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PRESENTATION DE LA REVUE AKIRI

Dans un environnement marqué par la croissance, sans cesse, des productions scientifiques, la diffusion et la promotion des acquis de la recherche deviennent un impératif pour les acteurs du monde scientifique. Perçues comme un patrimoine, un héritage à léguer aux générations futures, les productions scientifiques doivent briser les barrières et les frontières afin d'être facilement accessibles à tous.

Ainsi, s'inscrivant dans la dynamique du temps et de l'espace, la revue « **AKIRI** » se présente comme un outil de promotion et de diffusion des résultats des recherches des enseignants-chercheurs et chercheurs des universités et de centres de recherches de Côte d'Ivoire et d'ailleurs. Ce faisant, elle permettra aux enseignants-chercheurs et chercheurs de s'ouvrir davantage sur le monde extérieur à travers la diffusion de leurs productions intellectuelles et scientifiques.

AKIRI est une revue à parution trimestrielle de l'Unité de Formation et de Recherches (UFR) : Communication, Milieu et Société (CMS) de l'Université Alassane Ouattara. Elle publie les articles dans le domaine des Sciences humaines et sociales, Lettres, Langues et Civilisations. Sans toutefois être fermée, cette revue privilégie les contributions originales et pertinentes. Les textes doivent tenir compte de l'évolution des disciplines couvertes et respecter la ligne éditoriale de la revue. Ils doivent en outre être originaux et n'avoir pas fait l'objet d'une acceptation pour publication dans une autre revue à comité de lecture.

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La revue *AKIRI* n'accepte que des articles inédits et originaux dans diverses langues notamment en allemand, en anglais, en espagnol et en Français. Le manuscrit est remis à deux instructeurs, choisis en fonction de leurs compétences dans la discipline. Le secrétariat de la rédaction communique aux auteurs les observations formulées par le comité de lecture ainsi qu'une copie du rapport, si cela est nécessaire. Dans le cas où la publication de l'article est acceptée avec révisions, l'auteur dispose alors d'un délai raisonnable pour remettre la version définitive de son texte au secrétariat de la revue

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Textbook Evaluation in Côte d'Ivoire: The Case of *English For All 3è Students' Book*

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Résumé

Cet article évalue *English For All 3è students' book*, un manuel d'enseignement, sur la base de l'Approche Par les Compétences (APC). Pour y parvenir, un échantillon de 45 enseignants utilisant cet ouvrage ont été sélectionnés exprès dans différentes parties du pays à qui un questionnaire a été administré en vue de collecter les données. Ainsi, après l'analyse des données, les résultats montrent qu'il y a une congruence entre le manuel et la méthodologie de l'approche actuelle ; c'est-à-dire, l'APC. Mais, quelques insuffisances ont été remarquées et que les participants ont suggéré qu'elles soient prises en compte pour améliorer d'avantage la qualité de l'ouvrage.

Mots-clés: manuel, évaluation, l'Approche Par les Compétences, congruence, méthodologie d'enseignement.

L'évaluation des manuels scolaires en Côte d'Ivoire : Le cas du *livre de l'élève d'anglais pour tous 3^e*

Abstract

This paper evaluates the *English For All 3è students' book*, a teaching material, on the basis of the Competency-Based Approach (CBA). To do this, a sample of 45 teachers using this textbook have been purposely selected from different parts of the country to whom a questionnaire has been administered in order to collect the data. Thus, after the analysis of the data, the results indicate that there is congruence between the textbook and the current teaching methodology; that is the CBA. But, some shortcomings have been noticed and the participants have suggested that they be taken into account in order to improve the quality of the textbook.

Key words: textbook, evaluation, Competency-Based Approach, alignment, teaching methodology.

Introduction

With the adoption of the Competency-Based Approach in the Ivorian education system, many different textbooks are being published every year especially in the case of the English language teaching. However, textbook is an essential element in the learning and teaching of a foreign language like English in Côte d'Ivoire. In fact, in many contexts, where English is learnt and taught as a foreign language, the textbook becomes the most important source of keeping in touch with the language. Thus, evaluating textbook in the light of the current teaching methodology is significant for two main reasons. First, it will help material designers readjust the content of the textbooks to the current teaching methodology. Second, it will facilitate the learning and teaching process. There are many textbooks used in the secondary school. But, the collection of *English For All* (EFA) has been selected for this study simply because it contains most of the aspects needed for a good textbooks. Besides, according to the authors, in the



introduction of this textbook, it is conform to the Competency-Based Approach D. Okpo et al (2018).

