

An Evaluation of Senior Secondary English Language Textbooks Used in Ibadan, Nigeria

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Abstract

Textbook is an instructional material for teaching English as a Foreign Language. Too many textbooks that often contain serious theoretical problems, design flaws, and practical shortcomings are used to teach the students resulting in poor performance. Abundant researches have been conducted in the area of textbook evaluation but in recent past years, not much research have been carried out on the current English language textbooks. The study therefore evaluated English Language textbooks for senior secondary school one in Ibadan, Nigeria. Seven research questions were answered in the study. Survey research design was used in the study. The participants were 25 English Language teachers and 500 students in public senior secondary schools, Ibadan, Oyo State. Data were collected using a textbook evaluation checklist ($r = .76$). The data collected were analyzed using mean and standard deviation. Based on the evaluation criteria used namely, development of speech, grammar, vocabulary, reading, writing and technical quality, New Oxford Secondary English came first. Effective English stood in second position out of the seven English language textbooks evaluated while Intensive English came third. Brilliant Macmillan English occupied the fourth position with the Senior English Project placed on fifth. Nelson Functional English came sixth as New Practical English came last out of the seven English language textbooks evaluated. It is therefore recommended that the Ministry of Education, Oyo State should access research findings on evaluation of English language textbooks before recommending English language textbooks. School principals and English teachers should keep themselves abreast of research findings on textbooks evaluation to know the appropriate English language textbooks to choose for teaching and learning. In a nutshell, has successfully endeavoured to illuminate those time-tested but research-guided criteria that should inform the choice of ESL textbooks by policy-makers and teachers for effective implementation of English Language curriculum in our schools.

Key Words: Evaluation, Textbooks, English as a Second Language, Adequacy, Appropriateness.

Introduction

Instructional material can be seen as anything that can promote the effectiveness of instructions. Oyeyinka, (2002) stated that teaching materials are teaching devices that promote effective teaching and learning if effectively used by competent teachers. Without teaching materials, learning and teaching process in most levels will have a little or no significant impact on learners. Therefore, teaching materials are meant for both teachers and students in order to contribute greatly to the conditions in which better learning of English Language can occur. Instructional materials can be divided into non-print (visual, audio and audio-visual) and print materials (magazines, journals, textbooks etc).

Textbook is the printed instructional material that is of interest to this study. Textbook can be referred to as a published book specially designed to help language learners to improve their linguistic and communicative abilities (Sheldon, 1988). In addition to being a learning instrument, textbooks are also used as a supportive teaching instrument (O'Neil, 1982; Ur 1996). They are designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aim at offering classroom practice for students (Mares, 2003) and foster effective and quick learning of the language (Cunningsworth, 1995).

Textbooks are a key component in most language programmes. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students takes part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners the textbook may provide the major source of contact they have with the language apart from the input provided by the teacher. In the case of the inexperienced teachers textbook may also serve as the form of teachers training – they provide ideas on how to plan and teach lessons as well as the format that teachers can use (Tomlinson, 2008). Most of the language development that occurs throughout the world today cannot take place without the extensive use of the commercial textbooks. The place of textbook in the implementation of school curriculum cannot be overemphasized. No lesson can give all the facts that a book will give, not even the radio, or the television can. The current technological marvel –the computer internet- vital and urgent as it appears, cannot replace the textbook. According to Idowu, (2008) instructional materials especially the textbook, helps in making the school look like home to students, within the textbook, the student sees himself, his friends and relations, the proximate community and the entire world.

A good textbook can be an extremely valuable English language teaching complement especially in situations where interesting and motivating authentic materials are difficult to compile in an organized manner (MC Donough & Shaw,

1993). Learning how to use and adapt textbook is hence an important part of a teacher's professional knowledge (Cunningsworth, 1995). Therefore there is a need for evaluation of textbook used in English language teaching because of the importance that textbook plays in language learning. Evaluation is a device for finding out the value or otherwise of an educational programme. It is also the process of ascertaining the decisions to be made selecting related information in order to report summary data useful to decision makers in selecting among alternatives such as from a plethora of textbooks (Alkin, 2001; Aguokogbuo, 2000).

According to Hutchinson & Waters, (2001), textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions (Hutchinson & Waters, 2001). Consequently, efforts must be made to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that that is used in English Language classrooms.

The ever increasing number of textbooks in the market makes the right choice in textbooks difficult (Cunningworth, 1995; Litz, 2005). Textbook selection can have a massive impact on the teaching and learning process as teachers would make references to textbooks (Cunningsworth, 1995, Harmer, 1991, McGrath, 2002). In that sense, the quality of a textbook might be so important that it can determine the success or failure of an ELT course (Green, 1926; Mukundau, 2010). Frequently, a textbook selection is not based on its intrinsic pedagogical value, but of the perceived prestige of the author and of the publisher (Green, 1926; Mc Grath, 2002) or skillful marketing by the publishers (McGrath, 2002). Preference is given to books printed in attractive covers or that teachers would blindly use the best selling textbooks which are used in many other places (Litz, 2005; McGrath, 2002; Tomlinson, 2010).

