of the teachers that they are satisfied about the textbook. In this way, it can be said that they have a positive attitude towards the textbook.

Teachers' use of Preparatory 1 textbook. As regards the use of the textbook, the results showed that the teachers read out the conversations and listening texts themselves when there is no accessibility to audios and they have no more options than to just read out conversations to the students and these students may have problems with words, and utterances when the teacher in question has a poor pronunciation. This may either discourage the students or the teachers. This finding is similar with the findings of

Matthew and Alidmat (2013) who made it clear that audio-visual materials improve learning environment in a classroom. And when there is no access to audios, going to the lab for listening activities becomes rare as what the teachers in this survey stated. The teachers indicated that they often used group work and pair work activities if it is required in the textbook.

When the teachers are not happy with the approach used in the textbook, they sometimes use supplementary materials and authentic materials especially from other commercial texts. When they are happy with a textbook, there should not be a need to consult supplementary materials and authentic materials. But this is a case here which slightly counters the quality of the textbook. It is not so common among the teachers to design a new lesson when they are dissatisfied with a particular topic. This depicts that the textbook is reliable and dependable.

Attitudes based on years of experience. Results showed that there are no statistical differences in the perceptions of all the teachers towards the use of Preparatory 1 based on college of graduation. Same also applies to the perspective of teachers based on years of experience but a clear significant difference was only seen in statements 1 and 9.

The perception of the teachers who are above 15 years of experience showed a positive attitude that they are highly in favour of the textbook that it has enough visual materials to help their students understand the printed text. The teachers within 5 – 10 years of experience also show a positive attitude with this statement but not as positive as the above 15 years of experience teachers. The teachers with 0 – 5 years of experience and

11 – 15 years of experience do not show a positive attitude to this statement but a negative attitude.

As regards the activities in the book if they are interactive, teachers above 15 years of experience and 11 – 15 years of experience show a negative attitude towards the textbook while teachers with 0 – 5 and 5 – 10 years of experience show a positive attitude towards the textbook. In addition, all the teachers showed a slight significant difference in their responses. In all the noticed significant differences, all the teachers show some inconsistencies with their responses to these identified two statements. Some teachers have positive attitudes in some statements and negative attitude in other statements.

It is known that teachers bring their experience, knowledge and values into the classroom and also encourage students to well develop their language skills and attitudes (Larenas *et al.*, 2015). The reason for these above differences in attitudes can be understood from the work of Meyer (2004) who explained the difference between experienced and young teachers. It was stated that the former have a vast knowledge base and skills that makes them so flexible in class organization and problem solving even when textbooks are disappointing coupled with good strategies to handle content and teaching which makes them more interested with their students and their needs (Meyer, 2004). While young teachers are known to depend on content and instructions coupled with organization and content of their textbook (Meyer, 2004). Meanwhile, young teachers have more concern on the students and their interest which means that they have great interest on activities and teaching. This study revealed that there are differences in the attitudes of the teachers who are experienced and young. The young teachers in this study are those with 0 – 5 years of experience while those above these years are considered experienced.

According to Tsui (2009), young teachers like to make adequate provision for the needs of their students thereby making their teaching fun-filled. This can be ascribed to the major reason why they could be positive about the interactive activities in the textbook. They have better advantage over the experienced teachers in this area. This may be attributed to their main goal as to prepare students to pass the exams without much effort to make students able to listen and speak because most of the experienced teachers fall into the generation where they had no much opportunity to know about the CLT which is more about the communicative approaches to the language.

Teachers' perspective towards technological supports (equipment). The teachers in this survey agreed that class size has an effect on the kind of activities they choose to do from a textbook. This is in accordance with the findings of Bahanshal (2013) in which he highlighted that class size plays a significant role in teaching and learning the English language. According to the work of Khan (2013), it was found out that teachers need to make use of technology to make them and the students to be enthusiastic in teaching and learning. One of the ways to achieve this is through the use of electrical computerized gadgets such as cassettes or CDs provided in the course pack. Accordingly, the teachers in this survey do not have access to this and this can surely affect the motivation of the teachers and students towards the use of the textbook. Schools must have the ICT lab that will allow the use of the cassette or the CD. The teachers indicated that there are no ICT labs to meet the demands of the textbook.

Teachers' perspective towards parental involvement. Parental involvement in children's success in education has numerous supports from scholars for academic success and it is in accordance with the results of this study. In the findings of this study, according to the teachers, parents' knowledge of English and involvements in activities such as workshops on effective techniques and other parental techniques affect their children's success in English and there is a support from their side to support their children's effort to learn English in school. This result is in line with the findings of Fan and Chen (2001), they found out that parental involvement has positive effect on students' academic achievement. Findings showed that the schools allow parents to have access to the school environment to check on their children.

Teachers' perspective towards school administration. The teachers revealed that they do not feel safe to make mistakes but they feel safe to try new approaches in classrooms and to ask questions. They agreed that the school administration pays attention to effective teaching of English and this is tandem to the findings of Aslanargun (2015) in which he commented that good administration that pays attention to effective teaching gets their teachers advised in a constructive style, give them positive feedback, encourage them for a creative teaching. However, there was a mild disagreement about the administration to support professional development activities like workshops.

Conclusion

This study considered the perceptions of two groups of teachers based on their years of experience only since there was no significant difference in the attitudes of the

teachers based on college of graduation. With the use of SPSS, ANOVA test that was carried out showed no significant differences between teachers' college of graduation while significant difference was noticed in the teachers' years of experience with two statements namely statements 1 and 9 respectively. With further post-hoc LCD test, the teacher's years of experiences' significant differences were identified. The most visible differences in attitude were seen in the views as regards the interactive nature of the activities in the textbook. It can be said that the years of experience come with a package that includes knowledge, competence, and confidence but with little or no much capacity to meet the needs of students and the capacity to make student's tuition to be interesting. Finally, the checklist evaluation of the textbook showed that the textbook is satisfactory.

CHAPTER V

CONCLUSION

Introduction

The present study was designed to understand how much English for Libya, Preparatory 1 follows the CLT principles using a checklist based method and to understand the effectiveness of the textbook from the teachers' point of view. Hence, this study addresses the following research questions:

1. To what extent are the main principles of the Communicative Language Teaching Approach used in English for Libya, Preparatory 1?
2. What are the attitudes of teachers on English for Libya, Preparatory 1?
3. Do the teachers' attitudes differ based on:
 - a) their years of experience?
 - b) their college of graduation?

This concluding chapter presents the major findings of the research and provides recommendations and suggestions based on these findings.

Main Findings

According to the evaluation of English for Libya, Preparatory 1, where the answer for the first research question was provided, it was found that the textbook is not fully based on the principles of the CLT approach. Rather, it contributed to a limited degree to achieve these principles. The results revealed that the activities are varied and focused on

individual and pair work with little free exercises. The presentation of the skills is balanced among the units, where most lessons start with listening and speaking practice in a way to achieve initiating communication. In addition, the topics are relevant to students' lives and comprised both Libyan and British cultures. Moreover, the teacher's book is informative, though it does not suggest the use of authentic audio-visual supplementary resources.

With respect to the second research question, statistical results showed that the participants were satisfied with Preparatory 1. Most of the teachers find the textbook efficient to fulfill the communicative aspects. However, the teachers were not sure about the fitness of the materials' objectives and students' needs. All the teachers claimed that their schools had poor equipment and that ICT labs are never provided. Thus, they had to read listening texts and speaking dialogues themselves. Although the teachers felt supported by the administration to achieve effective teaching and develop students' learning, the administration does not fully encourage professional development activities. Results also emerged that parental involvement had positive effect on students' learning.

Regarding the third research question, results pointed out some differences related to years of experience, while no differences were observed based on college of graduation. In terms of years of experience, the most experienced teachers appeared to have the most varied views compared to the younger participants (0 – 5). That is, they were dissatisfied with the activities presented in the textbook. This may stem from them being less knowledgeable about the CLT and that they had to change their ways of teaching according to the new approach, whereas younger teachers felt more comfortable because they felt supported by the textbook with suggestions on how to teach through the teachers' book.

Suggestions for Practice

If Libyan students cannot talk easily after studying English for about eight years (five years in Basic schools and three years in Secondary schools), it cannot be said that the English teaching is successful. In this way, they are learning only grammar and vocabulary. Moreover, Arabic may be used predominantly while teaching English. The results in this study showed that teachers' perspectives differed especially on the textbook and their attitudes did not fully match the in-depth evaluation of the textbook. It is because of two possible reasons. First, the more experienced teachers were not aware of the communicative aspects of the language and used the textbook traditionally. Second, the less experienced teachers know a lot about the CLT but no professional development was set regularly to enhance teaching methodologies. Based on the results arrived at by this study, teachers are recommended to extend the use of free practice after controlled activities, evaluate their textbooks using the checklist method to have a sight into their weaknesses, let students know that they are being assessed continually in their speaking practice in class during the term and allocate a percentage of their final grades to speaking skill, make use of any opportunity they are given for in-service teacher training.