From what precedes, the objective of the present work is to evaluate this textbook in order to find out how far this textbook is conform with the principles of the current teaching methodology as suggested by the authors. Thus, in order to measure the conformity of the textbook with the principles of the Competency-Based Approach, a questionnaire has been designed and administered to some teachers who use this textbook. This article is structured around four main sections; (1) Literature Review, (2) Methodological Approach, (3) Results and Discussion.

1. Literature Review

Before dealing with the previous works in the field of textbook evaluation, it is important to know what a textbook is. Thus, according to (J. C. Richard & R. Schmidt, 2010: 595), a textbook is “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, and grammar) or deal with a single skill (e.g. reading).” From this definition, it comes out that textbooks are very crucial elements in the process of language learning and teaching. It is very important thanks to its different roles. To be more explicit, (Cunningsworth, 1995) agrees that textbooks act as sources of ideas and activities. In fact, textbooks play an important role in making the leap from intentions and plans to classroom activities as suggested by (Schmidt, McKnight, and Raizen, 1997). Thus, according to P. Shannon, (2010:397),

Textbooks are commodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them.

Concerning the concept of evaluation, (J. C. Richard & R Schmidt, 2010:206) define it as “in general, the systematic gathering of information for purposes of decision making. Evaluation may use quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings (see rating scale)), and value judgements.” As defined, it seems to be different from the concept of ‘analysis’ which is a thorough investigation of textbooks using some kind of consistent evaluation procedure to identifying the particular strengths and shortcomings in textbooks already in use N. Fuyudloturromaniyyah (2015). Along with these definitions, it can be observed that there a slight difference between textbook analysis and evaluation in that while



the former deals with the identification of particular strengths and shortcomings, the latter is about decision making concerning a given textbook after having analyzed it. So, evaluation is broader than analysis. In the present study, the focus is about the concept of evaluation because the ultimate goal is to make decision about the use of this particular textbook in secondary schools.

The focus of this paper is on the term evaluation because it is the last element of the curriculum, which is about the means to assess whether the curriculum has achieved its objectives or not. So, evaluating a textbook can help us determine if there is a connection between the objectives, the methodology and the content of to be taught. This is what is expressed by A. E. Ntongieh and D. A. Yuh, (2020) as evaluation is a dynamic process which investigates the suitability and appropriateness of an existing practice. “It is a useful device for both teachers and material writers as an underlying element in the development of innovations and modifications within the teaching /learning context” (M. Mohamad & A. Heidar, 2014: 1150).

The field of textbook evaluation seems not to be well-known in the Ivorian context. In other words, there are few works in the field, especially at Alassane Ouattara University in Bouake. Thus, A. H. G. Dahigo (1999), in conducting his research for the doctorate degree at Cocody University, which is called now Felix Houphouët Boigny University in Abidjan, has proposed a checklist in order to evaluate the textbook which was used for the teaching of medical English at medicine department at university in Côte d’Ivoire.

But, in the present study, another tool of data collection is used. It is a questionnaire that has been designed for the evaluation of textbook called *English For All* used in the Ivorian educational system. This is so because it is believed that the teachers are those know the textbooks very well since they use them every day.

2. Methodological Approach

The methodological approach adopted in this study is based on two main aspects; the sampling methodology and the tools of data collection. As far as the sampling methodology, the participants (teachers of English) have been selected on the principle of the non-probability sampling; that is to say that they have not been chosen randomly in different parts of the country. In fact, in using this type of sampling methodology, the researcher selects “the sample in relation to some criterion, which are considered important for the particular study” Y. K. Singh (2006: 91). Thus, 45 teachers have been chosen on the basis of the purposive sampling principle. With this number of the participants, the issue of representativeness of the sample

can be raised because there many teachers. But, if we consider the teachers who use this particular textbook, one can claim that the sample seems to be representative.

