

## Content Analysis of English 101&102 Courses, Scientific Section at the Faculty of Education, Sana'a University

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**Abstract:** The present study aimed to evaluate English 101 and 102 textbooks of the Scientific Section at Faculty of Education, Sana'a University in order to 1) see the extent to which they correspond to the objectives prescribed in the courses descriptions by the curriculum designers in the Faculty of Education, Sana'a University and 2) check the suitability of the textbooks based on the standards of a comprehensive well- designed EFL textbook from the points highlighted in the data instrument. This study was a quantitative descriptive study. To achieve these objectives, a ready- made checklist instrument was adopted for measurement. The sample was 101 and 102 textbooks. To attain the data objectively, the checklist was handed to 10 raters including the researcher. Then, data was analyzed statistically using SPSS has been used to analyze the data. The findings of the checklist data analysis revealed that the textbooks are in correspondence with the objectives of the faculty. It is also found that the overall judgment for the textbooks is estimated as **Good**. The study recommended that certain modifications has to be taken into account to remedy such shortcomings.

**Keywords:** Textbook, Content Analysis.

### تحليل محتوى مقرري 101 و102 للأقسام العلمية بكلية التربية صنعاء جامعة صنعاء

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**المستخلص:** هدفت الدراسة لتقييم محتوى مقررات 101 و102 بكلية التربية صنعاء -الأقسام العلمية، جامعة صنعاء ل (1) معرفة ما إذا كان محتوى المقررات يتطابق مع أهداف المقررين التي طرحها مصممو المناهج. (2) معرفة مناسبة محتوى المقررين بالاعتماد على معايير محتوى النص. واعتمدت الدراسة على المنهج الكمي الوصفي. وتمثلت الأداة في بطاقة تقييم لجمع البيانات من إعداد الباحث. وقد تم استخدام برنامج الحزمة الإحصائية (SPSS) لتحليل البيانات. حيث أظهرت النتائج أن محتوى المقررات يتطابق مع أهدافها، وأن الحكم العام على تلك المقررات (جيدة؛ ومناسبة لمتعلمي اللغة الأجنبية). واستناداً للنتائج تم تقديم عددا من التوصيات واقتراح بعض التعديلات التي يجب أن تؤخذ بالحسبان للتغلب على جوانب القصور.

الكلمات المفتاحية: الكتاب (المقرر)، تحليل المحتوى.

### 1- Introduction.

Advancements in language teaching and syllabus design have not been a sudden product; rather things have taken years of laborious research and extensive efforts. Radical changes in the view of language and language learning have their impact on curriculum design. Within the vast area of curriculum and in the early development of curriculum thinking, two views concerning the place and

function of the subject matter (syllabus or framework design) has been emerged (Pilder, 1969). These views diverge in giving the subject matter, which is the concern of teachers and the educational institution as a whole, a concrete position in relation to the overall curriculum design. So, accordingly the first position views the subject matter as “primarily matter set- out- to- be learned” and as such is “the conscious and specific end of school activity”, which means that primacy and end of the school activity is given to the mastery of the subject matter (Pilder,1969: 595). Pilder (1969) adds that the second position views subject matter as a means towards permitting the continuation of life or activity experience; thus, its function is one of allowing experience to proceed. From this we can infer that designing a syllabus is not a mere process of providing a subject matter pre- determined aimlessly. Rather, it is a complete experience and process needing full attention to many constituents.

Designing a course has to be matched and based on many steps taking into account needs of learners, and objectives of educational institutions. Needs analysis (also known as needs assessment) has a vital role in the process of designing and conducting any language course (Romanowski, 2017).

It is known that English language is seen as an international language; thus, educational institutions seek to improve English curriculum and syllabus design. Ahssan (2016) asserts that Yemen is not isolated from that need for English language and though English is considered as a foreign language in Yemen, it possesses a high status in the Yemeni social concentration and educational syllabi and curricula. So, it is taught at all levels: schools, institutes and universities. In the Education Faculty, students study English at the first level in the two semesters as a requirement course obligatory to undertake and pass. Therefore, it is beneficial to the way the current courses are built on and further providing a framework and suggestions for developing these courses of English based on empirical evaluation of the books (101 & 102).

### **Statement of the Problem:**

The theories of content analysis in 1980s set up the theories in 1990s in higher level, (Lee, 2013). For example, the theory of MacDonough and Shaw (1993) MacDonough and Shaw (1993) as cited in Lee (2013) recognized two upper categories of Macro- Evaluation (External Evaluation) and Micro- Evaluation (Internal Evaluation).