As the results also show, teachers have positive attitudes in general towards the given textbook. Hence, these positive attitudes need to be supported by educational institutions by providing schools with facilities such as ICT labs and audio-visual materials, familiarize teachers as well as inspectors with the developments taking place in the field of teaching through carefully planned and regular in-service training programs with an emphasis on the importance of textbook evaluation for material development, revise textbooks from time to time for further improvements, take into consideration the suggestions and recommendations provided by the teachers and the inspectors, encourage higher institutes and colleges to incorporate teaching methodology and testing as two main

subjects in the university curricula. If the limitations mentioned above can be minimized and more consideration is given to the communicative teaching in the educational policy, the communicative approach will undoubtedly exercise its powerful effects on English teaching in Libya.

Recommendations for Further Research

English for Libya is a series of textbooks designed for Basic and Secondary schools in the Libyan context. This study aimed to evaluate Preparatory 1 textbook in the area of Zliten. A further study could be constructed for the other textbooks in the series and in other areas in Libya. Another study could be conducted to understand the teaching practices of the English language teachers in Libya while using this current textbook. Such a study would include in-class observations of language teaching and an analysis of the ways in which textbooks are employed in real life. In addition, this study examined only the views of the teachers using a questionnaire for collecting the data, though it would be valuable to conduct interviews with the teachers and involve students as well to gather in-depth data about reasons behind their perceptions and practices.

Conclusion

The purpose of this study was to find out to what extent were the principles of the CLT introduced in Preparatory 1 textbook and the teachers' attitudes towards them. It has been found that the textbook had contributed to a limited degree to the communicative aspects. Moreover, the teachers showed that they were satisfied with the textbook in use and suggested reforms to the technological supports for better language learning.

Therefore, suggestions were provided for teachers and educational institutions in an attempt to increase the quality of teaching the language.

REFERENCES

- Abbo, N. M. (2013). *An evaluative study of the twelfth grade English textbook of sunrise series from English language teachers' perspectives*. Unpublished MA thesis. Cyprus International University, Nicosia.
- AbdelWahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, 1(3), 55-70.
- Aftab, A. (2011). *English language textbooks evaluation in Pakistan*. Unpublished Ph.D dissertation. University of Birmingham, Birmingham. Retrieved from etheses.bham.ac.uk/3454/1/Aftab12PhD.pdf
- Alanoğlu, M., & Demirtaş, Z. (2016). The relationships between organizational learning level, school effectiveness and organizational citizenship behavior. *Journal of Education and Training Studies*, 4(4), 35-44.
- Al Bahbuh, M. E. (2005). *An investigation into the effectiveness of the communicative approach in improving students oral proficiency and language attitudes with special reference to first year secondary schools students in Zliten. An experimental study*. Unpublished MA thesis. The Libyan Academy, Tripoli.
- Al-Mekhlafi, A. M., & Nagaratnam, R. P. (2011). Difficulties in teaching and learning grammar in an EFL context. *International Journal of Instruction*, 4(2), 69-92.
- Al-Mutawa, N., & Kailani, T. (1996). *Methods of teaching English to Arab students*. Essex: Longman.
- Altaieb, S. R. (2013). *Teachers' perception of the English language curriculum in Libyan public schools: An investigation and assessment of implementation process of English curriculum in Libyan public high schools*. Unpublished PhD dissertation. University of Denver, Denver, Colorado. Retrieved from

<https://digitalcommons.du.edu/cgi/viewcontent.cgi?referer=https://www.google.com.cy/&httpsredir=1&article=1025&context=etd>

- Ander, T. (2015). *Exploring communicative language teaching in a grade 9 nationwide textbook: New Bridge to Success*. Unpublished MA thesis. Bilkent University, Ankara. Retrieved from www.thesis.bilkent.edu.tr/0006974.pdf
- Ansary, H., & Babai, E. (2002), Universal characteristics of EFL/ESL textbooks: A step towards systematic Textbook Evaluation. *The Internet TESL Journal*. Retrieved from <http://iteslj.org/Articles/Ansary-Textbooks/>
- Arikan, M. (2008). *Textbook evaluation in foreign language teaching: Time for English, grade 4 teachers' and students' views*. Unpublished MA thesis. Çukurova University, Adana. Retrieved from library.cu.edu.tr/tezler/6892.pdf
- Aslanargun, E. (2015). Teachers' Expectations and School Administration: Keys of Better Communication in Schools. *Eurasian Journal of Educational Research*, 60, 17-34.
- Aytug, S. (2007). *An EFL textbook evaluation study in Anatolian high schools : New Bridge to Success for 9th Grade New Beginners*. Unpublished MA thesis. Bilkent University, Ankara. Retrieved from www.thesis.bilkent.edu.tr/0003266.pdf
- Bahanshal, D. A. (2013). The effect of large classes on English teaching and learning in Saudi secondary schools. *English Language Teaching*, 6(11), 49-59.
- Bredeson, P. V. (2000). The school principal's role in teacher professional development. *Journal of In-service Education*, 26(2), 385-401.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Chung, C. Y. (2016). *Developing authentic listening materials for college students in Taiwan*. Unpublished MA project. University of Oregon. Retrieved from <https://linguistics.uoregon.edu/wp-content/uploads/2015/08/Chung-Cindy-Aug-10.pdf>

- Chung, S. F. (2005). A communicative approach to teaching grammar: theory and practice. *The English Teacher*, XXXIV, 33-50.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: McMillan Heinemann.
- Demir, Y., & Ertaş, A. (2014). A suggested eclectic checklist for ELT coursebook evaluation. *The Reading Matrix*, 14(2), 243-252.
- Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal*, 51(1), 36-42
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.
- Gómez-Rodríguez, L. F. (2010). English textbooks for teaching and learning English as a foreign language: Do they really help to develop communicative competence?. *Educación Educadores*, 13(3), 327-346.
- Grant, N. (1987). *Making the most of your textbook*. Harlow: Longman.
- Halliwell, S. (1992). *Teaching English in the primary classroom*. Harlow: Longman.
- Howard, J., & Major, J. (2004). Guidelines for designing effective English language teaching materials. *The TESOLANZ Journal*, 12, 50-58.
- Hutchinson, T. & Torres, E. (1994). The Textbook as Agent of Change. *ELT Journal*, 48(4), 351-28.
- Ibrahim, A. B., & Carey, M. D. (2016). *English language teaching in Libya after Gaddafi*. Retrieved from https://link.springer.com/chapter/10.1007/978-3-319-46778-8_7
- Island, P. E. (2008). *Evaluation and selection of learning resources: A guide*. Canada: Prince Edward Island Department of Education. Retrieved from https://www.princeedwardisland.ca/sites/default/files/publications/eelc_learning_resources_guide.pdf

- Jafarigohar, M., & Ghaderi, E. (2013). Evaluation of two popular EFL coursebooks. *International Journal of Applied Linguistics & English Literature*, 2(6), 194-201.
- Khan, I. A. (2013). Teaching and technology: The EFL context. *Procedia-Social and Behavioral Sciences*, 93, 2015-2022.
- Khan, M. (2016). *An analysis of linguistic, communicative and creative exercises in English textbooks used in secondary education in Flanders and Wallonia*. Gent University. Unpublished MA thesis. Retrieved from http://lib.ugent.be/fulltxt/RUG01/002/271/684/RUG01-002271684_2016_0001_AC.pdf
- Ko, C. (2014). An Investigation of the communicative approach teaching in primary English textbooks in Hong Kong and Malaysia: A search into communicative language teaching (CLT) Textbooks, and how CLT is applied in textbooks. *International Journal of Education & Literacy Studies*. 2(1), 63-74.
- Larenas, C. D., Hernandez, P. A., & Navarrete, M. O. (2015). A case study on EFL teachers' beliefs about the teaching and learning of English in public education. *Porta Linguarum*, 23, 171-186.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: OUP.
- Lawrence, W. P. (2011). *Textbook evaluation: A framework for evaluating the fitness of the Hong Kong New Secondary School (NSS) curriculum*. Unpublished MA thesis. University of Hong Kong, Hong Kong. Retrieved from <https://www.semanticscholar.org/paper/TEXTBOOK-EVALUATION-A-FRAMEWORK-FOR-EVALUATING-THE-Pak-Lawrence/2af672560fc0f65656ddc5cb4480324058cf4898>

- Lisna, M. (2016). Retrospective evaluation of ELT coursebook effectiveness. *Advanced Education, 6*, 87-92.
- Litz, D. R. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL journal, 6*(4), 2-52.
- Mansor, N., Badarudin, M. I., & Mat, A. C. (2011). Teachers perspective of using English as a medium of instruction in mathematics and science subjects. *International Journal of Instruction, 4*(2), 129-138.
- Mathew, N. G., & Alidmat, A. O. H. (2013). A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction. *International Journal of Higher Education, 2*(2), 86-92.
- Meyer, H. (2004). Novice and expert teachers' conceptions of learners' prior knowledge. *Science Education, 88*(6), 970–983.
- Miekley, J. (2005). ESL textbook evaluation checklist. *The Reading Matrix, 5* (2).
- Moazam, I., & Jodai, H. (2014). Textbook evaluation: A reflection on Total English (Intermediate). *Journal of Education and Training Studies, 4*(11), 35-44.
- Mohsen, A. S. (2014). Teaching English as a foreign language in Libya. *Scientific Research Journal (SCIRJ), II*(XI), 58- 64.
- Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (2011). Developing an English language textbook evaluation checklist. *Contemporary Issues In Education Research, 4*(6), 21- 28.
- Nguyen, C. T. (2015). *An evaluation of the textbook English 6: A case study from secondary schools in the Mekong Delta provinces of Vietnam*. Unpublished Ph.D dissertation. University of Sheffield, Sheffield. Retrieved from etheses.whiterose.ac.uk/10033/

- Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly*, 25(2), 279-295.
- Omar, Y. Z. (2014). *Perceptions of selected Libyan English as a foreign language teachers regarding teaching English in Libya*. Unpublished PhD dissertation University of Missouri, Columbia. Retrieved from <https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/45769/Research.pdf>
- Orafi, S. M. (n.d.). *Investigating teachers' classroom practices: A framework to enhance the quality of English language teaching in Libyan secondary schools*. Retrieved from uob.edu.ly/assets/uploads/.../77ff6-investigating-teachers-2.pdf
- Orafi, S. M. (2008). *Investigating teachers' practices and beliefs in relation to curriculum innovation in English language teaching in Libya*. Unpublished PhD dissertation, University of Leeds, Leeds. Retrieved from etheses.whiterose.ac.uk/1485/1/uk_bl_ethos_509816.pdf
- Özeğ, D. (2012). *Textbook evaluation in foreign language teaching: Spot on, grade 8 from students' and teachers' perspectives*. Unpublished MA thesis. Uludağ University, Bursa. Retrieved from <http://en.academicresearch.net/textbook-evaluation-in-foreign-language-teaching-spot-on-grade-8-from-students-and-teachers-perspectives/>
- Quintana, J., O'Neill, H., & McGarry, F. (2015). *English for Libya: Preparatory 1–Teachers' book* (8th ed.). England: Garnet Publishing Ltd.
- Ramazani, M. (2013). Teachers' perceptions of using English textbooks for Iranian Technical and Vocational College students. *Procedia-Social and Behavioral Sciences*, 70, 1748-1762.
- Razmjoo, S. A. (2010). Developing a textbook evaluation scheme for the expanding circle. *Iranian Journal of Applied Language Studies*, 12(1), 121-136.

- Richards, J. C. (2001). *The role of textbooks in a language program*. Retrieved from <http://www.professorjackrichards.com/pdfs/role-of-textbooks.pdf>
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Richards, J. C., Platt, J., & Platt, H. (1999). *Longman dictionary of language teaching and applied linguistics*. Harlow: Longman.
- Rossner, R., & Bolitho, R.. (1995). *Currents of change in English language teaching*. Oxford: Oxford University Press.
- Sarem, S. N., Hamidi, H., & Mahmoudie, R. (2013). *A critical look at evaluation: A case study of evaluating an ESP course-book: English for International Tourism*. 4(2), 372-380.
- Seguin, R. (1989). *The elaboration of school textbooks*. Retrieved from <http://www.unicef.org/textbooks/files/schoolbooks.pdf>.
- Tekir, S., & Arikan, A. (2007). An analysis of English language teaching coursebooks by Turkish writers: Let's speak English 7 example. *International Journal of Human Sciences*, 4(2), 1-18.
- Tsiplakides, I. (2011). Selecting an English coursebook: Theory and practice. *Theory and Practice in Language Studies*, 1(7), 758-764.
- Tsui, A. B. (2009). Distinctive qualities of expert teachers. *Teachers and Teaching, Theory and Practice*, 15(4), 421–439.
- Wen-Cheng, W., Chien-Hung, L., & Chung-Chieh, L. (2011). Thinking of the textbook in the ESL/EFL classroom. *English Language Teaching*, 4(2), 91-96.

APPENDIX A

Ethical Approval



YAKIN DOĐU ÜNİVERSİTESİ

BİLİMSEL ARAŐTIRMALAR ETİK KURULU

20.04.2017

Dear Hanan Muhammed

Your application titled “**An Evaluation of English for Libya’ and Teachers’ Perspectives: A case study of 7th Grade Coursebooks**” with the application number YDÜ/EB/2017/4 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assist. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Direnç Kanol

APPENDIX B

Results of the overall evaluation of Preparator1 textbook

Statement	Yes	No
<u>Physical Appearance and Layout</u>		
The cover of the textbook is attractive.		✓
The textbook looks interesting and fun.	✓	
The textbook contains enough pictures, diagrams, tables etc. helping the students to comprehend the printed text.	✓	
The illustrations are clear and attractive.	✓	
The main headings and subheadings are well organized.	✓	
The textbook follow the same format in each unit.		✓
The teacher's book contains guidance about how the textbook can be used	✓	
The workbook contains appropriate supplementary activities.	✓	
<u>Content</u>		
The topics are relevant and interested.	✓	
The language used in the textbook is authentic.	✓	
The content of the textbook is practical and up-to-date.	✓	
There is an adequate balance between listening, speaking, reading, and writing skills among units.	✓	
The topics and texts in the textbook include elements from both local and target culture.	✓	
The content of the textbook is motivating.	✓	
<u>Vocabulary and Grammar</u>		
The grammar rules are presented in a logical manner and in an increasing order of difficulty	✓	
The grammar points are presented with examples and explanations.	✓	
The vocabulary load seems to be reasonable for the students' level.	✓	
The new vocabulary items are integrated in varying contexts and situations.	✓	
<u>Exercises and Activities</u>		
There is a variety of activities in the textbook.	✓	
The activities and exercises match the level of the students.	✓	

The situations in the activities promote meaningful learning and actual communication.	✓	
There is a balance between controlled and free exercises.		✓
The activities can help students to develop different listening skills.	✓	
The speaking activities can help learners to acquire a range of speaking skills.	✓	
The reading activities help in developing students' reading skills.	✓	
The writing activities can help students to improve their power of structuring writing.	✓	
The writing activities helps to develop students' ability to practice writing a range of text-types.	✓	
<u>Skills</u>		
The four language skills are sufficiently covered.	✓	
There is a range of different reading texts with different subject content.		✓
The textbook presents a wide range of listening texts.	✓	
The textbook includes adequate individual and group speaking activities.		✓
There is a considerable focus on improving the writing skill.	✓	
The textbook highlights and practices natural pronunciation (i.e. stress and intonation).		✓
<u>Teachers' book</u>		
The teacher's book provides teachers with exercises to practice, tests, and review vocabulary words.		✓
The teacher's book provides additional exercises for reinforcing grammar points in the text.		✓
The teacher's book suggests a clear and concise method for teaching each lesson.	✓	
<u>Supplementary materials</u>		
The teacher's book is informative.	✓	
The cassette is suitable.		✓

APPENDIX C**Libyan Teachers' Opinions about English Language Textbooks: A Case Study**

Dear Teachers,

The aim of this questionnaire is to collect data about your opinion on the English course books assigned for the 7th grade Libyan students and the ways you employ them in the classroom. Your contribution is important for the research and will help to improve the teaching and learning of English. Please note that the data collected through this questionnaire will be treated confidentially and used for research purposes only. Please also note that you can withdraw from the study at any time by informing me.

Thank you for your cooperation.

Hanan Mohamed

MA Student, Department of English Language Teaching

Near East University

e-mail: cise.cavusoglu@neu.edu.tr

Part 1- Background information

Years of experience:

College of graduation:

Part 2- Please read the following statements and indicate how much you agree or disagree with each one by marking the appropriate place with a tick (✓).

(SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree)

	Statement	SD	D	N	A	SA
1	I am satisfied with the textbook in use.					
2	I think the teaching approaches used in the book are effective in teaching English to Libyan students.					
3	The aims and objectives of the materials in the course book correspond to the needs of students.					
4	The topics of the units are interesting for the students.					
5	The situations in the activities promote meaningful learning.					
6	The situations in the activities promote actual communication.					
7	I think the textbook contains enough visual materials to help the students understand the printed text.					
8	The book has a variety of activities.					
9	The activities are interactive.					
10	In the textbook that I am using, the grammar rules are presented in an increasing order of difficulty.					
11	I think the textbook is appropriate for 7 th grade Libyan students.					
12	The manual (teacher's book) helps me to understand the objectives of the text.					
13	The teacher's book helps me to understand the methodology of the text.					
14	I think the teacher's book suggests a clear method for teaching each lesson.					