The use of the questionnaire in this study is justified by two main reasons. First, it help to collect more data in the same place from different respondents with less efforts and time. This is the explanation given by Z. Dörnyei (2003: 9) when he writes that “by administering questionnaire to a group of people, one can collect a huge number of information in less than an hour and the personal investment will be a fraction of what would have been needed for, say, interviewing the same number of people.”

Second, the questionnaire is meant to the practitioners; that is to say people who use the textbook every day because these people are supposed to know the textbook they are using every day. The questionnaire has been made up of close questions and only one open-ended question. This is so because the objective is to guide the respondents not to go outside the context of the research. Another reason is that close questions are easier to analyze than open-ended ones because they can easily generate numbers and percentages. So, it can be said that this study is based on quantitative method because of the nature of data and the instrument of data collection used.

2.1. Data Presentation and Analysis

The data have been presented using the model of tables suggested by P. N’da (2015:172) who writes that “describing the data of a variable accounts for presenting the distribution with the help of tables or graphs¹. In fact, this kind of tables display the question or item, the number of respondents as well as percentages and it helps understanding the data easily.

The first section of the questionnaire deals with the social strata of the participants that may have an impact on the data because they are about some factors such as working place and the professional experience of the participants.

Table 1: Participants’ location in the country

Q 1: Where do you teach?		
Towns	Number	Percentage (%)
Bouake	20	44.4 %
korhogo	10	22.2%
Abidjan	15	33.4%
Total	45	100%

¹ - Décrire les données d’une variable revient à en présenter la distribution à l’aide de tableaux ou graphiques.

As presented in the table, the participants are from three different areas in the country. Thus, (44.4%) of the participants, which corresponds to (20) participants, have been selected in the city of Bouake. Then, 10 of them, representing (22.2%), have been taken in Korhogo. Finally, in Abidjan, 15 participants with (33.4%) have accepted to fill in the questionnaire. From these results, it can be noticed that the data have been collected in various places of the country. It can also imply the idea that this textbook is not used only in Bouake, but in other towns like Abidjan and Korhogo.

Table 2: Number of year of teaching experience

Q 2: How many years have you been teaching?		
Number of years	Number	Percentage (%)
1-5	28	62.2%
1-10	10	22.2%
1-15	5	11.1%
1-20	1	2.2%
No answer	1	2.2%
Total	45	100%

The objective of this question is to know the number of years of each participant or his or her professional experience. That is why 28 participants claim that they have been teaching for five years; which means 62.2%. Next, there 10 participants say that they have 10 years of teaching experience that corresponds to 22.2%. The participants who have been teaching for 15 years are 5 of them with a percentage of 11.1%. Only 1 participant says that he/she has been teaching for 20 years that corresponds to 2.2%. Finally, 1 participant decides not to give his or her professional experience. From the table, it can be said that the majority of the participants are very young teachers. That can also imply that as the population becomes younger and younger the teachers also do.

This second section of the questionnaire is devoted to the connection between the teaching approach or methodology and the content of the textbook through its activities.

Table 3: Textbook and the place of the learner

Q 3: Does the textbook put the learner at the center of its learning?		
Answers	Number	Percentage (%)
Yes	34	75.6%
No	10	22.2%
No answer	1	2.2%
Total	45	100%

The researcher wanted to know if the textbook allows learner's autonomy by placing him/her at the center of his/ her learning process. To this question, 34 participants answer affirmatively and 10 others said "No". Finally, 1 participant refused to give his/her opinion about the

question. From the analysis of the table, it implies that most of the teachers who use this teaching material agree that it places the learner at the center of the learning process through the different activities. The other 10 participants who answer “No” may be due to the fact that the textbook does not contain some learning and texting contexts.

Table 4: Textbook making the teacher as a facilitator

Q 4: Does the textbook make the teacher a facilitator?		
Answers	Number	Percentage (%)
Yes	36	80%
No	9	20%
Total	45	100%

In asking this question, the researcher wanted to know if the textbook enables the teacher to be a facilitator in the learning process. For this reason, 36 participants, which corresponds to 80%, claim that the textbook makes the teacher behave as a facilitator. Then 9 participants, that means 20% declare that it doesn’t make the teacher react as a facilitator. From these percentages, it can be inferred that many activities and exercises in the textbook make the learner work by himself/herself with a little guiding of the teacher. In fact, the texts followed by some activities and exercises that enable the learner work alone.