Content analysis was first used in the United States as an analytic technique at the beginning of the 20th century (Barcus, 1959). Actually, researchers started to use content analysis, in their studies, as qualitative or quantitative method (Berelson,1952 as cited in Hsieh and E. Shannon, 2014). Later on, content analysis was adopted primarily as a quantitative research method, with text data coded into explicit categories and then described using statistics (Hsieh and E. Shannon, 2014).

Teachers at the Education Faculty, Sana'a University are not satisfied with the level of English that their students have. Students as well suffer a lot in 101 and 102 courses. Therefore, it is vital to go through

these books in order to evaluate the extent to which they match the objectives, students' needs and other important standards for an EFL textbook.

### Questions of the Study

This study attempts to answer the following questions:

- 1- Do the current courses have a course description specifying their objectives? If yes, to what extent they are achieving those objectives?
- 2- On what criterion do the current 101 and 102 courses depend on?
- 3- To what extent do the current 101 and 102 courses fulfill the standards of a comprehensive well-designed EFL textbook from the following points?
  1. Design and organization of the books.
  2. Language skills.
  3. Language content.
  4. Topics of the book, and Practical considerations.

### Objectives of the Study.

This study aimed at:

- 1- Investigating whether the current courses (English 101 and 102) have a course description specifying their objectives? If they have, finding out they are achieving those objectives?
- 2- Highlighting the criterion that the current 101 and 102 courses depend on?
- 3- Discovering the extent that the current 101 and 102 courses fulfill the standards of a comprehensive well- designed EFL textbook in relation to:
  1. Design and organization of the books.
  2. Language skills.
  3. Language content.
  4. Topics of the book, and Practical considerations.

### Significance of the Study:

The present study is significant in the sense that it:

1. Helps students to improve their English as the textbooks they study are evaluated scientifically especially if the modifications suggested are to be taken into account by those of authority.
2. Supports teachers with insights on how these books they teach meet the standard levels of a good textbook or they need to be modified or replaced.
3. Enables the curriculum planners/designers in the Department of English, Education Faculty to know the level of the current English textbook to maintain it, modify it based on the suggestions of the study or replace it with a better one.

### Limitations of the Study:

This study was limited to the following:

1. First year students studying at the scientific departments (Mathematics, Physics, Chemistry, and Biology), Faculty of Education, Sana'a University during the second semester of 2019/2020.
2. English 101 and 102 courses taught to first level students at departments (Mathematics, Physics, Chemistry, and Biology), Faculty of Education, Sana'a University.

### Definitions of Basic Terms:

#### 1. Textbook

- A textbook means to provide novice teachers with guidance in course and activity design; it assures a measure of structure, consistency, and logical progression in a class. (Mohammadi & Abdi, 2014)

Taskbook can be defined operationally as the book and/or material forming the content and basis of teaching learning in the class.

#### 2. Content Analysis

- Content analysis is the analysis of the manifest and latent content of a body of communicated material (such as a book or film) through a classification, tabulation, and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect. (Merriam- Webster Dictionary, 2019)
- Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. text). (Publication Health Methods, 2019)
- Content analysis is a research method, which allows the qualitative data collected in research to be analyzed systematically and reliably so that generalizations can be made from them in relation to the categories of interest to the researcher. (Haggarty, 2009)
- Content analysis can be defined operationally as the means or method that is used to decide the suitability of a textbook for teaching a certain group of students.

## 2- Literature Review.

### Cunningsworth Theory:

The theories of content analysis were developed through time. Lee (2013) indicated that the theory of textbook analysis was introduced for the first time in the field of English education in 1970s.

Cunningsworth (1984) has introduced his textbook analysis. The general principle of textbook production and evaluation has been illustrated as well as the comprehensive evaluation basis chart for English textbook. The evaluation criteria are divided broadly into four categories: 1) linguistic content, 2) the selection and grading of language items, 3) presentation and practice of new language items and

development of language skills and 4) communication skills. The four categories and the detailed items are clarified in the table below as follows:

**Table (1) Cunningsworth's Standards of Textbook Evaluation.**

General category
Linguistic content
Selection of linguistic items and Grading
Presentation of new linguistic item and Exercise
Development of language skills and communication ability

(Lee, 2013. p.77)

Cunningsworth (1995) states three types of materials evaluation: pre- use evaluation, in- use evaluation, and post- use evaluation. Pre- use evaluation can be used when there is no actual experience of using the book for teachers to draw on. In- use evaluation, however, refers to textbook evaluation while the materials are in use. Post- use evaluation offers not only a retrospective assessment of a textbook's performance but rather identifying strengths and weaknesses which emerge over a period of continuous use.