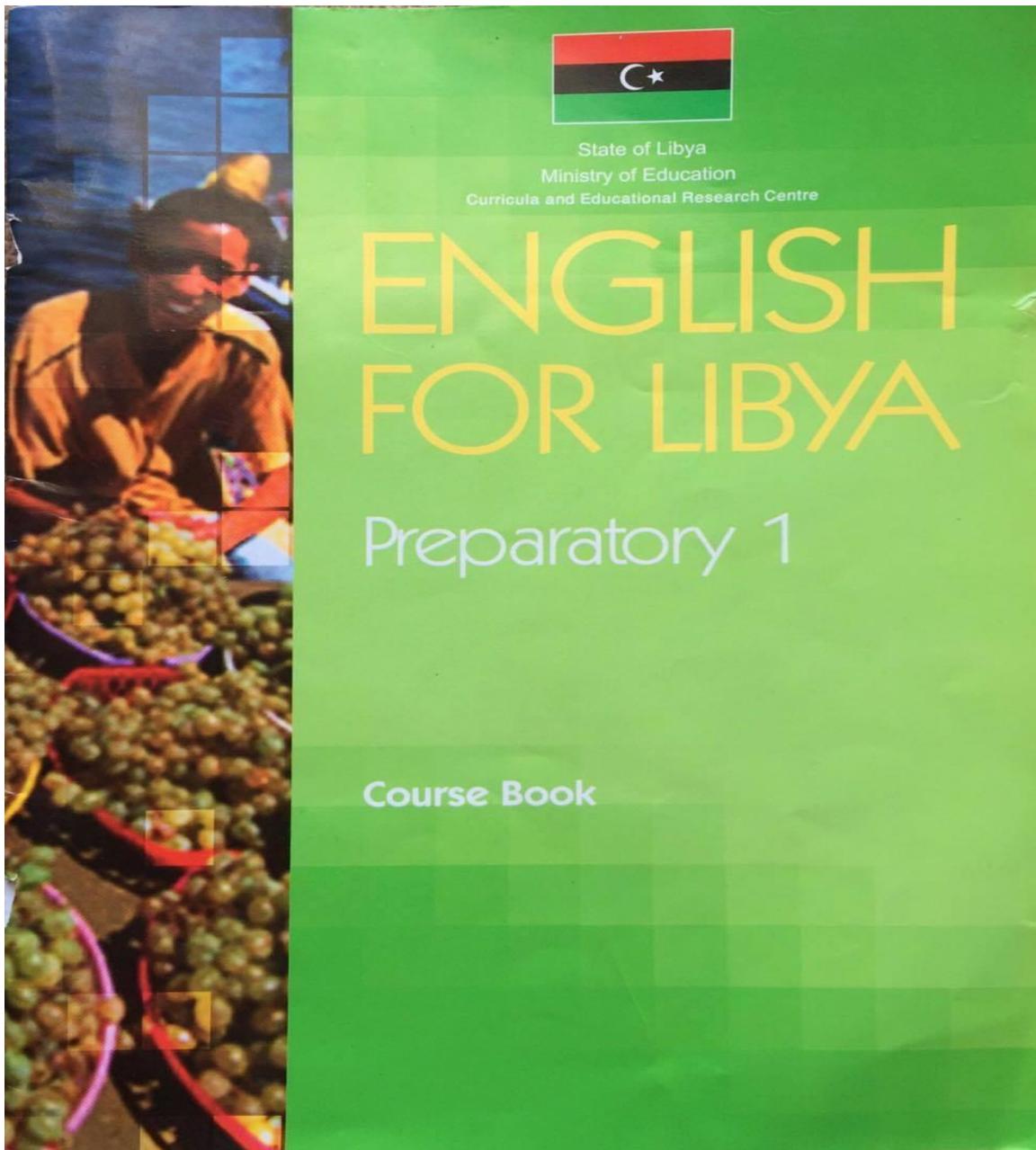
		SD	D	N	A	SA
15	The school is equipped with ICT lab to meet the demands of the textbook.					
16	I have access to the cassette/ CD provided in the course pack with the textbook.					
17	The class size affects the kind of activities I choose to do from the textbook.					
18	I recognize that the English language can be a barrier for parents.					
19	Parents' knowledge of English affects their children's success in English.					
20	Parents support their children's efforts to learn English in school.					
21	Parents feel welcome at school.					
22	Parents get involved in workshops on effective techniques about helping and supervising homework.					
23	Parents' involvement in the school activities affects children's success in English classes.					
24	Parents are included as participants in school decision.					
25	The administration pays attention to the effective teaching of English.					
26	The administration of my school helps me feel safe to make mistakes.					
27	The administration of my school helps me feel safe to ask questions.					
28	The administration helps me feel safe to try new approaches in the classroom.					
29	The administration supports professional development activities (e.g. workshops).					

Part 3- In this part we would like you to indicate how often you do the following activities by marking the appropriate place with a tick (✓).

Statement		Never	Seldom	Sometimes	Often	Always
1	When I am not satisfied with a lesson I decide to follow the textbook all the same.					
2	I try to design a new lesson when I am not satisfied with that particular topic.					
3	I use supplementary materials from other commercial texts when I am not happy with the approach used in the textbook.					
4	I use authentic materials when I am not happy with the activity used in the textbook.					
5	I take my students to the lab for listening activities.					
6	I read out the conversations myself when I do not have access to the audio.					
7	I read out the listening texts myself when I do not have access to the audio.					
8	I use group work only if the activity in the course book requires it.					
9	I use pair work only when textbook requires it.					
10	I skip group work activities suggested in the book.					
11	I skip pair activities suggested in the book.					

APPENIX D

The front cover page of English for Libya



APPENDIX E

Content pages

	TOPIC	VOCABULARY AREAS	LANGUAGE	FUNCTIONS	EXAMPLE SKILLS ACTIVITIES
UNIT 1	Hobbies and routines	Times of day Days of the week Hobbies and activities	Wh questions, <i>e.g., where, when</i> Present simple verb forms <i>Can / can't</i> for ability	Introductions Tell the time Talk about daily and weekly routines Talk about abilities	Listen to someone talking about ability Read an autobiography Talk about routines Write sentences about weekly routines
UNIT 2	Family and jobs	Family members Jobs Classroom objects Illnesses	Questions and sentences with <i>have got</i> Deictic reference: <i>this, that, these, those</i> Possessive adjectives: <i>my, your, his, etc.</i> Possessive 's and possessive pronouns: <i>mine, yours, his, etc.</i>	Ask / answer questions about family and jobs Ask questions / talk about possessions. Continue to talk about routine Ask and answer questions about health problems	Listen to a teacher talking about her day Relate events in a doctor's day Read short texts about people's daily lives Write a paragraph about daily activities
UNIT 3	Likes and dislikes	Numbers and prices Possessions Leisure activities Places, <i>e.g., beach, mountains</i>	<i>Can</i> for requests Sentences with <i>like + -ing + verb</i> Sentences with <i>want to + verb</i> Noun / verb collocation, <i>e.g., play + football, go + swimming</i>	Ask and answer questions about prices Ask to borrow things Talk about likes and dislikes Make and agree / disagree with suggestions	Listen and pick out information about prices Discuss leisure preferences Read descriptions of weekend activity trips Write sentences about preferences
UNIT 4	At home and around town	Rooms and furniture Forms of transport, <i>e.g., bus, taxi</i> Places in town, <i>e.g., bank, supermarket</i>	<i>There is / there are</i> Prepositions of place Prepositions of movement Imperative structures	Say where things are in a house and town Talk about modes of travel Ask for and give directions	Listen to and follow directions Describe where things are Read simple directions Write simple directions
UNIT 5	Clothes and shopping	Colours Clothes Adjectives, <i>e.g., big, expensive</i> Shops	Adjective position Present continuous tense for actions in progress <i>Too + adjective</i> Past tense of <i>to be</i> : <i>was / were</i>	Describe people's appearance Describe events in a picture Ask for things in shops	Listen and colour: descriptions of clothes Describe pictures Read a picture story about shopping Write sentences comparing two pictures

	TOPIC	VOCABULARY AREAS	LANGUAGE	FUNCTIONS	EXAMPLE SKILLS ACTIVITIES
UNIT 6	Animals and nature	Animals Body parts Months and seasons The weather	<i>Can</i> for ability Frequency adverbs Present continuous for temporary events Word building: nouns and adjectives, e.g., <i>cloud</i> / <i>cloudy</i>	Describe animals' appearance and abilities Describe the weather and seasons Ask and answer factual questions about animals and nature	Listen to descriptions of animals and places Ask about and describe animals Read a nature quiz Complete a chart and write a description of weather and seasons
UNIT 7	Past and present	Times of day Leisure activities Places of interest, e.g., historical places	Past simple verb forms Past tense question forms Adjectives with <i>very</i> and <i>too</i> Sequencers: <i>first, next, then, finally</i>	Ask and answer questions about recent past events Describe and sequence past events, e.g., <i>a day out</i> Ask for and give opinions	Listen to a story and speculate about what happened next Make conversations about recent past events Read a diary entry / descriptions of recent past events Write a paragraph about what someone did yesterday
UNIT 8	Food and health	Food and drink Food containers, e.g., <i>glass, packet, bottle</i> Household chores	Countable and uncountable nouns Quantifiers: <i>some, any, much, many, lots</i> <i>Will</i> for spontaneous decisions	Order food in a café Talk about food quantities Ask and answer questions about quantities needed Request / offer help with household chores	Listen to identify items on a menu Practise conversations: ask for quantities of food in different contexts Read a health questionnaire Complete a health questionnaire
UNIT 9	Dates and birthdays	Dates Birthdays and presents Outdoors / holidays	Ordinal numbers <i>Would you like</i> + verb <i>Let's / Shall we</i> + verb Present continuous for future arrangements	Ask for and give information about dates Make and respond to offers and suggestions Discuss suitability of presents for different people Order events in a story	Listen to an adventure story to confirm predictions Discuss suitable presents for friends and family Read and identify key information in an e-mail Write party invitations
UNIT 10	A long time ago	Revision	Revision	Revision	Listen to conversations and identify the situations Practise a range of conversations using functions from earlier units Read notices about exhibitions and events Write short autobiographies

APPENDIX F

Lesson 2 and 3 from Unit 3: Likes and dislikes

3.1 How much is it?

A Listen and identify the numbers you hear.