Table 5: Textbook and the situations of communication in everyday life

Q 5: Does the textbook deal with some situations of communication in everyday life?		
Answers	Number	Percentage (%)
Yes	35	77.8%
No	10	22.2%
Total	45	100%

Here, the aim is to assess the practicability of the different texts in the textbook in terms of their situations of communication in everyday life. In other words, it about whether the textbook allows learners to communicate in real situations of communication. To this question, 35 participants answer “Yes” that gives a percentage of 77.8% while only 10 participants think that the textbook does not take into account this aspect. This implies that the textbook the majority of the teachers who use this teaching material agree that the different activities included in it help learners communicate in real situations every day.

Table 6: Textbook and the learners’ living environment

Q6: Does the textbook contain some activities that deal with the immediate environment of the learner?		
Answers	Number	Percentage (%)
Yes	36	80%
No	9	20%
Total	45	100%

In asking this question, the objective is to know if the activities that deal with the immediate environment of the learner. This means that if the teaching material include some cultural aspects of the learner. Thus, 80% of the participants, that gives 36 participants in number, agree that the textbook deals with the learner’s immediate environment aspects. Contrary to them, only 9 participants with 20 % claim that the textbook does not contain any activities dealing with the immediate environment of the learner. Actually, the learner’s culture is so important in learning and teaching a foreign language that one cannot teach a language ignoring the culture of the learner because the learner must know his/her culture in order to learn another one. Another important thing to notice is that current textbooks re mainly based on the learner’s culture to facilitate the learning process of the language.

Table 7: Textbook and the facts, and realities of the external world

Q7: Does the textbook contain activities that deal with the external world facts and realities?		
Answers	Number	Percentage (%)
Yes	36	80%
No	9	20%
Total	45	100%

The objective of this question is to know whether the textbook can help the learner know some facts and realities from the external world or not. To this question, there have been two types of reasons. 36 participants corresponding to 80% declare that the textbook contain activities that can help students be in contact with the external world. Next, 9 other participants giving 20% show that the textbook does not connect the learner with the external world. This simply means that the different texts and activities contained in the textbook take into account the aspects of the external world.

Table 8: Textbook and the contexts of learning and testing

Q 8: Does the textbook contain some learning and testing contexts?		
Answers	Number	Percentage (%)
Yes	18	40%
No	27	60%
Total	45	100%

From the table, it can be noticed that 18 participants with 40% think that there are both some learning and testing contexts in the textbook while 27 participants corresponding to 60% indicate that there are neither learning nor testing contexts in the textbook. In fact, there are both some learning and testing contexts in the textbook. As far as the learning context, it is presented as a kind of brainstorming and known as “time to find out”. Concerning the testing context, this is known as “time to communicate and check” because this is the place where the learner is expected to show that he/she has understood the lesson. These two aspects help the

learner to know what the lesson will be about (learning context) and the place where one can know if the learner has understood the lesson or not (testing context).

Table 9: Textbook and the four language skills

Q 9: Does the textbook contain the four language skills?		
Answers	Number	Percentage (%)
Yes	43	95.6%
No	2	4.4%
Total	45	100%

Here, it is about the distribution of the four language skills in the textbook. Thus, 43 participants which gives 95.6% assert that the four language skills are represented in the book. On the contrary, only 2 participants with 4.4% say that the teaching material does not contain the four language skills. These different percentages can be justified by the fact that there are two units devoted to each language skill; that is to say that each language skill takes into account two units in the textbook.

Table 10: Textbook and the degree of importance of the four skills

Q10: Does the textbook give the same degree of importance to the four skills?		
Answers	Number	Percentage
Yes	30	66.7%
No	13	28.9%
No answer	2	4.4%
Total	45	100%

To this question, 30 participants corresponding to 66.7% state that the same degree of importance is given to the four skills. Next, 13 participants with 28.9% disagree with this assertion. Finally, 2 participants corresponding to 4.4% did not give their point of view. Based on these percentages, it can be declared that the textbook devotes the same degree of importance to the four skills because each skill is distributed equally according to the units in the textbook. As far as the position about the 13 participants are concerned, this can be justified by the fact that the textbook starts with the “speaking skills” but not the listening, reading or writing.