## 2.2 Content Analysis

Krippendorff (2013) emphasizes that the content analysis is traced back to the beginning of the conscious use of symbol and voice especially writing.

Hawkins, Linda (2013, p.4) defines content analysis as " a systematic research method for analyzing and making inferences from text and other forms of qualitative information," (e.g, from interviews, focused groups, open- ended survey questions, documents & video).

Richards et al., (2002), define the content analysis in research as well as in test. In research, it is:

A method that is used for analyzing and tabulating the frequency of occurrence of topics, ideas, opinions and other aspects of the content of written and spoken communication. For example, content analysis could be used to determine the frequency of occurrence of references to males, females, adults, children, Caucasians, non- Caucasians, etc., in asset of language teaching materials, in order to discover if any particular attitudes or themes were unintentionally being communicated in the material. (p. 114).

### 2.2.1 Advantages and disadvantages of content analysis

Hawkins (2013) identifies some points about the advantages of content analysis as follows:

- It is a systematic and transparent approach of qualitative data usage.
- It can make use of the existed data.
- It can create reporting categories out of respondent's words.
- It can be used in a systematic way if the documentary evidence is appropriate.

The disadvantages of content analysis are mentioned by Hawkins (2013) as follows:

- The selected items, in the content analysis, may be incomplete or non- representative.
- In creation of items bias may exist. For example, who answers open- ended survey items?
- The inter- rater reliability of content analysis is achieved difficultly.
- There is no right or wrong categories.

### 3. Textbook

Textbooks are considered to be the most popular materials in the education institutions (Radic-Bijanici & Topalove, 2016). Nnamdi- Eruchalu (2012) says that a textbook is the manual that includes the objectives of the subject to guide the teachers as well as the students. A textbook is also defined in Language Teaching & Applied Linguistics as "a book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, grammar) or deal with a single skill (e.g. reading)" (Richards et al., 2002, p. 550).

Textbooks may include the basis for the lessons' content, the balance of skills taught, the kinds of language that practised by the students as well as the teachers' instructions (Richards, 2015). Radic-Bijanici and Topalove (2016) state that textbooks contain the essential elements of language and culture and that they correspond to learners' needs, cultural background and level of linguistic proficiency.

#### Good Textbooks:

The characteristics of a good textbook are argued differently. For example, Nnamdi- Eruchalu (2012) says that a good English language textbook should meet the needs of the students, be written by specialist authors, and reflect the students' culture and the express ideas in ease.

#### Types of Textbooks:

Many categorizations of textbooks are provided, however Grant points out two categorizes. (Nilsson, 2006). Grant (1990) as cited in Nilsson(2006) suggests that the textbook can be traditional or communicative ones though some of the textbooks can't fit into either of them. He identifies some of the characteristics of traditional textbooks as follows:

- Grammar is more focused than communication.
- Exercises where students read and write are emphasized instead of exercises where they listen and speak.
- The usage of L1 (first language) is noticed very much.
- Accuracy is an important aspect.
- They are liked by the teachers that they think their usage is easy.

Grant (1990) as cited in Nilsson(2006) also mentions the characteristics of communicative textbooks as follows:

- Communicative aspects are focused on.
- The topics that are covered are interested by students.
- Language skills are focused more than grammar and therefore many communicative activities are provided.
- Pair work and group work is emphasized.
- Fluency is not only important aspect but also accuracy.

### 2.3.3 Advantages and Disadvantages of Textbook

Richards (2015) demonstrates some advantages and disadvantages of textbooks that are used in teaching. The advantages are illustrated as follows:

1. They supply the structure and the syllabus for a program.
2. They help to standardize the instruction that the students receive the same content and tested similarly.
3. They maintain quality that if a well- developed textbook is utilized, students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.
4. They offer a variety of learning resources as workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides.
5. They are efficient that more time is saved.
6. They can train teachers who have limited teaching experience by using the teachers' manual.

On the other hand, the disadvantages are stated as follows:

1. They may contain inauthentic language. For example, texts, dialogs and other aspects of written content do not represent the real language use.
2. They may distort content. For instant, they view the world untruthfully.
3. They may not reflect students' needs and that they need adaptations.