173 258 369 428 $7\frac{1}{2}$ $9\frac{1}{2}$

B Say the numbers.

Look! 101 a hundred and one
200 two hundred
 $5\frac{1}{2}$ five and a half

Look! LD = Libyan Dinars

C Read the prices.



D Ask and answer questions about prices in pairs.

How much is the television? It's 120 LD.
How much are the CDs? They're 1 LD each.

3.1 Can I have a cake?

A Look at the British coins and say the words.



1 penny 2 pence 5 pence 10 pence 20 pence 50 pence 1 pound = 100 pence

B Listen and follow.



Lucy: How much are these buns?
Shopkeeper: They're eighty pence each.
Lucy: And what about the cakes?
Shopkeeper: They're ninety pence.
Lucy: How much are the chocolate bars?
Shopkeeper: They're forty pence.
Lucy: And the apples?
Shopkeeper: They're thirty pence.
Lucy: Can I have a chocolate bar and two apples, please.
Shopkeeper: Here you are. That's ...



How much does Lucy pay?

C Match the prices to the items.

40p 90p 30p 80p

D Have similar conversations in pairs.

APPENDIX G

Lesson 2 and 3 from Unit 7: Past and present

7.2 Omar's diary

A Read Omar's diary.

My diary

Wednesday

In the morning, I was at school. In the afternoon, I played football with Ahmed and Ali. In the evening, I was at home. I watched TV.

Thursday

In the morning, I was at the doctor's. In the afternoon, I was at home. I talked to my friends on the telephone. In the evening, I was at home. I played computer games with my brother.



B Ask and answer questions about Omar on Wednesday.

Was Omar at school on Wednesday morning?

Yes, he was.

Was he at home in the afternoon?

No, he wasn't.

Did he play football?

Yes, he did.

Was Omar at home in the evening?

C Now ask and answer questions about Thursday.

Was Omar / doctor's / morning?

Was / home / afternoon?

Did / watch / TV?

Did / play / computer games?

Look!	present	past
	am/is	was
	are	were
	do	did

7.3 Present and past

A Read about Ali.

1. I drink juice in the morning. I drank some juice this morning.

2. I do my homework every evening. I did my homework yesterday evening.

3. We often have chicken and salad for lunch. We had chicken and salad for lunch yesterday.

4. I buy clothes in the mall. I bought a shirt last week.

5. I sometimes go shopping in the supermarket. I went shopping in the mall yesterday.

6. My father usually drives to work. My father drove to work yesterday.

B Make questions about Ali. Use the words in the box.

What	drink / morning?
	do / evening?
	have / lunch?
	buy / mall?
Where	go shopping?
How	father go / work?

What does Ali drink in the morning?

What did he drink this morning?

APPENDIX H

Descriptive statistics for teachers views towards English for Libya, Preparatory 1

N/O	Statement	Options	N	%	M	S.D.
12	The manual (teacher's book) helps me to understand the objectives of the text.	1. Strongly Disagree	2	3.2	4.06	0.86
		2. Disagree	1	1.6		
		3. Neutral	6	9.5		
		4. Agree	36	57.1		
		5. Strongly Agree	18	28.6		
13	The manual helps me to understand the methodology of the text.	1. Strongly Disagree	3	4.8	3.83	1.02
		2. Disagree	3	4.8		
		3. Neutral	12	19.0		
		4. Agree	29	46.0		
		5. Strongly Agree	16	25.4		
14	I think the manual suggests a clear method for teaching each lesson	1. Strongly Disagree	4	6.3	3.71	0.94
		2. Disagree	1	1.6		
		3. Neutral	12	19.0		
		4. Agree	38	60.3		
		5. Strongly Agree	8	12.7		
5	The situations in the activities promote meaningful learning	1. Strongly Disagree	0	0	3.67	0.72
		2. Disagree	5	7.9		
		3. Neutral	15	23.8		
		4. Agree	39	61.9		
		5. Strongly Agree	4	6.3		
8	The book has a variety of activities	1. Strongly Disagree	4	6.3	3.65	1.09
		2. Disagree	5	7.9		
		3. Neutral	13	20.6		
		4. Agree	28	44.4		
		5. Strongly Agree	13	20.6		

N/O	Statement	Options	N	%	M	S.D.
4	The topics of the units are interesting for the students	1. Strongly Disagree	4	6.3	3.62	1.11
		2. Disagree	5	7.9		
		3. Neutral	16	25.4		
		4. Agree	24	38.1		
		5. Strongly Agree	14	22.2		
1	I am satisfied with the textbook in use	1. Strongly Disagree	4	6.3	3.57	1.01
		2. Disagree	6	9.5		
		3. Neutral	9	14.3		
		4. Agree	38	60.3		
		5. Strongly Agree	6	9.5		
11	I think the textbook is appropriate for 7th grade Libyan students	1. Strongly Disagree	3	4.8	3.54	1.18
		2. Disagree	12	19.0		
		3. Neutral	10	15.9		
		4. Agree	24	38.1		
		5. Strongly Agree	14	22.2		
10	In the textbook that I am using, the grammar rules are presented in an increasing order of difficulty.	1. Strongly Disagree	6	9.5	3.51	1.28
		2. Disagree	10	15.9		
		3. Neutral	8	12.7		
		4. Agree	24	38.1		
		5. Strongly Agree	15	23.8		
6	The situations in the activities promote actual communication	1. Strongly Disagree	2	3.2	3.48	0.91
		2. Disagree	7	11.1		
		3. Neutral	18	28.6		
		4. Agree	31	49.2		
		5. Strongly Agree	5	7.9		
9	The activities are	1. Strongly Disagree	2	3.2	3.32	1.01

N/O	Statement	Options	N	%	M	S.D.
	interactive	2. Disagree	13	20.6		
		3. Neutral	17	27.0		
		4. Agree	25	39.7		
		5. Strongly Agree	6	9.5		
3	The aims and objectives of the materials in the textbook correspond to the needs of students.	1. Strongly Disagree	4	6.3	3.22	1.01
		2. Disagree	11	17.5		
		3. Neutral	18	28.6		
		4. Agree	27	42.9		
		5. Strongly Agree	3	4.8		
7	I think the course book contains enough visual materials to help the students understand the printed text.	1. Strongly Disagree	5	7.9	3.14	1.26
		2. Disagree	20	31.7		
		3. Neutral	9	14.3		
		4. Agree	19	30.2		
		5. Strongly Agree	10	15.9		
2	I think the teaching approaches used in the book are effective in teaching English to Libyan students.	1. Strongly Disagree	2	3.2	3.06	1.13
		2. Disagree	24	38.1		
		3. Neutral	13	20.6		
		4. Agree	16	25.4		
		5. Strongly Agree	8	12.7		

APPENDIX I

Descriptive statistics for teachers views towards the use of the textbook

NO	Statement	Options	N	%	M	S.D.
6	I read out the conversations myself when I do not have access to the audio	1. Never	4	6.3	4.29	1.08
		2. Seldom	0	0		
		3. Sometimes	6	9.5		
		4. Often	17	27.0		
		5. Always	36	57.1		
7	I read out the listening texts myself when I do not have access to the audio	1. Never	5	7.9	3.92	1.36
		2. Seldom	8	12.7		
		3. Sometimes	6	9.5		
		4. Often	12	19.0		
		5. Always	32	50.8		
8	I use group work only if the activity in the course book requires it	1. Never	5	7.9	3.29	1.14
		2. Seldom	10	15.9		
		3. Sometimes	19	30.2		
		4. Often	20	31.7		
		5. Always	9	14.3		
9	I use pair work only when the textbook requires it	1. Never	5	7.9	3.24	1.20
		2. Seldom	14	22.2		
		3. Sometimes	15	23.8		
		4. Often	19	30.2		
		5. Always	10	15.9		
3	I use supplementary materials from other commercial texts when I am not happy with the approach used in the textbook	1. Never	7	11.1	2.91	1.06
		2. Seldom	13	20.6		
		3. Sometimes	26	41.3		
		4. Often	13	20.6		
		5. Always	4	6.3		

NO	Statement	Options	N	%	M	S.D.
4	I use authentic materials when I am not happy with the activity used in the textbook	1. Never	8	12.7	2.89	1.11
		2. Seldom	14	22.2		
		3. Sometimes	22	34.9		
		4. Often	15	23.8		
		5. Always	4	6.3		
2	I try to design a new lesson when I am not satisfied with that particular topic	1. Never	17	27.0	2.71	1.41
		2. Seldom	13	20.6		
		3. Sometimes	13	20.6		
		4. Often	11	17.5		
		5. Always	9	14.3		
10	I skip group work activities suggested in the book.	1. Never	19	30.2	2.64	1.40
		2. Seldom	11	17.5		
		3. Sometimes	15	23.8		
		4. Often	10	15.9		
		5. Always	8	12.7		
1	When I am not satisfied with a lesson I decide to follow the textbook all the same	1. Never	12	19.0	2.62	1.11
		2. Seldom	16	25.4		
		3. Sometimes	22	34.9		
		4. Often	10	15.9		
		5. Always	3	4.8		
11	I skip pair activities suggested in the book	1. Never	18	28.6	2.46	1.23
		2. Seldom	16	25.4		
		3. Sometimes	14	22.2		
		4. Often	12	19.0		
		5. Always	3	4.8		
5	I take my students to	1. Never	40	63.5	1.87	1.28