Table 11: Language functions and grammatical structures in the textbook

Q11: Does the textbook put the stress on language functions more than grammatical structures?		
Answers	Number	Percentage (%)
Yes	30	66.7%
No	14	31.1%
No answer	1	2.2%
Total	45	100%

From the table, it is noted that there are 66.7% of answers corresponding to 30 participants indicate that the textbook emphasizes on the language functions more than grammatical structures. Next, 14 participants with 31.1% declare the contrary and only 1 participant does

not give an answer. These answers can be through the following explanation. In fact, with the introduction of new approaches in language teaching such as Communicative and Competence-Based Language Teaching Approaches, the concept like “grammar” is replaced by that of function because, for the advocators of these approaches, language is used to perform social functions. But, the little confusion is that these language functions are expressed through grammatical structures. With this combination, many teachers both old and new ones cannot make the distinction between them. That is why there are the following percentages.

Table 12: Pictures in the textbook

Q12: Does the textbook contain some pictures that can facilitate the learning process?		
Answers	Number	Percentage (%)
Yes	42	93.3%
No	3	6.7%
Total	45	100%

To the question to know if the pictures in the textbook can facilitate the learning process, 42 participants answer “Yes”; that gives 93.3% and only 3 participants disagree with the fact that the pictures can facilitate the learning process. Actually, pictures are visual aids that help learner to understand some facts and actions that could have not been understood without pictures. Given that it is about a foreign language and of the activities deal some cultural aspects of people who have that language as their mother tongue, so in order to make them understood some these aspects pictures are very useful to this end. So, it is important to encourage the use of pictures in the designing of teaching materials of English as a foreign language.

Table 13: The texts in the textbook

Q13: Does the textbook contain texts that are adapted to the level of the learner?		
Answers	Number	Percentage (%)
Yes	32	71.1%
No	12	26.7%
No answer	1	2.2%
Total	45	100%

The aim of this question is to know whether or not the different texts contained in the textbook are adapted to the level of the students. Thus, 32 participants with 71.1% think that the texts are adapted to the learner’s level while 12 respondents corresponding to 26.7% think the contrary. Finally, only 1 respondent stay without any answer that represents 2.2%. these percentages can be understood in the following way. Given that learners, general and in particular that of 3è are becoming younger and younger, only a few texts seem to out of their understanding if not the majority of the texts correspond to the level of the students. So, if some teachers have the

impression that their students do not react during the exploitation of the texts, it might not be due only to the fact that they are not at the level of their students but other external factors.

Table 14: Exercises in the textbook

Q14: Does the textbook contain exercises that can help students solve some real or simulated problems of communication?		
Answers	Number	Percentage (%)
Yes	35	77.8%
No	9	20%
No answer	1	2.2%
Total	45	100%

Here, it is about the capacity of the different exercises used in the textbook in order to develop learners' communicative competence in real or simulated problems of communication. For this reason, 35 respondents with 77.8% agree with the assertion that the exercises can help students solve real communication problems. Next, 9 participants corresponding to 20% say "No" and only 1 respondent decides not to say anything. From these different answers and percentages, it can be argued that almost of the teachers, who use this textbook, are convinced that through the exercises, their students are able to use the target language in order to solve practical communication problems in real life. But, the 9 teachers who think the contrary, may justify their position by the fact that not all the classroom language can be used outside the classroom.

Table 15: Checking the acquired skills in the textbook

Q 15: Does the textbook enable the learner to check his/her acquired skills of the three lessons in each unit?		
Answers	Number	Percentage (%)
Yes	33	73.3%
No	12	26.7%
Total	45	100%

In asking such a question, the objective is to know if the textbook contains a section that can help learners check their acquired skills. That is why, 33 respondents representing 73.3% believe that the textbook contains some sections that summarize each unit in the textbook. That is to say, these sections deal with the three lessons of each unit in details so that all the aspects of the lessons that have not been understood in each of the lesson are taken into account again for the learner. In other words, it is a section of consolidation that contains the different vocabulary items and language functions through the grammatical structures studied during the lessons. As far as the proportion of 26.7% is concerned, this can be justified by the fact that not all the aspects of the lessons are retaken in the section because the place devoted to it is too short.