### 2.4 Previous studies:

Many studies have been devoted to content analysis in order to develop the processes of learning and teaching. Some of these studies are discussed below.

- **Rahmawati (2018)** aimed in her study "Content Analysis of the English Textbook Entitled Primary English as a Second Language" to determine the suitability of materials in the textbook "Primary English of a Second Language" with the criteria of a good English textbook. The textbook was analyzed by using criteria of a good English textbook proposed by experts include five criteria: aim

and objective, facilitate teaching learning process, activity/exercises, and vocabulary. In the textbook, there are 25 materials that were evaluated using the criteria of a good English textbook. The results of the study showed that objectives of the lessons in the textbook meet the criteria of a good English textbook. In facilitating teaching learning process, out of 25 materials provided, there was one material that did not match the criteria because did not provide any contextual example. However, the exercises in the textbook did not match the criteria of a good English textbook. Then in vocabulary aspect, they also did not meet the criteria of a good English textbook because out of the 25 chapters, there are ten chapters that do not present new vocabulary in the subsequent materials.

- **Purwani, et al (2017)** reported on a content analysis investigating whether ‘BRIGHT 1’ for year VII students meets the characteristics of a good English textbook and reflects the 2013 curriculum. Data on content analysis were gathered from an English textbook entitled ‘BRIGHT 1’A descriptive-evaluative content analysis was used in evaluating the textbook. The procedure of this research adopts the procedure suggested by Ur (2009: 185- 187) that includes three steps as follows: deciding on criteria, applying criteria, and summary. This research applied two techniques of analyzing the data that are manually counting the data of the questionnaire into percentages and adopting the procedure of data analysis by Miles and Huberman (1994) for the data from interview transcript. Results showed that “ English textbook has strengths and weaknesses. This textbook has reflected seven characteristics of a good English textbook and has implemented the scientific approach steps of 2013 curriculum. The other three aspects that are the Core Competences and the Basic Competences, the material, and the assessment standards are presented well in this textbook but some aspects are need to be improved.
- **Akbar (2016)** explored, “an analysis of Selected Eleventh Grade English Textbooks”. His study aimed at determining the extent to which two selected eleventh grade English textbooks are appropriate in terms of content based on BSNP framework for textbook evaluation. Using descriptive qualitative method, this study attempted to find out the appropriateness of the content of the textbooks. A checklist adapted from BSNP (2014) framework for textbook evaluation was made, focused on the areas of relevance of materials with competency standards and basic competencies, materials accuracy, and supporting learning materials. The findings showed that both textbooks were appropriate in terms of content based on BSNP framework for textbook evaluation.
- **Keban, et al (2012)** conducted their study to analyse the content of English For Kids Grade 3, A Textbook Used In Elementary Schools In Malang. The purpose of this study was is to know how much ‘English for Kids Grade 3’ a textbook used in Elementary schools in Malang meets the criteria of good EFL textbook. The study design was a descriptive- evaluative. The procedure of analyzing the data starts by analyzing the data based on EFL evaluation criteria, then finding out how much each item of the checklist meets the criteria of good EFL textbook and concluding the result of the



analysis in the form of percentage. The results showed that 60.86% of the textbook met the criteria of a good EFL textbook.

- **The study of Fallahi and Saber (2011)** studied “content analysis of reading and writing textbooks of the primary school of Iran regard in UNICEF's Decuple Values Vida Fallahia”. The main purpose of her study was to study and criticizing UNICEF's decuple values by highlighting the importance of curriculum. Content analysis method was used to analyze curriculum of human sciences in primary levels. Content analysis are reading and writing textbooks of primary schools in fourth and fifth grades was the sample of this study. For data collection instrument was Inventory of UNICEF's Decuple Values for content analysis of textbooks. Results showed in general, the mean of agreement between the studied content and decuple values proposed by UNICEF is about %4.60. The number indicates very low pay attention to such essential requirement in the curriculum. Actually some important values were missed from the curriculum.

### 3- Research Methodology and Procedures.

#### Study Methodology:

This study has been designed as descriptive- evaluative content analysis. In this research, the phenomenon is about the evaluation of English textbooks which had been published by some English teachers under the supervision of the English Department, Education Faculty, Sana'a University. This study has been designed to evaluate 102 & 102 (2017) scientific section textbook

#### Sample of the Study:

English 101 & 102”, textbooks that are taught to first year students scientific section, Education Faculty, Sana'a University. Therefore, the sample is the two courses (101 and 102) –scientific section at the Faculty of Education, Sana'a University.