Ndahi, (1997), writing on suitability of textbooks in meeting the dictates of English curriculum says that a lot of textbooks in use are poorly organized. According to her, materials to be taught are not usually arranged in order of difficulty and topics grouped together are unrelated and materials are somehow irrelevant to the communicative needs, interests and environment of learners. In classroom situations, teachers not only do not heed pedagogical advice and their professional training but also ignore the inadequacy of the English syllabus and unsuitable presentation of contents in the English course books. Williams, (1993) notes that no single textbook can equally satisfy the needs of a class of students from varied language background and this makes the preparation of textbooks and syllabus material a special kind of problem in a multilingual situation where both English and mother tongues are languages of instruction.

In addition, Kolade (2012) has identified textbook selection and general designing as crucial for the teacher of language. These days, Nigerian schools are barraged with textbooks of all sorts such textbooks pose great challenges to the teachers, parents have limited resources within their disposal and would want to

allocate the scarce resources as efficiently as possible, they therefore rely on the guide by the teachers. The teacher must be armed with what is described as valid criteria.

Sheldon, (1988) has offered several reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate among all of the available textbooks on the market.

A number of studies have suggested that the most current global and local ELT textbooks are developed for commercial purposes but are not based on the principles of language acquisition and development recommended by scholars, educators and curriculum developers (Tomlinson, 1999;2003; 2008 & 2010). Financial success has become the primary goal of textbook publishing, (Sheldon, 1988; Litz, 2005 & Tomlinson, 2003). Textbooks like any other books that publisher print, are pieces of merchandise, the ultimate goal of their production is for commercial success (Dendrinios, 1992;Akins, 2001). Instead of contributing positively to students' development in the acquisition of the English Language, many textbooks are in fact leading to learners' failure in acquiring the language and in the worst case, contain serious pedagogical flaws and practical shortcomings (Litz, 2005 & Tomlinson, 2008).

Cunningsworth, (1995) and Ellis, (1997) have suggested that there are three different types of material evaluation. They argue that the most common form is probably the 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the 'in-use' evaluation designed to examine material that is currently being used and the 'retrospective' or 'post-use' (reflective) evaluation of a textbook that has been used in any respective institution. This study is based on the "in-use" evaluation because it can help to examine the suitability of English language textbooks in use or observe how they are actually being used.

The Problem

The teaching and learning of English as a Second Language is bedevilled by the use of textbooks that often contain serious theoretical problems, design flaws, and practical shortcomings. This has been largely responsible for the poor teaching and learning activities that characterize our ESL Classrooms. This trend has been blamed on the absence of empirical information on the quality of current ESL books available in bookshops. Abundant researches have been conducted in the area of textbook evaluation but in recent past, not much research have been carried out on the current English language textbooks in use in our schools. Therefore, this study evaluated English Language textbooks for senior secondary schools in Ibadan, Oyo State

Research Questions

The study sought to answer the following research questions

1. To what extent does each of the textbooks reflect or give adequate treatment to speech work?
2. What is the rating of each of the textbooks in the presentation and treatment of grammatical structures?
3. What is the rating of each textbooks in terms of the adequacy of provision for vocabulary development?
4. To what extent does each of the textbooks give opportunity for developing reading skills?
5. What is the rating of each of the textbooks with respect to development of writing skill?
6. What is the quality of the technical aspect (language and style of presentation, quality of editing, illustrations, photographs and typesetting) of each textbook?

Significance of Study

The study will provide empirical information to teachers and students, who are always in constant search for appropriate English Language textbooks. The textbook authors, designers and publishers would have a feedback about their textbooks and how they can be improved upon. The findings of the study will be of great use to researchers and scholars in the field of organizational literature. It will also be significant to policy makers most especially authorities in the educational system. They will find results of the findings useful to the policy of adopting any textbooks for students use at any educational level

METHODOLOGY

The study adopted a survey research design. The participants were 25 public senior secondary schools (one) English teachers randomly selected from five local governments in Ibadan. Textbook Evaluation Checklists adapted from Williams (1983) were used as the research instrument to evaluate the seven English Language textbooks used in the senior secondary school one. The checklist was divided into two parts: Section A consists of a set of respondents' demographic matters: the school, class and title of the textbook and the Section B consists of twenty-eight closed-ended questions grouped under six main categories, namely; (a) speech, (b) grammar, (c) vocabulary, (d) reading, (e) writing (f) technical quality (language and style of presentation, quality of editing, illustrations, photographs and typesetting). The responses took the form of rating scale. The rating scales were coded numerically as, 4=Excellent, 3=Good, 2= Fair, 1 = Poor = 1 and 0= Very Poor. The checklist was trial-tested

using Banjo, et al (2010)'s New Oxford English Course for secondary schools and the reliability was tested by using Cronbach Alpha which was calculated to be .76. Data collected were analyzed using mean, standard deviation and text mean.

RESULTS

Research Question 1: To what extent does each of the textbooks reflect or give adequate treatment to speech work?