Table 16: Ludic activities in the textbook

Q16: Does the textbook suggest some ludic activities (games, songs, poems)?		
Answers	Number	Percentage (%)
Yes	26	57.8%
No	16	35.6%
No answer	3	6.7%
Total	45	100%

From the table, it is perceptible that 26 respondents that gives 57.8% think that the textbook suggests some ludic activities such as games, songs and poems. However, 16 respondents corresponding to 35.6% believe that there are not ludic activities. But, only 3 participants represented by 6.7% do not give any answer. This is so because, when examining the textbook, one can notice that these activities do exist but not in a large number. Another reason is that in 3è, students are more concerned with the activities and exercises in connection with the final examination; that is the BEPC exam.

Table 17: Group work presentation activities in the textbook

Q 17: Does the textbook suggest some activities that can help students do some group work presentation in the classroom?		
Answers	Number	Percentage (%)
Yes	36	80%
No	9	20%
Total	45	100%

The objective of this question is to know if the textbook suggests some activities that can help students do some group work presentation in the classroom. Thus, 80% of the respondents declare that there are many activities that can help students do group work presentation. Next, 20% of the participants don't think so. This can find its justification in the fact that for each lesson, there is an activity of pair work and that of role-play. The problem is that in some cases, these kind of activities can be performed with four students. That is to say two pairs of students in competition. These activities align with the current teaching approach on the basis of its learning theory which is the socio-constructivism.

Table 18: Textbook and learner's autonomy

Q18: Does the textbook enable the learner to be autonomous in the learning process?		
Answers	Number	Percentage (%)
Yes	26	57.8%
No	16	35.6%
No answer	3	6.7%
Total	45	100%

The question of learner's autonomy is one of the most important issues in designing teaching materials. Thus, 57.8% of the respondents think that the textbook enables the learner to be autonomous in his/her learning process while 35.6% of the participants do not share this

position. The last category of respondents is the one that does not give any answer about the question. In fact, the different activities and exercises designed in the textbook are based on the hypothesis that students must be able to deal with all these activities and exercises once the lesson has been done by the teacher. But, despite the efforts made by the teachers during the lesson, some activities and exercises are difficult to do by the students.

Table 19: Textbook and the methodology used

Q 19: Does the textbook align with the methodology of CBLT through the presentation of each lesson?		
Answers	Number	Percentage (%)
Yes	40	88.9%
No	4	8.9%
No answer	1	2.2%
Total	45	100%

Textbooks are always based on teaching methodologies. Thus, according to the designers of the present textbook, it based on the principles of the Competency-Based Language Teaching. That is why when the question has been asked, 88.9% of the participants confirm that the textbook aligns with the CBLT methodology. Next, 8.9% respondents disagree with this position and only 2.2% does not give any answer. These answers can imply the fact that all the activities and exercises are based on the principles of the CBLT. For example, the exercises and activities enable the learners learn about their own culture as well as the culture of the people who have English as their mother tongue. Concerning the proportion of 8.9% , it can be due to the fact that some teachers don't know the principles of the current teaching methodology.

Table 20: Opinions about suggestions for the improvement of the textbook

Q 20: Do you have some suggestions in order to improve the textbook?		
Answers	Number	Percentage (%)
Yes	26	57.8%
No	16	35.6%
No answer	3	6.7%
Total	45	100%

Here, the researcher asks the respondents if they have some suggestions to make in order to improve the textbook. For this reason, 26 participants have given a positive answer, representing 57.8% and 16 respondents with 35.6% say that they do not have any suggestion to make. Finally, only 3 participants corresponding to 6.7% give no answer. All these percentages can be interpreted as follows. Not all the teachers can be material designers. That is to it is not because you are a teacher that you can design a teaching material even if you notice some shortcomings in the textbook. Those who refuse to make some suggestions, this can be justified by the fact that the textbook is so good that they don't see any problem with it.