#### Tools of the Study:

#### Checklist

The checklist has six parts, each of which includes a number of items. These sections are concerned with: 1) objectives of the books, 2) design and organization of the books, 3) language skills, 4) language content, 5) topics of the book, and 6) practical considerations. The first question and partly the second questions of the research was answered on the light of the first part of the checklist and what the researchers have known and observed of the circumstances under which the books were designed. The third question is is to be answered on the light of the checklist's 2nd, 3rd, 4th, 5th, and 6th parts.

### Administrating and Scoring, and analyzing the checklist:

This checklist was administered by the researcher himself to evaluate English 101 &102 textbooks (scientific section), Faculty of Education Sana'a.

The collected data was scored and analyzed statistically to find out the points of strengths and those of weaknesses of the two English course 101 and 102 (scientific section) in the Faculty o Education- Sana'a. This was through calculating the means, SD, and percentages of each item of the evaluation checklist.

### 4- The results; Data Analysis and discussion

As mentioned above that the collected data by means of the evaluation checklist was analyzed statistically. A criteria for interpreting the statistical results of the checklist through the analysis was used as shown in the following diagram that shows the relevance of the textbook to the EFL evaluation criteria:

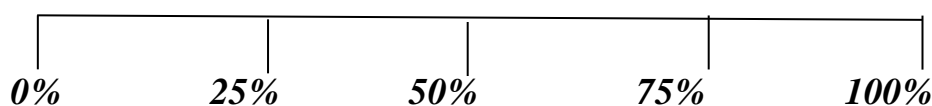


Diagram (1) The level of Suitability

0%- 25% = Poor, 26%- 50% = Fair, 51%- 75% = Good, 76%- 99% = Very Good, 100% = Excellent

### Answer of Question One of the study:

1. **The statistical results of question one and their discussion are shown below. The first question is "Investigating whether the current courses (English 101 and 102) have a course description specifying their objectives? If yes, to what extent they are achieving those objectives?**

The answers of each filed of the checklist are shown below:

### Objectives:

The results related to the question related to the objective are shown in table (1) below:

Table (2) Objectives

Items	Mean	Std. Dev.	Perc. %
1. The aims of the textbook correspond closely with the aims of teaching program/curriculum	2.89	0.601	72.2
2 The objectives of materials are apparent to both the teachers and students.	1.00	0.000	25
3 The objectives are systematically organized	1.00	0.000	25
<b>4 The textbooks allow different teaching and learning styles.</b>	2.56	0.882	63.9
Total	2.39	0.867	59.7

As shown in (table 2) below, the findings show that *the correspondence of the textbook's aims with the aims of teaching program/curriculum* is the highest score among the other variables as 72.2% and is categorized as **Good**. The next item that gets a high score is *the variation of teaching and learning styles offered by the textbook*, which is estimated as 64%, and is categorized as **Good**. There are three kinds of different teaching and learning styles that are found from the textbook, such as Interviewing, Grammar Practice Exercises, and Reading Practice.

The lowest scores of this variable is 25% (categorized as **Poor**) for both **the apparent of material objectives to both teachers and students**, and **the systematic organization of the objectives**.

The findings show that the fulfillment of objective variable as a whole is 59.72%, which is categorized into **Good**.

#### **Discussion and interpretation of Question one:**

The targeted textbooks are assumed to follow the course description of the faculty. According to the course description of English courses in the faculty, the general objective of English teaching is to develop the reading skill, with the aim of enabling students to cope with a variety of academic texts. Regarding (101), it aims to establish an initial competence in English language study skills. Through a review of basic grammatical structures and academic vocabulary essential sentence construction are established. Reference skills competence is improved through dictionary work and information extraction from short texts is practiced. Oral/aural skills have an emphasis on effective classroom communication.

While (102) aims to build on the English language study skills introduced in (101) with particular emphasis on the skill of reading. Extracting and transforming information from linear and non-linear texts is practiced and writing and oral/aural skills performance is integrated with this. Basic reference of skills is further practiced.

If we come to reality, the designers did not consult the faculty or request the English course description from the faculty. Moreover, they did not investigate needs of the students who are going to study these textbooks. The researcher conducted the designers in order to ask about the objectives of the textbooks in which they designed the textbooks depending on them. They said no objectives nor needs analysis were made for the purpose of designing these textbooks, i.e. (E 101, 102). In addition to that, they just might sat together in a meeting, thought of the topics and content that may help the students and started designing the textbooks.