NO	Statement	Options	N	%	M	S.D.
	the lab for listening	2. Seldom	3	4.8		
	activities	3. Sometimes	11	17.5		
		4. Often	6	9.5		
		5. Always	3	4.8		

APPENDIX J

ANOVA Test results based on years of experience for the perspectives of teachers

Items	Group	N	M	Std Dev.	F	Sig.
1. I am satisfied with the textbook in use	0 - 5 years	27	3.74	0.76	2.07	.013
	5 - 10 years	25	3.64	1.07		
	11 - 15 years	4	2.50	1.29		
	15 years and above	7	3.28	1.25		
	Total	63	3.57	1.01		
2. I think the teaching approaches used in the book are effective in teaching English to Libyan students.	0 - 5 years	27	2.96	1.05	.631	.598
	5 - 10 years	25	3.08	1.15		
	11 - 15 years	4	2.75	.957		
	15 years and above	7	3.57	1.51		
	Total	63	3.06	1.13		
3. The aims and objectives of the materials in the course book correspond to the	0 - 5 years	27	3.18	1.21	.869	.462
	5 - 10 years	25	3.32	.852		
	11 - 15 years	4	2.50	1.00		
	years					

Items	Group	N	M	Std Dev.	F	Sig.
needs of students.	15 years and above	7	3.4286	.534		
	Total	63	3.22	1.00		
4. The topics of the units are interesting for the students	0 - 5 years	27	3.59	1.18	.047	.986
	5 - 10 years	25	3.68	1.14		
	11 - 15 years	4	3.50	.577		
	15 years and above	7	3.57	1.13		
	Total	63	3.61	1.11		
5. The situations in the activities promote meaningful learning	0 - 5 years	27	3.51	.752	1.67	.182
	5 - 10 years	25	3.80	.645		
	11 - 15 years	4	3.25	.957		
	15 years and above	7	4.00	.577		
	Total	63	3.66	.718		
6. The situations	0 - 5 years	27	3.51	.752	.134	.940

Items	Group	N	M	Std Dev.	F	Sig.
in the activities promote actual communication	5 - 10 years	25	3.44	.916		
	11 - 15 years	4	3.25	.957		
	15 years and above	7	3.57	1.51		
	Total	63	3.47	.913		
7. I think the textbook contains enough visual materials to help the students understand the printed text.	0 - 5 years	27	2.62	1.04	4.84	.004
	5 - 10 years	25	3.52	1.19		
	11 - 15 years	4	2.50	1.73		
	15 years and above	7	4.14	1.06		
	Total	63	3.14	1.25		
8. The book has a variety of activities	0 - 5 years	27	3.62	1.18	.274	.844
	5 - 10 years	25	3.60	1.00		
	11 - 15 years	4	3.50	.577		
	15 years and above	7	4.00	1.41		
	Total	63	3.65	1.09		

Items	Group	N	M	Std Dev.	F	Sig.
9. The activities are interactive	0 - 5 years	27	3.74	.764	3.24	.028
	5 - 10 years	25	3.08	1.18		
	11 - 15 years	4	2.75	.500		
	15 years and above	7	2.85	.899		
	Total	63	3.31	1.01		
10. In the textbook that I am using, the grammar rules are presented in an increasing order of difficulty.	0 - 5 years	27	3.37	1.24	1.41	.248
	5 - 10 years	25	3.44	1.35		
	11 - 15 years	4	4.75	.500		
	15 years and above	7	3.57	1.27		
	Total	63	3.50	1.28		
11. I think the course book is appropriate for 7th grade Libyan students	0 - 5 years	27	3.62	1.04	.452	.717
	5 - 10 years	25	3.60	1.25		
	11 - 15 years	4	3.00	1.41		
	15 years and above	7	3.28	1.38		
	Total	63	3.53	1.17		

12. The manual (teacher's book) helps me to understand the objectives of the text.	0 - 5 years	27	4.03	1.09	.062	.980
	5 - 10 years	25	4.12	.725		
	11 - 15 years	4	4.00	.816		
	15 years and above	7	4.00	.000		
	Total	63	4.06	.858		
13. The manual helps me to understand the methodology of the text.	0 - 5 years	27	3.70	1.20	.632	.597
	5 - 10 years	25	3.96	.978		
	11 - 15 years	4	4.25	.500		
	15 years and above	7	3.57	.534		
	Total	63	3.82	1.02		
14. I think the manual suggests a clear method for teaching each lesson	0 - 5 years	27	3.74	.944	.991	.403
	5 - 10 years	25	3.72	.979		
	11 - 15 years	4	3.00	1.41		
	15 years and above	7	4.00	.000		
	Total	63	3.71	.940		

APPENDIX K

Post-hoc test results based on years of experience for the perspectives of teachers

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
I am satisfied with the textbook in use	0 - 5 years	5 - 10 years	.10074	.27370	.714
		11 - 15 years	1.24074*	.52832	.022
		15 years and above	.45503	.41825	.281
	5 - 10 years	0 - 5 years	-.10074	.27370	.714
		11 - 15 years	1.14000*	.53104	.036
		15 years and above	.35429	.42168	.404
	11 - 15 years	0 - 5 years	-1.24074*	.52832	.022
		5 - 10 years	-1.14000*	.53104	.036
		15 years and above	-.78571	.61808	.209
	15 years and above	0 - 5 years	-.45503	.41825	.281
		5 - 10 years	-.35429	.42168	.404
		11 - 15 years	.78571	.61808	.209
I think the teaching approaches used in the book are effective in teaching English to Libyan students.	0 - 5 years	5 - 10 years	-.11704	.31763	.714
		11 - 15 years	.21296	.61311	.730
		15 years and above	-.60847	.48538	.215
	5 - 10 years	0 - 5 years	.11704	.31763	.714
		11 - 15 years	.33000	.61627	.594
		15 years and above	-.49143	.48936	.319
	11 - 15 years	0 - 5 years	-.21296	.61311	.730

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
		5 - 10 years	-.33000	.61627	.594
		15 years and above	-.82143	.71728	.257
	15 years and above	0 - 5 years	.60847	.48538	.215
		5 - 10 years	.49143	.48936	.319
		11 - 15 years	.82143	.71728	.257
Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
The aims and objectives of the materials in the textbook correspond to the needs of students.	0 - 5 years	5 - 10 years	-.13481	.28043	.632
		11 - 15 years	.68519	.54131	.211
		15 years and above	-.24339	.42853	.572
	5 - 10 years	0 - 5 years	.13481	.28043	.632
		11 - 15 years	.82000	.54409	.137
		15 years and above	-.10857	.43205	.802
	11 - 15 years	0 - 5 years	-.68519	.54131	.211
		5 - 10 years	-.82000	.54409	.137
		15 years and above	-.92857	.63327	.148
	15 years and above	0 - 5 years	.24339	.42853	.572
		5 - 10 years	.10857	.43205	.802

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
The topics of the units are interesting for the students	0 - 5 years	11 - 15 years	.92857	.63327	.148
		5 - 10 years	-.08741	.31641	.783
		11 - 15 years	.09259	.61075	.880
	5 - 10 years	15 years and above	.02116	.48351	.965
		0 - 5 years	.08741	.31641	.783
		11 - 15 years	.18000	.61389	.770
	11 - 15 years	15 years and above	.10857	.48747	.825
		0 - 5 years	-.09259	.61075	.880
		5 - 10 years	-.18000	.61389	.770
	15 years and above	15 years and above	-.07143	.71452	.921
		0 - 5 years	-.02116	.48351	.965
		5 - 10 years	-.10857	.48747	.825
		11 - 15 years	.07143	.71452	.921

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
The situations in the activities promote meaningful learning	0 - 5 years	5 - 10 years	-.28148	.19623	.157
		11 - 15 years	.26852	.37878	.481
		15 years and above	-.48148	.29986	.114
	5 - 10 years	0 - 5 years	.28148	.19623	.157
		11 - 15 years	.55000	.38073	.154
		15 years and above	-.20000	.30232	.511
	11 - 15 years	0 - 5 years	-.26852	.37878	.481
		5 - 10 years	-.55000	.38073	.154
		15 years and above	-.75000	.44313	.096
	15 years and above	0 - 5 years	.48148	.29986	.114
		5 - 10 years	.20000	.30232	.511
		11 - 15 years	.75000	.44313	.096
The situations in the activities promote actual communication	0 - 5 years	5 - 10 years	.07852	.25897	.763
		11 - 15 years	.26852	.49989	.593
		15 years and above	-.05291	.39575	.894
	5 - 10 years	0 - 5 years	-.07852	.25897	.763

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
		11 - 15 years	.19000	.50247	.707
		15 years and above	-.13143	.39899	.743
	11 - 15 years	0 - 5 years	-.26852	.49989	.593
		5 - 10 years	-.19000	.50247	.707
		15 years and above	-.32143	.58482	.585
	15 years and above	0 - 5 years	.05291	.39575	.894
		5 - 10 years	.13143	.39899	.743
		11 - 15 years	.32143	.58482	.585
I think the course book contains enough visual materials to help the students understand the printed text.	0 - 5 years	5 - 10 years	-.89037*	.31994	.007
		11 - 15 years	.12963	.61757	.834
		15 years and above	-1.51323*	.48890	.003
	5 - 10 years	0 - 5 years	.89037*	.31994	.007
		11 - 15 years	1.02000	.62074	.106
		15 years and above	-.62286	.49291	.211
	11 - 15 years	0 - 5 years	-.12963	.61757	.834
		5 - 10 years	-1.02000	.62074	.106