Table 1: Textbooks Level of Treatment of Speech Work
N=23

Text	S/N	SPEECH-B	4	3	2	1	0	Mean	Std. Dev.	Text Mean
New Oxford Secondary English Course	5	Is based on a contrastive analysis of English and L1 sound systems	6 (26.1)	13 (56.5)	4 (17.4)	–	–	3.08	.67	3.00
	6	Suggests ways of demonstrating and practicing speech items	9 (39.1)	12 (52.2)	2 (8.7)	–	–	3.00	.64	
	7	Includes speech situations relevant to the pupils' background	6 (26.1)	12 (52.2)	5 (21.7)	–	–	3.04	.71	
	8	Allows for variation in the accents of non -native speakers of English	2 (8.7)	11 (47.8)	9 (39.1)	–	1 (4.3)	2.56	.84	
Senior English Project	5	Is based on a contrastive analysis of English and L1 sound systems	–	9 (42.9)	8 (38.1)	4 (19.0)	–	2.24	.51	2.29
	6	Suggests ways of demonstrating and practicing speech items	2 (9.5)	11 (52.4)	4 (19.0)	4 (19.0)	–	2.52	.93	
	7	Includes speech situations relevant to the pupils' background	1 (4.8)	10 (47.6)	6 (28.6)	4 (19.0)	–	2.38	.86	
	8	Allows for variation in the accents of non -native speakers of English	1 (4.8)	3 (14.3)	12 (57.1)	5 (23.8)	–	2.00	.77	
Brilliant Macmillan English	5	Is based on a contrastive analysis of English and L1 sound systems	1 (4.8)	14 (66.7)	2 (23.8)	1 (4.8)	–	2.71	.64	2.77
	6	Suggests ways of demonstrating and practicing speech items	2 (9.5)	15 (71.4)	3 (14.3)	1 (4.8)	–	2.86	.65	
	7	Includes speech situations relevant to the pupils' background	2 (9.5)	12 (57.1)	6 (28.6)	1 (4.8)	–	2.71	.72	
	8	Allows for variation in the accents of non -native speakers of English	2 (9.5)	13 (61.9)	6 (28.6)	–	–	2.81	.60	
Effective English	5	Is based on a contrastive analysis of English and L1 sound systems	5 (25.0)	10 (50.0)	5 (25.0)	–	–	3.00	.73	2.83
	6	Suggests ways of demonstrating and practicing speech items	4 (20.0)	10 (50.0)	6 (30.0)	–	–	2.90	.72	
	7	Includes speech situations relevant to the pupils' background	4 (20.0)	6 (30.0)	10 (50.0)	–	–	2.90	.80	
	8	Allows for variation in the accents of non -native speakers of English	1 (5.0)	12 (60.0)	7 (35.0)	–	–	2.90	.57	
Nelson Functional English	5	Is based on a contrastive analysis of English and L1 sound systems	–	7 (43.8)	9 (56.3)	–	–	2.44	.51	2.57
	6	Suggests ways of demonstrating and practicing speech items	1 (6.3)	5 (31.3)	10 (62.5)	–	–	2.44	.63	
	7	Includes speech situations relevant to the pupils' background	–	10 (62.5)	6 (37.5)	–	–	2.63	.50	
	8	Allows for variation in the accents of non -native speakers of English	1 (6.3)	10 (62.5)	5 (31.3)	–	–	2.75	.58	
New Practical English	5	Is based on a contrastive analysis of English and L1 sound systems	2 (11.8)	7 (41.2)	8 (47.9)	–	–	2.63	.70	2.54
	6	Suggests ways of demonstrating and practicing speech items	1 (5.9)	8 (47.1)	8 (47.1)	–	–	2.59	.62	
	7	Includes speech situations relevant to the pupils' background	1 (5.9)	8 (47.1)	8 (47.1)	–	–	2.59	.62	
	8	Allows for variation in the accents of non -native speakers of English	1 (5.9)	6 (35.3)	9 (52.9)	–	1 (5.9)	2.35	.86	
Intensive English	5	Is based on a contrastive analysis of English and L1 sound systems	4 (17.4)	12 (52.2)	7 (30.4)	–	–	2.87	.69	2.62
	6	Suggests ways of demonstrating and practicing speech items	2 (8.7)	13 (56.5)	8 (34.8)	–	–	2.74	.62	
	7	Includes speech situations relevant to the pupils' background	7 (30.4)	3 (13.0)	11 (47.8)	2 (8.7)	–	2.65	1.02	
	8	Allows for variation in the accents of non-native speakers of English	4 (17.4)	5 (21.7)	9 (39.1)	2 (8.7)	3 (13.0)	2.22	1.24	

Values in parentheses are percentages

From Table 1, New Oxford English Course was rated best in reflection or adequacy of speech work in the textbooks (text mean =3.00). This was followed by Effective English (text mean =2.83), Brilliant Macmillan English (mean =2.77),Intensive (mean =2.62), Nelson Functional English (mean = 2.57), New Practical English (mean =2.54) and Senior English Project (mean =2.29).

Research Question 2: What is the rating of each of the textbooks in presentation and treatment of grammatical structures?