Based on the explanation above, the targeted textbooks are not based on any objective specification of the faculty, since oral\ aural skills are neglected. Consequently no systematic objectives for this textbook apparent to both teachers and students. Cunningsworth (1995: 7) says that, "a systematic textbook will help students to look back at what they have studied and to see what is coming up". In addition to that, this book also had not varied teaching and learning style, which is a weak point for these

textbooks. As Suyanto (2010: 113) says that "the learners really love attractive activities and they also like games". Therefore, innovative teaching and learning styles would not make students bored in learning, rather it could make them more enthusiastic about learning English.

In short, the mark attained from (table 1) supporting the textbooks being in correspondence with the objectives of the Faculty is mere a chance since the books are not based on any needs or objectives.

## 2. Answer of Question Two of the Study:

1- On what criterion the current 101 and 102 courses are based?

No scientific criterion is followed in the design of the books because no needs analysis was conducted, nor was there any dependence on specified objectives. Rather, the authors depended on their intuition based on their previous teaching of the courses 101 & 102.

## 3. Answer of Question Three of the Study:

To what extent do the current 101 and 102 courses fulfill the standards of a comprehensive well-designed EFL textbook from the following points?

1. Design and organization of the books,
2. Language skills,
3. Language content,
4. Topics of the book, and
5. Practical considerations.

### Design and Organization:

The results related to the design and organization of textbooks are presented in table (3) below:

**Table (3) Design and Organization**

Questions	Mean	SD	Perc%
1 The layout and design (in term of pictures, color) are appropriate and clear.	2.89	0.8	72.2
2 The textbook is organized affectively (e.g. according to topics and skills, etc.)	2.56	1.014	63.9
3 The textbook contains guidance about how the textbook can be used	1.00	0.0	25
4 The textbook is accompanied with other teaching learning materials (workbook, cassettes, and CD).	1.00	0.0	25
5 There are a review section and vocabulary list, or glossaries included.	1.00	0.0	25
Total	1.9	0.4	48.3

As shown in (table 3), the highest score of design and organization variable is 72.2; it was for the **layout and design** which is categorized as **Good**. Each topic serves suitable and clear pictures, yet the layout of the textbook was designed in colorful layout. The cover of the textbook does not contain a

picture which is not interesting to students. Next the score of *topic and skills organization* gets 64% which is categorized also as **Good**. The organization of topics is considered satisfying. Next, *the guidance of using the textbook* is scored 25% and is categorized as **Poor**. In the preface, the textbook does not provide teachers with a general guidance for the use the book, and no notes for teachers informing teaching techniques in each unit of the textbook.

The lowest scores of this variable lay in the score of both 4<sup>th</sup> and 5<sup>th</sup> items. These are **supplementary materials within the textbook**, and **the glossary and vocabulary list**. They both get 25% and are categorized as **Poor**. Regarding the supplementary materials, there are no supplementary materials like cassettes, or CDs. However, there are homework exercises attached to each unit. Regarding glossary and vocabulary list, there is no glossary, nor vocabulary list provided with the textbook.

#### Discussion and interpretation of the Design and Organization:

The fulfillment for *Design and Organization* variable is 48.3% (see table 2). The cover of the textbook contains uninteresting pictures; there is only the title of the textbooks. There should be an eye-catching colorful cover with interesting pictures because it is good for the first impression. The layout of the textbook is designed with colors. It would be better if it was printed colorfully, because learners really like some colorful things. However, the textbooks were printed colorlessly.

This book also is not well- organized logically. The beginning of the unit till the end of the chapter does not use the same format. Especially, they are arranged based on the skills presentation. Harmer (1983: 219) states that "there are some reasons why textbooks should always use the same format from one chapter to another chapter". The students will easily get to know and the teacher will easily handle the book. In addition, there were no other teaching learning materials which accompany the textbook. Suyanto (2010: 101) states that "media can help teacher in order to extend the materials to the students so that the material will be clearer and easier to be understood by students".