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
		15 years and above	-1.64286*	.72249	.027
	15 years and above	0 - 5 years	1.51323*	.48890	.003
		5 - 10 years	.62286	.49291	.211
		11 - 15 years	1.64286*	.72249	.027
The book has a variety of activities	0 - 5 years	5 - 10 years	.02963	.30936	.924
		11 - 15 years	.12963	.59715	.829
		15 years and above	-.37037	.47274	.436
	5 - 10 years	0 - 5 years	-.02963	.30936	.924
		11 - 15 years	.10000	.60022	.868
		15 years and above	-.40000	.47662	.405
	11 - 15 years	0 - 5 years	-.12963	.59715	.829
		5 - 10 years	-.10000	.60022	.868
		15 years and above	-.50000	.69861	.477
	15 years and above	0 - 5 years	.37037	.47274	.436
		5 - 10 years	.40000	.47662	.405
		11 - 15 years	.50000	.69861	.477

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
The activities are interactive	0 - 5 years	5 - 10 years	.66074*	.26708	.016
		11 - 15 years	.99074	.51555	.059
		15 years and above	.88360*	.40814	.034
	5 - 10 years	0 - 5 years	-.66074*	.26708	.016
		11 - 15 years	.33000	.51820	.527
		15 years and above	.22286	.41149	.590
	11 - 15 years	0 - 5 years	-.99074	.51555	.059
		5 - 10 years	-.33000	.51820	.527
		15 years and above	-.10714	.60314	.860
	15 years and above	0 - 5 years	-.88360*	.40814	.034
		5 - 10 years	-.22286	.41149	.590
		11 - 15 years	.10714	.60314	.860
In the textbook that I am using, the grammar rules are presented in an increasing	0 - 5 years	5 - 10 years	-.06963	.35205	.844
		11 - 15 years	-1.37963*	.67955	.047
		15 years and above	-.20106	.53798	.710

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
order of difficulty.	5 - 10 years	0 - 5 years	.06963	.35205	.844
		11 - 15 years	-1.31000	.68305	.060
		15 years and above	-.13143	.54239	.809
	11 - 15 years	0 - 5 years	1.37963*	.67955	.047
		5 - 10 years	1.31000	.68305	.060
		15 years and above	1.17857	.79501	.144
	15 years and above	0 - 5 years	.20106	.53798	.710
		5 - 10 years	.13143	.54239	.809
		11 - 15 years	-1.17857	.79501	.144
I think the textbook is appropriate for 7th grade Libyan students	0 - 5 years	5 - 10 years	.02963	.33064	.929
		11 - 15 years	.62963	.63822	.328
		15 years and above	.34392	.50525	.499
	5 - 10 years	0 - 5 years	-.02963	.33064	.929
		11 - 15 years	.60000	.64151	.353
		15 years and above	.31429	.50940	.540
	11 - 15 years	0 - 5 years	-.62963	.63822	.328

		5 - 10 years	-.60000	.64151	.353
		15 years and above	-.28571	.74665	.703
	15 years and above	0 - 5 years	-.34392	.50525	.499
		5 - 10 years	-.31429	.50940	.540
		11 - 15 years	.28571	.74665	.703
The manual (teacher's book) helps me to understand the objectives of the text.	0 - 5 years	5 - 10 years	-.08296	.24402	.735
		11 - 15 years	.03704	.47102	.938
		15 years and above	.03704	.37289	.921
	5 - 10 years	0 - 5 years	.08296	.24402	.735
		11 - 15 years	.12000	.47344	.801
		15 years and above	.12000	.37595	.751
	11 - 15 years	0 - 5 years	-.03704	.47102	.938
		5 - 10 years	-.12000	.47344	.801
		15 years and above	.00000	.55105	1.000
	15 years and above	0 - 5 years	-.03704	.37289	.921
		5 - 10 years	-.12000	.37595	.751
		11 - 15 years	.00000	.55105	1.000

The manual helps me to understand the methodology of the text.	0 - 5 years	5 - 10 years	-.25630	.28693	.375
		11 - 15 years	-.54630	.55386	.328
		15 years and above	.13228	.43847	.764
	5 - 10 years	0 - 5 years	.25630	.28693	.375
		11 - 15 years	-.29000	.55671	.604
		15 years and above	.38857	.44206	.383
	11 - 15 years	0 - 5 years	.54630	.55386	.328
		5 - 10 years	.29000	.55671	.604
		15 years and above	.67857	.64796	.299
15 years and above	0 - 5 years	-.13228	.43847	.764	
	5 - 10 years	-.38857	.44206	.383	
	11 - 15 years	-.67857	.64796	.299	
I think the manual suggests a clear method for teaching each lesson	0 - 5 years	5 - 10 years	.02074	.26113	.937
		11 - 15 years	.74074	.50406	.147
		15 years and above	-.25926	.39905	.518
	5 - 10 years	0 - 5 years	-.02074	.26113	.937
		11 - 15 years	.72000	.50666	.161
		15 years and above	-.28000	.40232	.489

	above			
11 - 15 years	0 - 5 years	-.74074	.50406	.147
	5 - 10 years	-.72000	.50666	.161
	15 years and above	-1.00000	.58970	.095
15 years and above	0 - 5 years	.25926	.39905	.518
	5 - 10 years	.28000	.40232	.489
	11 - 15 years	1.00000	.58970	.095

APPENDIX L

Results for teachers' perspectives based on their college of graduation

Statements	Group	N	M	Std Dev.	F	Sig.
I am satisfied with the textbook in use	College of Art	31	3.67	.944	.667	.417
	College of Education	32	3.46	1.07		
	Total	63	3.57	1.01		
I think the teaching approaches used in the book are effective in teaching English to Libyan students.	College of Art	31	3.06	.997	.000	.994
	College of Education	32	3.06	1.26		
	Total	63	3.06	1.13		
The aims and objectives of the materials in the course book correspond to the needs of students.	College of Art	31	3.06	.997	1.50	.224
	College of Education	32	3.37	1.00		
	Total	63	3.22	1.00		
The topics of the units are interesting for the students	College of Art	31	3.58	1.05	.072	.790
	College of Education	32	3.65	1.18		

Statements	Group	N	M	Std Dev.	F	Sig.
	Education	63	3.61	1.11		
	Total					
The situations in the activities promote meaningful learning	College of Art	31	3.61	.843	.338	.563
		32	3.71	.581		
	College of Education					
	Total	63	3.66	.718		
The situations in the activities promote actual communication	College of Art	31	3.48	.961	.004	.948
		32	3.46	.879		
	College of Education					
	Total	63	3.47	.913		
I think the text book contains enough visual materials to help the students understand the printed text.	College of Art	31	3.16	1.31	.013	.910
		32	3.12	1.21		
	College of Education					
	Total	63	3.14	1.25		
The book has a variety of activities	College of Art	31	3.58	1.14	.248	.621
		32	3.71	1.05		
	College of Education					

	Total	63	3.65	1.09		
The activities are interactive	College of Art	31	3.51	.961	2.39	.127
		32	3.12	1.03		
	College of Education					
	Total	63	3.31	1.01		
In the textbook that I am using, the grammar rules are presented in an increasing order of difficulty.	College of Art	31	3.45	1.33	.116	.734
		32	3.56	1.24		
	College of Education					
	Total	63	3.50	1.28		
I think the text book is appropriate for 7th grade Libyan students	College of Art	31	3.58	1.17	.073	.788
		32	3.50	1.19		
	College of Education					
	Total	63	3.53	1.17		
The manual (teacher's book) helps me to understand the objectives of the text.	College of Art	31	4.12	.884	.352	.555
		32	4.00	.842		
	College of Education					
	Total	63	4.06	.858		

The manual helps me to understand the methodology of the text.	College of Art	31	3.83	.934	.010	.920
		32	3.81	1.11		
	College of Education					
	Total	63	3.82	1.02		
I think the manual suggests a clear method for teaching each lesson	College of Art	31	3.70	.937	.001	.970
		32	3.71	.958		
	College of Education					
	Total	63	3.71	.940		

APPENDIX M

ANOVA test results based on years of experience for the teachers' use of the textbook

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
When I am not satisfied with a lesson I decide to follow the textbook all the same	0 - 5 years	5 - 10 years	-.04444	.31558	.888
		11 - 15 years	-.19444	.60916	.751
		15 years and above	-.30159	.48225	.534
	5 - 10 years	0 - 5 years	.04444	.31558	.888
		11 - 15 years	-.15000	.61229	.807
		15 years and above	-.25714	.48620	.599
	11 - 15 years	0 - 5 years	.19444	.60916	.751
		5 - 10 years	.15000	.61229	.807
		15 years and above	-.10714	.71265	.881
	15 years and above	0 - 5 years	.30159	.48225	.534
		5 - 10 years	.25714	.48620	.599
		11 - 15 years	.10714	.71265	.881
I try to design a new lesson when I am not satisfied with that particular topic	0 - 5 years	5 - 10 years	-.36741	.39615	.357
		11 - 15 years	.09259	.76468	.904
		15 years and above	.16402	.60537	.787