Table 21: Different Suggestions by the respondents

Main suggestions	<ul style="list-style-type: none"> - Include some learning contexts to align with the testing contexts. - Design an exercises book to accompany the textbook and some audio files in connection with the content of the book. - Design a teacher guide in order to facilitate the use of the textbook. - Organize the lessons in sequences. - Reinforce the exercises at the level of language functions and vocabulary. - Some ludic activities must be included in the textbook. - Make the learning activities closer to the learners' everyday life. - Include a synthesis that take into account the three lessons per unit. - Adapt the activities at the level of the learners - Make the language functions and grammatical structures more precise to be taught. - Elaborate some dialogues and texts for the learners to read. - Categorize the different texts in terms of level A, B and C as it is the case in textbook entitled "l'Anglais en Afrique". - Separate each lesson in three sessions as well as the grammatical points to be taught in each. - Adapt the exercises to the language skills - Include more pictures to illustrate the vocabulary and more details for the grammar points are need.
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The participants, who have accepted to make some suggestions, have made the above-mentioned suggestions. The main ones are about the internal organization of the textbook through the different activities and exercises. Some suggestions are about the inclusion of learning and texting contexts for each lesson. Others are concerned with the organization of the vocabulary items, language functions and the grammatical structures in the textbook.

3. Results and Discussion

The main objective of this study is to evaluate the textbook known as *English For All 3è* students'book on the basis of the Competency-Based Language Teaching (CBLT) methodology. In order to achieve this objective, the data have been collected through a questionnaire.

Thus, after the collection and the analysis of the data many results have been found. These results deal mainly with those in connection to problem of the textbook and the teaching methodology alignment. By the way, talking about the issue of the alignment between the textbook and the teaching methodology, 88.9% of the respondents declared that there is an alignment. This aspect is justified through some of the principles of the current teaching methodology. Concerning the place given to the learner and the teacher, 75.6% of the participants said that the textbook puts the learner at the center of his/ her learning process and 80% of them mentioned that the textbook considers the teacher as a facilitator.

The results also indicate that the textbook takes into account the learner's immediate environment as well as the facts and realities of the external world at 80%. Other results have



shown that the textbook covers the four language skills at 95.6%. But, the results also indicate some shortcomings concerning the question of the learning and testing contexts. In fact, the current teaching methodology requires teachers to include such elements in the lessons as well as texts. Unfortunately, the results indicated that only 40% of the respondents said that the textbook contains both of them. So, this aspect needs to be taken into account in order to improve the content of the textbook as mentioned in the suggestions above.

Taking into account the above-mentioned results, one can reasonably argue that the research objective has been achieved. This is so because the main principles, suggested by the authors of this teaching material, have been analyzed carefully in order to come up with these results. Another aspect is that the results obtained are slightly different from the ones expected since the expected ones were to find out many shortcomings about congruence between the textbook and the current teaching methodology; that is CBLT.

The results of this study implied that the authors must take into account the different suggestions made by the respondents who are actually some teachers. In fact, they are the practitioners and if they reveal some negative aspects linked to the teaching material, these must be corrected by authors for the well-being of the learners. Thus, this aspect can help improve the results of the learners because the textbook plays a very important role in a foreign language teaching context like in Côte d'Ivoire.

Conclusion

The main objective of the present study was to evaluate the textbook called *English For All 3è students' book* in order to check whether or not it is in connection with the current teaching methodology known as Competency-Based Language Teaching (CBLT). To do so, a content analysis materialized through a checklist has been used and a written questionnaire was designed and administered to some teachers randomly selected who use this textbook for the collection of data. Thus, after the analysis of the data, the results reveal that there is actually an alignment between the textbook and the principles of the CBLT respectively according to the tools of data collection checklist with 5 out of 5 average and with the questionnaire with a percentage of 88.9%.

Other findings indicate some negative aspects at 40% to be corrected and taken into account in order to improve the quality of the teaching material. These aspects are about the inclusion of learning and testing contexts. However, it cannot be said that this is the end of the research



about this textbook because other results can be found when using another tool of data collection.

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