#### Language Skills:

The following table presents the results related to the language skills:

**Table (4) Language Skills**

Questions	Mean	SD	Perc%
1 All language skills (Reading, Writing, Listening, and Speaking) balanced and integrated within each unit.	1.67	0.71	41.7
2 Suitability of Listening skill to young learners	1.00	0.0	25
3 Suitability of Speaking skill to young learners.	2.33	1.0	58.3
4 The reading passages are sufficient and suitable with young learners' level ability.	2.78	0.97	69.4

Questions	Mean	SD	Perc%
5 Writing activities are suitable with Young learner's level	2.22	1.30	55.6
Total	2.16	0.68	53.9

As shown in (table 4), the highest score of *language skills* variable is 69, and categorized into good. It is about the *suitability of reading passages with learners' level*. The reading pages are appropriate to young learners. They are very simple, clear and sometimes accompanied with interesting pictures.

Next, the suitability of speaking skills and materials attained 58% and is categorized as **Good**. In the textbook, there is a lot of dialogue practice designed to equip learners for real life interaction. However, they are not related in unity of meaning to the other sections like grammar and reading.

In addition, the suitability of writing activities can also be categorized as Good since the percentage is 56%. The writing activities types served by this book are *answering questions, writing negative forms, rewrite correctly, re-ordering, forming sentences and questions, and using given words to form sentences*.

Moreover, the integration of skills gets 42% and is categorized as **Fair**. The textbooks include all skills except for listening. This skill is totally ignored. Furthermore, the lowest score of this variable is 25% categorized as poor and gotten by **suitability of listening skill**. That is because listening skill is totally ignored in this textbook and no listening tapes or CDs are provided for this purpose.

### Discussion and interpretation of the Language Skills:

The fulfillment of language skills in general is 54 % (see table 3). Litz (2001) proposes a criterion about availability of the appropriate balance proportion of four skills in the textbook. The textbook includes four language skills, but they are not in the balance proportion. In the textbooks' units, listening section is totally ignored, which is a crucial weak point for these textbooks. Suyanto (2010: 60) states "that Simple Dialogue, Self- introduction, Classroom Language, Role play and Talk about food, hobby, and family are activities to encourage students to be active and speak". This textbook contains some kinds of speaking activity, like greetings, introducing yourself, thanking people..... etc. There are various reading texts in the textbook which aim to familiarize learners to scientific articles. Suyanto (2010: 64) states that "reading skills are taught from word, phrase, and followed by simple sentence and a short text". The writing activities of this book are not various enough. They are complement, rewrite, using words to form sentences and questions. "Copying and complement are writing activity that used for lower classes", (Suyanto, 2010: 69- 70).

### Language Content:

As shown in (table 5) below, the highest score is laid in the vocabulary items; is scored 75% to be categorized into Good. Vocabulary items are appropriate to students' level. They are given through contextual- based topics. They are presented in every unit with definitions.

**Table (5) Language Content.**

Questions	Mean	SD	Perc%
1 The language used in the textbook is authentic- i.e. like real- life English.	2.2	0.97	55.6
2 The Grammar items are appropriate to the Young learners.	2.7	1.0	66.7
3 The vocabulary items are appropriate to the Young learners.	3.0	0.87	75
Total	2.63	0.72	65.74

It is clear from table (5) above that *Grammar items* get the second rank in the part with 67% which is also categorized as **Good**. The grammar items of the textbook are presented in the form of formulas with some exercises for elaboration. On the other hand, the textbook does not provide learners with opportunity to use language in context in the dialogues of the units.

*The authenticity of the language used in the textbook* gets the lowest percentage 56% that is categorized as **Good**. The textbooks present authentic materials that are all about real life.

### Discussion and interpretation of the Language Content:

Language content variable have the fulfillment of 66% (see table 4). In general, according to the teacher's information, the textbook is quite good in presenting the language use and they are appropriate with the level of the students' current ability. The good point of this textbook is on the presentation of authentic material.

The vocabulary is presented through definitions and matching items but not through pictures. Suyanto (2010: 47) informs that learners will be generally faster to learn words or vocabulary through visual media, for example pictures or real things.

### Topics

Table (6) below shows that the highest score of *topics* variable is 64% "*the relevance of the topics to the students' needs* and "*being interesting, challenging and motivating*". So, they are categorized as **Good** since they are not supported with interesting and motivating activities. Moreover, the variation of topics in the targeted textbooks gets 61% and is categorized as **Good**.