Dependent Variable	(I) Years of experience	(J) Years of experience	Mean Difference (I-J)	Std. Error	Sig.
	5 - 10 years	0 - 5 years	.36741	.39615	.357
		11 - 15 years	.46000	.76862	.552
		15 years and above	.53143	.61034	.387
	11 - 15 years	0 - 5 years	-.09259	.76468	.904
		5 - 10 years	-.46000	.76862	.552
		15 years and above	.07143	.89460	.937
	15 years and above	0 - 5 years	-.16402	.60537	.787
		5 - 10 years	-.53143	.61034	.387
		11 - 15 years	-.07143	.89460	.937
I use supplementary materials from other commercial texts when I am not happy with the approach used in the textbook	0 - 5 years	5 - 10 years	.16296	.30008	.589
		11 - 15 years	-.03704	.57923	.949
		15 years and above	-.03704	.45855	.936
	5 - 10 years	0 - 5 years	-.16296	.30008	.589
		11 - 15 years	-.20000	.58221	.732
		15 years and above	-.20000	.46231	.667
	11 - 15 years	0 - 5 years	.03704	.57923	.949

		5 - 10 years	.20000	.58221	.732
		15 years and above	.00000	.67764	1.00
	15 years and above	0 - 5 years	.03704	.45855	.936
		5 - 10 years	.20000	.46231	.667
		11 - 15 years	.00000	.67764	1.00
I use authentic materials when I am not happy with the activity used in the textbook	0 - 5 years	5 - 10 years	.05185	.31170	.868
		11 - 15 years	-.64815	.60166	.286
		15 years and above	-.14815	.47631	.757
	5 - 10 years	0 - 5 years	-.05185	.31170	.868
		11 - 15 years	-.70000	.60476	.252
		15 years and above	-.20000	.48022	.679
	11 - 15 years	0 - 5 years	.64815	.60166	.286
		5 - 10 years	.70000	.60476	.252
		15 years and above	.50000	.70388	.480
	15 years and above	0 - 5 years	.14815	.47631	.757
		5 - 10 years	.20000	.48022	.679
		11 - 15 years	-.50000	.70388	.480

I take my students to the lab for listening activities	0 - 5 years	5 - 10 years	.39407	.35168	.267
		11 - 15 years	1.0740	.67884	.119
		15 years and above	-.21164	.53741	.695
	5 - 10 years	0 - 5 years	-.39407	.35168	.267
		11 - 15 years	.68000	.68233	.323
		15 years and above	-.60571	.54182	.268
	11 - 15 years	0 - 5 years	-1.0740	.67884	.119
		5 - 10 years	-.68000	.68233	.323
		15 years and above	-1.2857	.79417	.111
15 years and above	0 - 5 years	.21164	.53741	.695	
	5 - 10 years	.60571	.54182	.268	
	11 - 15 years	1.2857	.79417	.111	
I read out the conversations myself when I do not have access to the audio	0 - 5 years	5 - 10 years	.05037	.29841	.867
		11 - 15 years	-.37963	.57602	.512
		15 years and above	.79894	.45601	.085
	5 - 10 years	0 - 5 years	-.05037	.29841	.867
		11 - 15 years	-.43000	.57898	.461
		15 years and above	.74857	.45975	.109
	11 - 15 years	0 - 5 years	.37963	.57602	.512

		5 - 10 years	.43000	.57898	.461
		15 years and above	1.1785	.67388	.086
	15 years and above	0 - 5 years	-.79894	.45601	.085
		5 - 10 years	-.74857	.45975	.109
		11 - 15 years	-1.1785	.67388	.086
I read out the listening texts myself when I do not have access to the audio	0 - 5 years	5 - 10 years	-.11407	.38331	.767
		11 - 15 years	-.07407	.73989	.921
		15 years and above	.49735	.58575	.399
	5 - 10 years	0 - 5 years	.11407	.38331	.767
		11 - 15 years	.04000	.74370	.957
		15 years and above	.61143	.59055	.305
	11 - 15 years	0 - 5 years	.07407	.73989	.921
		5 - 10 years	-.04000	.74370	.957
		15 years and above	.57143	.86560	.512
	15 years and above	0 - 5 years	-.49735	.58575	.399
		5 - 10 years	-.61143	.59055	.305
		11 - 15 years	-.57143	.86560	.512
I use group work	0 - 5 years	5 - 10 years	-.25778	.31777	.421

only if the activity in the textbook requires it		11 - 15 years	.72222	.61338	.244
		15 years and above	-.06349	.48559	.896
	5 - 10 years	0 - 5 years	.25778	.31777	.421
		11 - 15 years	.98000	.61654	.117
		15 years and above	.19429	.48957	.693
	11 - 15 years	0 - 5 years	-.72222	.61338	.244
		5 - 10 years	-.98000	.61654	.117
		15 years and above	-.78571	.71760	.278
	15 years and above	0 - 5 years	.06349	.48559	.896
		5 - 10 years	-.19429	.48957	.693
		11 - 15 years	.78571	.71760	.278
I use pair work only when textbook requires it	0 - 5 years	5 - 10 years	-.06074	.33942	.859
		11 - 15 years	.50926	.65517	.440
		15 years and above	.11640	.51868	.823
	5 - 10 years	0 - 5 years	.06074	.33942	.859
		11 - 15 years	.57000	.65855	.390
		15 years and above	.17714	.52293	.736
	11 - 15 years	0 - 5 years	-.50926	.65517	.440

		5 - 10 years	-.57000	.65855	.390
		15 years and above	-.39286	.76649	.610
	15 years and above	0 - 5 years	-.11640	.51868	.823
		5 - 10 years	-.17714	.52293	.736
		11 - 15 years	.39286	.76649	.610
I skip group work activities suggested in the book.	0 - 5 years	5 - 10 years	.33778	.39134	.392
		11 - 15 years	-.47222	.75540	.534
		15 years and above	.34921	.59802	.561
	5 - 10 years	0 - 5 years	-.33778	.39134	.392
		11 - 15 years	-.81000	.75929	.290
		15 years and above	.01143	.60292	.985
	11 - 15 years	0 - 5 years	.47222	.75540	.534
		5 - 10 years	.81000	.75929	.290
		15 years and above	.82143	.88374	.356
	15 years and above	0 - 5 years	-.34921	.59802	.561
		5 - 10 years	-.01143	.60292	.985
		11 - 15 years	-.82143	.88374	.356
I skip pair	0 - 5 years	5 - 10 years	-.62963	.63822	.328

activities suggested in the book	11 - 15 years	.02778	.63635	.965
	15 years and above	-.07937	.50377	.875
5 - 10 years	0 - 5 years	.62963	.63822	.328
	11 - 15 years	-.79000	.63962	.222
	15 years and above	-.89714	.50790	.083
11 - 15 years	0 - 5 years	-.02778	.63635	.965
	5 - 10 years	.79000	.63962	.222
	15 years and above	-.10714	.74446	.886
15 years and above	0 - 5 years	.07937	.50377	.875
	5 - 10 years	.89714	.50790	.083
	11 - 15 years	.10714	.74446	.886

APPENDIX N

Results for the teachers' use of the textbook based on their college of graduation

Items	Group	M	Std Dev.	F	Sig.
When I am not satisfied with a lesson I decide to follow the textbook all the same	College of Art	2.70	1.13	.400	.529
	College of Education	2.53	1.10		
	Total	2.61	1.11		
I try to design a new lesson when I am not satisfied with that particular topic	College of Art	2.83	1.50	.473	.494
	College of Education	2.59	1.31		
	Total	2.71	1.40		
I use supplementary materials from other commercial texts when I am not happy with the approach used in the textbook	College of Art	3.06	1.09	1.40	.241
	College of Education	2.75	1.01		
	Total	2.90	1.05		
I use authentic materials when I am not happy with the activity used in the textbook	College of Art	3.00	.966	.609	.438
	College of Education	2.78	1.23		
	Total	2.88	1.10		

I take my students to the lab for listening activities	College of Art	1.96	1.35	.333	.566
	College of Education	1.78	1.21		
	Total	1.87	1.27		
I read out the conversations myself when I do not have access to the audio	College of Art	4.19	1.10	.437	.511
	College of Education	4.37	1.07		
	Total	4.28	1.08		
I read out the listening texts myself when I do not have access to the audio	College of Art	3.96	1.32	.072	.789
	College of Education	3.87	1.40		
	Total	3.92	1.35		
I use group work only if the activity in the course book requires it	College of Art	3.16	1.24	.721	.399
	College of Education	3.40	1.04		
	Total	3.28	1.14		
I use pair work only when textbook requires it	College of Art	3.19	1.13	.083	.775
	College of Education	3.28	1.27		

	Total	3.23	1.20		
I skip group work activities suggested in the book.	College of Art	2.64	1.35	.003	.955
	College of Education	2.62	1.45		
	Total	2.63	1.39		
I skip pair activities suggested in the book	College of Art	2.51	1.15	.124	.726
	College of Education	2.40	1.31		
	Total	2.46	1.22		