**Table 2: Textbooks Level of Presentation and Treatment of Grammatical Structures
N=23**

Text	S/N		4	3	2	1	0	Mean	Std. Dev	Text Mean
New Oxford Senior English Course	9	Stresses communicative competence in teaching structural items	2 (8.7)	11 (47.8)	9 (39.1)	–	1 (4.3)	3.39	.66	3.17
	10	Provides adequate models featuring the structures to be taught	11 (47.8)	10 (43.5)	2 (8.7)	–	–	3.30	.59	
	11	Shows clearly the kinds of responses required in drills (e.g. substitution)	8 (34.8)	14 (60.9)	1 (4.3)	–	–	3.21	.67	
	12	Selects structures with regard to differences between L1 and L2 cultures	3 (13.0)	12 (52.2)	8 (34.8)	–	–	2.78	.67	
Senior English Project	9	Stresses communicative competence in teaching structural items	3 (14.3)	8 (38.1)	9 (42.9)	–	1 (4.8)	2.57	.93	2.69
	10	Provides adequate models featuring the structures to be taught	1 (4.8)	12 (57.1)	7 (33.3)	–	1 (4.8)	2.57	.81	
	11	Shows clearly the kinds of responses required in drills (e.g. substitution)	6 (28.6)	5 (23.8)	10 (47.6)	–	–	2.81	.87	
	12	Selects structures with regard to differences between L1 and L2 cultures	1 (4.8)	15 (71.4)	5 (23.8)	–	–	2.81	.51	
Brilliant Macmillan English	9	Stresses communicative competence in teaching structural items	5 (23.8)	6 (28.6)	10 (47.6)	–	–	2.76	.83	2.76
	10	Provides adequate models featuring the structures to be taught	4 (19.0)	11 (52.4)	6 (28.6)	–	–	2.90	.70	
	11	Shows clearly the kinds of responses required in drills (e.g. substitution)	–	5 (23.8)	16 (76.2)	–	–	2.76	.43	
	12	Selects structures with regard to differences between L1 and L2 cultures	–	8 (38.1)	13 (61.9)	–	–	2.61	.50	
Effective English	9	Stresses communicative competence in teaching structural items	5 (25.0)	10 (50.0)	5 (25.0)	–	–	3.00	.73	2.85
	10	Provides adequate models featuring the structures to be taught	3 (15.0)	9 (45.0)	8 (40.0)	–	–	2.75	.72	
	11	Shows clearly the kinds of responses required in drills (e.g. substitution)	7 (35.0)	9 (45.0)	8 (20.0)	–	–	3.15	.75	
	12	Selects structures with regard to differences between L1 and L2 cultures	11 (55.0)	8 (40.0)	1 (5.0)	–	–	2.50	.60	
Nelson Functional English	9	Stresses communicative competence in teaching structural items	1 (6.3)	11 (68.8)	4 (25.0)	–	–	2.81	.54	2.75
	10	Provides adequate models featuring the structures to be taught	3 (18.8)	16 (62.5)	3 (18.8)	–	–	3.00	.63	
	11	Shows clearly the kinds of responses required in drills (e.g. substitution)	1 (6.3)	8 (50.0)	6 (37.5)	–	1 (6.3)	2.50	.89	
	12	Selects structures with regard to differences between L1 and L2 cultures	5 (31.3)	3 (18.8)	7 (43.8)	–	1 (6.3)	2.69	1.14	
New Practical English	9	Stresses communicative competence in teaching structural items	2 (11.8)	9 (52.9)	5 (29.4)	1 (5.9)	–	2.71	.77	2.56
	10	Provides adequate models featuring the structures to be taught	–	8 (47.1)	8 (47.1)	1 (5.9)	–	2.41	.62	
	11	Shows clearly the kinds of responses required in drills (e.g. substitution)	2 (11.8)	7 (41.2)	8 (47.2)	–	–	2.65	.70	
	12	Selects structures with regard to differences between L1 and L2 cultures	1 (5.9)	6 (35.3)	10 (58.8)	–	–	2.47	.62	
Intensive English	9	Stresses communicative competence in teaching structural items	4 (17.4)	15 (65.2)	4 (17.4)	–	–	3.00	.60	3.12
	10	Provides adequate models featuring the structures to be taught	7 (30.4)	8 (34.8)	8 (34.8)	–	–	2.96	.82	
	11	Shows clearly the kinds of responses required in drills (e.g. substitution)	3 (13.0)	15 (65.2)	5 (21.7)	–	–	2.91	.60	
	12	Selects structures with regard to differences between L1 and L2 cultures	3 (13.0)	7 (30.4)	5 (23.8)	–	–	2.60	.73	

Values in parentheses are percentages

From Table 2, New Oxford Secondary English Course was rated best in reflection of presentation and treatment of Grammatical structures in the textbooks (mean = 3.17). This was followed by Intensive English (mean =3.12), Effective English (mean =2.85), Brilliant Macmillan English (mean =2.76), Nelson Functional English mean =2.75), Senior English Project (mean =2.69) and New Practical English (mean = 2.56).

Research Question 3: What is the rating of each textbooks' in terms of the adequacy of provision for vocabulary development?