**Table (6) Topics**

Questions	Mean	S.D	Perc%
1 The topics of the textbook are relevant to the young learner's needs as English language learners.	2.6	1.1	63.9

Questions	Mean	S.D	Perc%
2 The topics of the textbook are interesting, challenging and motivating.	2.6	1.1	63.9
3 There is sufficient variety in the topic of the textbook	2.4	1.1	61.1
Total	2.5	0.94	62.963

### Discussion and interpretation of the Topics:

The fulfillment for Topics variable is 63% (see table 5). The topics presented in the textbook are not relevant with the needs of students. The topics are about collected scientific topics that contain some daily life vocabulary. The topics in this textbook are a little bit interesting, because they are about science that is related to the students' majors in the faculty. Furthermore, there are varieties of the topics which would not make students easily get bored.

### 6. Practical Considerations

As illustrated in (table 7) below, the highest score of *practical consideration* is 69% "*textbook's publication and accessibility*" which is categorized as **Good**.

Table (7) Practical Considerations

Questions	Mean	S.D	Perc%
1. The price of the textbook is reasonable.	2.00	1.0	50
2. The textbook is recent publication and easily accessible.	2.78	0.97	69.4
3. The book is strong and long- lasting.	2.44	0.9	61.1
Total	2.4074	0.85	60.19

Moreover, table (7) above shows that the item related to "*the strength and the durability of the textbook*" gets 61%. Therefore, it is categorized as **Good**. The textbook is strong and long lasting; the cover is hard but the binding is not good enough as the binding glue is not sticky. The paper is in good quality since the color is white and black. That is, it is not attractive enough for the students to read. The ink is good while the font size is standard. The lowest score 50% that is related to the price, which is categorized as **Fair**.

### Discussion and interpretation of the Practical Considerations:

The fulfillment for Practical Considerations variable is 60%. Harmer (1983: 241) mentions that one criterion that describes the practical consideration of a textbook is the reasonability of the price. Only 50% of the teachers said that the price of the textbooks is reasonable.

The strength and durability of a textbook is criterion that is proposed by Cunningsworth (1995). The textbook is not really strong and durable. The cover is hard, but the binding quality is standard. It needs to be tighter to make it better and more durable.



In short, the overall percentage of the checklist is 57% which categorized as Good. This means that the books are adequately suitable for the target learners. However, there are some suggestions for improvement that are to be discussed in the last chapter.

## 5- Summary, Findings and Recommendations

### Summary of Aims and Procedures:

This study was designed as descriptive- evaluative content analysis analyzing the phenomenon about the evaluation of English 101 and 102 textbooks. This study aimed at investigating whether the current courses (English 101 and 102) have a course description specifying their objectives. If they have, finding out extent they are achieving those objectives. It also aimed at highlighting the criterion that the current 101 and 102 courses depend on; furthermore, discovering the extent that the current 101 and 102 courses fulfill the standards of a comprehensive well- designed EFL textbook in relation to: 1) Design and organization of the books, 2) language skills. 3) Language content, and topics of the book, and practical considerations.

This study is limited to the first year students studying at the scientific departments (Mathematics, Physics, Chemistry, and Biology), Faculty of Education, Sana'a University during the second semester of 2019- 2020 and the English 101 and 102 courses taught to first level students at the departments of (Mathematics, Physics, Chemistry, and Biology), Faculty of Education, Sana'a University.

Conclusions of the Findings of the Study: It can be concluded that the textbook objectives are not systematically organized (not organized logically) and are not apparent to both teachers and students. Furthermore, its cover contains uninteresting pictures, language skills are not balanced, writing activities are not various enough, Vocabulary is not presented through pictures, doesn't match the learners' needs, in general, the textbook is quite good that enhances language and is appropriate to the students' level.

### Recommendations.

In the light of the findings of the study, some recommendations are suggested as follows:

1. Needs analysis should be conducted in order to formulate the books' objectives and to design the content that match these needs.
2. The objectives should be put at the beginning of the books with to be easy for teachers of English 101 and 102 to teach the content.
3. Some writing activities should be modified and familiarized to students' levels; more challenging exercise communicative types should substitute the existing ones.
4. The layout and pictures in the textbooks should be designed more colorful and their cover should contain more interesting pictures in order to make students more interested in these textbooks.
5. The four skills should be selected integratively.

6. The textbook should be accompanied with other teaching learning facilities (workbook, cassettes, and CD) that facilitates learning.
7. English textbooks should include review section and vocabulary list or glossaries.
8. It should also provide balanced activities related to the four skills.

#### **Suggestions for further Research:**

Another suggestion is suggested to future researchers who want to conduct studies on textbooks evaluation. They should conduct some studies about other courses and textbooks similar to 101 and 102 courses.

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