Table 3: Textbook's Provision for Vocabulary Development.
N=23

Text	S/N	—	..	4	3	2	1	0	Mean	Std. Dev	Text Mean
New Oxford Secondary English Course	13	Selects vocabulary on the basis of frequency, functional loaded		1 (4.3)	19 (82.6)	3 (13.0)	—	—	2.91	.42	2.90
	14	Distinguishes between receptive and productive skills in vocabulary teaching		3 (13.0)	17 (73.9)	3 (13.0)	—	—	3.00	.52	
	15	Present vocabulary in appropriate context and situations		5 (21.7))	16 (69.6)	2 (8.7)	—	—	3.13	.55	
	16	Focuses on problems of usage related to social background		1 (4.3)	15 (65.2)	5 (21.7)	—	2 (8.7)	2.57	.95	
Senior English Project	13	Selects vocabulary on the basis of frequency, functional loaded		1 (4.8)	13 (61.9)	7 (33.3)	—	—	2.71	.56	2.68
	14	Distinguishes between receptive and productive skills in vocabulary teaching		3 (14.3)	8 (38.1)	10 (47.6)	—	—	2.67	.73	
	15	Present vocabulary in appropriate context and situations		2 (9.5)	12 (57.1)	7 (33.3)	—	—	2.76	.62	
	16	Focuses on problems of usage related to social background		—	12 (57.1)	9 (42.9)	—	—	2.57	.51	
Brilliant Macmillan English	13	Selects vocabulary on the basis of frequency, functional loaded		1 (4.8)	11 (52.4)	9 (42.9)	—	—	2.62	.59	2.72
	14	Distinguishes between receptive and productive skills in vocabulary teaching		—	14 (66.7)	7 (33.3)	—	—	2.67	.48	
	15	Present vocabulary in appropriate context and situations		1 (4.8)	16 (76.2)	4 (19.0)	—	—	2.86	.48	
	16	Focuses on problems of usage related to social background		—	15 (71.4)	6 (28.6)	—	—	2.71	.46	
Effective English	13	Selects vocabulary on the basis of frequency, functional loaded		1 (5.0)	14 (70.0)	5 (25.0)	—	—	2.80	.52	2.63
	14	Distinguishes between receptive and productive skills in vocabulary teaching		2 (10.0)	8 (40.0)	10 (50.0)	—	—	2.60	.68	
	15	Present vocabulary in appropriate context and situations		1 (5.0)	11 (55.0)	7 (33.0)	—	1 (5.0)	2.55	.83	
	16	Focuses on problems of usage related to social background		1 (5.0)	9 (45.0)	10 (50.0)	—	—	2.55	.60	
Nelson Functional English	13	Selects vocabulary on the basis of frequency, functional loaded		3 (18.8)	8 (50.0)	4 (25.0)	—	1 (6.3)	2.75	1.00	2.55
	14	Distinguishes between receptive and productive skills in vocabulary teaching		1 (6.3)	9 (56.3)	5 (31.3)	—	1 (6.3)	2.56	.89	
	15	Present vocabulary in appropriate context and situations		1 (6.3)	11 (68.8)	3 (18.8)	—	1 (6.3)	2.69	.87	
	16	Focuses on problems of usage related to social background		1 (6.3)	7 (43.8)	5 (31.3)	—	3 (18.8)	2.19	1.22	
New Practical English	13	Selects vocabulary on the basis of frequency, functional loaded		1 (5.9)	6 (35.3)	10 (58.8)	—	—	2.47	.62	2.53
	14	Distinguishes between receptive and productive skills in vocabulary teaching		3 (17.6)	4 (23.5)	10 (58.8)	—	—	2.59	.79	
	15	Present vocabulary in appropriate context and situations		2 (11.8)	6 (36.3)	9 (52.9)	—	—	2.59	.71	
	16	Focuses on problems of usage related to social background		1 (5.9)	6 (35.3)	10 (58.8)	—	—	2.47	.62	
Intensive English	13	Selects vocabulary on the basis of frequency, functional loaded		1 (4.3)	16 (69.6)	6 (26.1)	—	—	2.78	.52	2.73
	14	Distinguishes between receptive and productive skills in vocabulary teaching		1 (4.3)	12 (52.2)	9 (39.1)	1 (4.3)	—	2.56	.66	
	15	Present vocabulary in appropriate context and situations		1 (4.3)	17 (73.9)	5 (21.7)	—	—	2.83	.49	
	16	Focuses on problems of usage related to social background		5 (21.7)	9 (39.1)	7 (30.4)	2 (8.7)	—	2.74	.92	

Values in parentheses are percentage

From Table 3, New Oxford Senior English Course was rated best in adequacy of provision for vocabulary development in textbooks (mean =2.90). This was followed by Intensive English (mean =2.73), Brilliant Macmillan English (mean =2.72), Senior English Project (mean =2.68), Effective English (mean =2.63), Nelson Functional English (mean =2.55) and New Practical English (mean =2.53).

Research Question 4: To what extent does each of the textbooks gives opportunity for developing reading skills?

**Table 4: Textbook's Provision of Opportunity for Developing Reading Skills
N=23**

Text	SN	READINGE	4					3	2	1	0	Mean	Std Dev	Text Mean
			4	3	2	1	0							
New Oxford Senior English Course	17	Offers exercises for understanding of plain sense and implied meaning	10 (43.5)	11 (47.8)	2 (8.7)	–	–	3.35	.65	3.28				
	18	Relate reading passages to the learners background	11 (47.8)	7 (30.4)	3 (30.0)	–	2 (8.7)	3.09	1.20					
	19	Select passages within the vocabulary range of the students	12 (52.2)	11 (47.8)	–	–	–	3.52	.51					
	20	Select passages reflecting a variety of styles of contemporary English	11 (47.8)	9 (39.1)	1 (4.3)	–	2 (8.7)	3.17	1.51					
Senior English Project	17	Offers exercises for understanding of plain sense and implied meaning	2 (9.5)	12 (57.1)	6 (28.6)	1 (4.8)	–	2.71	.72	2.74				
	18	Relate reading passages to the learners background	1 (1.48)	12 (57.1)	6 (28.6)	1 (4.8)	1 (4.8)	2.52	.87					
	19	Select passages within the vocabulary range of the students	3 (14.3)	13 (61.9)	5 (23.8)	–	–	2.90	.62					
	20	Select passages reflecting a variety of styles of contemporary English	4 (19.0)	10 (47.6)	6 (28.6)	1 (4.8)	–	2.81	.81					
Brilliant Macmillan English	17	Offers exercises for understanding of plain sense and implied meaning	1 (4.8)	14 (66.7)	6 (28.6)	–	–	2.76	.54	2.83				
	18	Relate reading passages to the learners background	1 (4.8)	18 (85.7)	2 (9.5)	–	–	2.95	.38					
	19	Select passages within the vocabulary range of the students	1 (4.8)	18 (85.7)	2 (9.5)	–	–	2.95	.38					
	20	Select passages reflecting a variety of styles of contemporary English	–	7 (33.3)	14 (66.7)	–	–	2.67	.48					
Effective English	17	Offers exercises for understanding of plain sense and implied meaning	1 (5.0)	13 (65.0)	6 (30.0)	–	–	2.75	.55	2.80				
	18	Relate reading passages to the learners background	5 (25.0)	7 (35.0)	8 (40.0)	–	–	2.85	.81					
	19	Select passages within the vocabulary range of the students	2 (10.0)	13 (65.0)	5 (25.0)	–	–	2.85	.58					
	20	Select passages reflecting a variety of styles of contemporary English	4 (20.0)	7 (35.0)	9 (45.0)	–	–	2.75	.78					
Nelson Functional English	17	Offers exercises for understanding of plain sense and implied meaning	3 (18.8)	7 (43.8)	5 (21.3)	–	1 (6.3)	2.69	1.08	2.56				
	18	Relate reading passages to the learners background	1 (6.3)	10 (62.5)	4 (25.0)	–	1 (6.3)	2.63	.89					
	19	Select passages within the vocabulary range of the students	2 (12.5)	8 (50.0)	5 (31.3)	–	1 (6.3)	2.63	.96					

	20	Select passages reflecting a variety of styles of contemporary English	3 (18.8)	6 (37.5)	5 (31.3)	–	2 (12.5)	2.30	1.21	
New Practical English	17	Offers exercises for understanding of plain sense and implied meaning	3 (7.6)	8 (47.1)	6 (35.3)	–	–	2.82	.73	2.64
	18	Relate reading passages to the learners background	1 (5.9)	6 (35.3)	8 (47.1)	1 (5.9)	1 (5.9)	2.29	.92	
	19	Select passages within the vocabulary range of the students	1 (5.9)	6 (35.3)	8 (47.1)	2 (11.8)	–	2.35	.79	
	20	Select passages reflecting a variety of styles of contemporary English	2 (11.8)	7 (41.2)	7 (41.2)	1 (5.9)	–	2.59	.79	
Intensive English	17	Offers exercises for understanding of plain sense and implied meaning	2 (8.7)	18 (78.3)	3 (13.0)	–	–	2.96	.47	2.73
	18	Relate reading passages to the learners background	14 (60.9)	5 (21.1)	4 (17.4)	–	–	2.57	.79	
	19	Select passages within the vocabulary range of the students	3 (13.0)	9 (39.1)	11 (47.8)	–	–	2.65	.71	
	20	Select passages reflecting a variety of styles of contemporary English	5 (21.7)	10 (43.5)	6 (26.1)	1 (4.3)	1 (4.3)	2.73	1.01	

Values in parentheses are percentages

From Table 4, New Oxford Secondary English Course was rated best in giving opportunity for developing reading skills in textbooks (mean =3.28). This was followed by Brilliant Macmillan English (mean =2.83) , Effective English (mean =2.80),Senior English Project (mean =2.74), Intensive English (mean =2.73), New Practical English (mean =2.64) and Nelson Functional English t mean =2.56).

Research Question 5: What is the rating of each of the textbooks with respect to giving the opportunity for developing writing skills?

Table 5: Textbook's Capacity for Developing Writing Skills
N=23

Text	SN	WRITING	4	3	2	1	0	Mean	Std Dev	Text Mean
NewOxford Secondary English Course	21	Relate written work to structures and vocabulary practiced orally	6 (26.1)	15 (65.2)	1 (4.3)	–	–	3.17	.58	3.20
	22	Gives practice in controlled and guided essay in the early stages	7 (30.4)	15 (65.2)	1 (4.3)	–	–	3.26	.54	
	23	Relate written work to the students age, interests and environment	4 (17.4)	18 (78.3)	1 (4.3)	–	–	3.13	.46	
	24	Demonstrate techniques for handling aspects of composition teaching	8 (34.8)	12 (52.2)	3 (13.0)	–	–	3.22	.67	
Senior English Project	21	Relate written work to structures and vocabulary practiced orally	4 (19.0)	7 (33.3)	9 (42.9)	1 (4.8)	–	2.67	.86	2.93
	22	Gives practice in controlled and guided essay in the early stages	6 (28.6)	8 (38.1)	6 (28.6)	1 (4.8)	–	2.90	.89	
	23	Relate written work to the students age, interests and environment	6 (28.6)	8 (38.1)	6 (28.6)	1 (4.8)	–	3.14	.65	
	24	Demonstrate techniques for handling aspects of composition teaching	6 (28.6)	12 (57.1)	3 (14.3)	–	–	3.00	1.09	
	21	Relate written work to structures and vocabulary practiced orally	–	19 (90.5)	2 (9.5)	–	–	2.90	.30	2.91

Brilliant Macmillan English	22	Gives practice in controlled and guided essay in the early stages	3 (14.3)	15 (71.4)	3 (14.3)	–	–	3.00	.55	
	23	Relate written work to the students age, interests and environment	6 (28.6)	10 (47.6)	5 (23.8)	–	–	3.05	.74	
	24	Demonstrate techniques for handling aspects of composition teaching	1 (4.8)	14 (66.7)	5 (23.8)	–	1 (4.8)	2.67	.79	
Effective English	21	Relate written work to structures and vocabulary practiced orally	3 (15.0)	10 (50.0)	7 (35.0)	–	–	2.80	.69	295
	22	Gives practice in controlled and guided essay in the early stages	5 (25.0)	11 (55.0)	4 (20.0)	–	–	3.05	.69	
	23	Relate written work to the students age, interests and environment	2 (10.0)	14 (70.0)	4 (20.0)	–	–	2.90	.55	
	24	Demonstrate techniques for handling aspects of composition teaching	6 (30.0)	9 (45.0)	5 (25.0)	–	–	3.05	.76	
Nelson Functional English	21	Relate written work to structures and vocabulary practiced orally	3 (18.8)	5 (31.3)	7 (43.8)	–	1 (6.3)	2.56	1.03	261
	22	Gives practice in controlled and guided essay in the early stages	1 (6.3)	11 (68.8)	3 (18.8)	–	1 (6.3)	2.69	.87	
	23	Relate written work to the students age, interests and environment	1 (6.3)	10 (62.5)	4 (25.0)	–	1 (6.3)	2.63	.89	
	24	Demonstrate techniques for handling aspects of composition teaching	2 (12.5)	9 (56.3)	3 (18.8)	–	2 (12.5)	2.56	1.15	
New Practical English	21	Relate written work to structures and vocabulary practiced orally	–	10 (58.8)	5 (29.4)	2 (11.8)	–	2.47	.72	240
	22	Gives practice in controlled and guided essay in the early stages	1 (5.9)	6 (35.3)	8 (47.1)	2 (11.8)	–	2.35	.78	
	23	Relate written work to the students age, interests and environment	–	6 (35.3)	9 (52.9)	2 (11.8)	–	2.23	.66	
	24	Demonstrate techniques for handling aspects of composition teaching	2 (11.8)	7 (41.2)	6 (35.3)	2 (11.8)	–	2.53	.87	
Intensive English	21	Relate written work to structures and vocabulary practiced orally	3 (13.0)	13 (56.5)	6 (26.1)	1 (4.3)	–	2.78	.74	282
	22	Gives practice in controlled and guided essay in the early stages	4 (17.4)	14 (61.9)	5 (21.7)	–	–	2.96	.64	
	23	Relate written work to the students age, interests and environment	1 (4.3)	12 (52.2)	10 (43.5)	–	–	2.61	.58	
	24	Demonstrate techniques for handling aspects of composition teaching	5 (21.7)	11 (47.8)	7 (30.4)	–	–	2.91	.73	

Values in parentheses are percentages

From Table 5, New Oxford Secondary English Course was rated best in giving opportunity for development of writing skills in textbooks(mean =3.20). This was followed by Effective English (mean =2.95) ,Senior English Project (mean =2.93),Brilliant Macmillan English (mean = 2.91), Intensive English (mean =2.82), Nelson Functional English (mean =2.61) and New Practical English (mean =2.40).

Research Question 6: What is the quality of the technical aspect of each textbook?

Table 6: Textbook's Technical Quality
N=23

Text	SN	TECHNICAL-G	4	3	2	1	0	Mean	Std. Dev	Text Mean
New Oxford Secondary English Course	25	It is up -to-date in the technical aspect of textbook production and design	6 (26.1)	12 (52.2)	4 (17.4)	–	–	3.13	.65	3.28
	26	Shows quality in editing and publishing(cover, typeface, illustrations etc)	10 (43.5)	10 (43.5)	3 (13.0)	1 (4.3)	–	3.30	.95	
	27	Is durable and not too expensive	5 (21.7)	16 (69.6)	2 (8.7)	1 (4.3)	–	3.13	.74	
	28	As the authenticity in language and style of writing	14 (60.9)	8 (34.8)	1 (4.3)	–	–	3.56	.76	
Senior English Project	25	It is up -to-date in the technical aspect of textbook production and design	2 (12.5)	9 (56.3)	4 (25.0)	–	–	2.57	.59	2.79
	26	Shows quality in editing and publishing(cover, typeface, illustrations etc)	5 (31.5)	6 (37.5)	4 (25.0)	1 (4.8)	–	2.90	.83	
	27	Is durable and not too expensive	1 (6.3)	12 (75.0)	2 (12.5)	1 (4.8)	–	2.90	.70	
	28	As the authenticity in language and style of writing	4 (25.0)	7 (43.8)	4 (25.0)	1 (4.8)	–	2.81	.87	
Brilliant Macmillian English	25	It is up -to-date in the technical aspect of textbook production and design	–	17 (81.0)	3 (14.3)	–	1 (4.8)	2.71	.71	2.79
	26	Shows quality in editing and publishing(cover, typeface, illustrations etc)	2 (9.5)	16 (76.2)	3 (14.3)	–	–	2.95	.49	
	27	Is durable and not too expensive	–	17 (81.0)	4 (19.0)	–	–	2.81	.40	
	28	As the authenticity in language and style of writing	–	15 (71.4)	6 (26.6)	–	–	2.71	.46	
Effective English	25	It is up -to-date in the technical aspect of textbook production and design	2 (10.0)	11 (55.0)	7 (35.0)	–	–	2.75	.64	2.88
	26	Shows quality in editing and publishing(cover, typeface, illustrations etc)	5 (25.0)	10 (50.0)	5 (25.0)	–	–	3.00	.72	
	27	Is durable and not too expensive	2 (10.0)	12 (60.0)	6 (30.0)	–	–	2.80	.62	
	28	As the authenticity in language and style of writing	5 (25.0)	9 (45.0)	6 (30.0)	–	–	2.95	.76	
Nelson Functional English	25	It is up -to-date in the technical aspect of textbook production and design	2 (12.5)	9 (56.3)	4 (25.0)	–	1 (6.3)	2.69	.64	2.78
	26	Shows quality in editing and publishing(cover, typeface, illustrations etc)	5 (31.5)	6 (37.5)	4 (25.0)	–	1 (6.3)	2.87	.72	
	27	Is durable and not too expensive	1 (6.3)	12 (75.0)	2 (12.5)	–	1 (6.3)	2.75	.62	
	28	As the authenticity in language and style of writing	4 (25.0)	7 (43.8)	4 (25.0)	–	1 (6.3)	2.81	.76	
New Practical English	25	It is up -to-date in the technical aspect of textbook production and design	–	10 (58.8)	5 (29.4)	2 (11.8)	–	2.47	.72	2.55
	26	Shows quality in editing and publishing(cover, typeface, illustrations etc)	3 (17.6)	9 (52.9)	4 (23.5)	1 (5.9)	–	2.82	.81	
	27	Is durable and not too expensive	3 (17.6)	9 (52.9)	4 (23.5)	1 (5.9)	–	2.82	.64	
	28	As the authenticity in language and style of writing	2 (11.8)	9 (52.9)	5 (29.4)	1 (5.9)	–	2.71	.77	
Intensive English	25	It is up -to-date in the technical aspect of textbook production and design	6 (26.1)	8 (34.8)	10 (47.6)	–	–	2.87	.81	2.91
	26	Shows quality in editing and publishing (cover, typeface, illustrations etc)	10 (43.5)	6 (26.1)	6 (26.1)	1 (4.3)	–	3.09	.95	
	27	Is durable and not too expensive	3 (13.0)	13 (56.1)	6 (26.1)	1 (4.3)	–	2.78	.74	
	28	As the authenticity in language and style of writing	4 (17.4)	13 (56.5)	5 (21.7)	1 (4.3)	–	2.88	.76	

Value in parentheses are percentages

From Table 6, New Oxford Secondary English Course was rated best in quality of technical aspect of textbooks (mean = 3.28). This was followed by Intensive English (mean =2.91), Effective English (text mean =2.88), Senior English Project and Brilliant Macmillan English (mean =2.79), Nelson Functional English (mean =2.78) and New Practical English (mean = 2.55).

Discussion of Findings

The study evaluated the English language textbooks in use at SOne classes in Ibadan, Oyo State. For the aspect of general rating, New Oxford Secondary English Course(Banjo et al, 2010) came first, Intensive English(Oluikpe,2010) came second, Effective English came third, Brilliant Macmillan English came fourth and Senior English Project(Grant,2010) came fifth. Nelson Functional English (Osisanwo,2011) came sixth and New Practical English (Ogundipe et al, 2010) came last. The findings in this study is in support of that of Williams, (1983) that proposed an evaluative scheme which assesses the effectiveness of the material from pedagogical, linguistic, general and technical perspectives. The findings of the study in the aspect of speech, grammar and vocabulary are also in support of Sheldon (1998), Cunningsworth (1995), Hemsley (1997), Littlejohn (1998), Tomlinson (2003) and Davies (2006) in their views that evaluation of grammar, vocabulary and speech is essential.

These findings have implications for publishers and curriculum material development experts in ensuring that qualitative textbooks are written for use in ESL classroom.

Conclusion

Evaluation is an important instrument used in any educational programme to have a systematic and regular assessment of its progress and impact generally. Evaluation also serves as an intrinsic part of teaching and learning. Therefore, evaluation of English language textbook is important in order to ensure that the contents of the textbook chosen facilitate the teaching and learning objectives.

Recommendations

Based on the findings of this study, the following recommendations are hereby made:

1. The Ministry of Education, Oyo State should access research on evaluation of English language textbooks and use their findings to recommend English language textbooks.

2. School principals and English teachers should keep themselves abreast of research findings on textbooks evaluation to know the appropriate English language textbooks to recommend for teaching and learning.
3. Parents (especially the literate ones) should also maintain close contact with various findings on textbook evaluation before they purchase any textbook for the use of their wards.
4. The curriculum designers should ensure that English language textbooks to be prescribed are standard and meet the requirements used in the study.

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