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AN EVALUATION OF THE PRESENTATION AND PRACTICE OF READING SKILLS IN INTERACTIONS IN ENGLISH 6ème

**A Dissertation Submitted to the Higher Teacher Training College (ENS) Yaounde in
Partial Fulfillment of the Requirements for the Award of a Postgraduate Teacher's
Diploma (DIPES II) in English Studies**

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DEDICATION

This work is dedicated to my family, especially to my beloved parents, Mr. and Mrs NTOWOUA.

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ABSTRACT

This study is an evaluation of the presentation and practice of reading skills in Interactions in English 6^{ème}, a textbook designed for teaching English language to *sixième (6^e)* students in General Secondary School of the Francophone sub-system of education in Cameroon. The case study comprises two schools: GBHS *Etoug-Ebe* and *Lycée de Biyem-Assi*. The participants are made up of 251 students of four *sixième* classes and their English language teachers. The study makes use of a textbook evaluation checklist adapted from Cunningsworth, Sheldon, Grant and Williams and also uses questionnaires and interviews. It equally includes assessments by the researcher.

With reference to the findings on one hand, the reading comprehension passages selected in Interactions in English 6^e are at the level and age range of the learners and they are varied in genre. Moreover, the passages are appropriate in length, the instructions are clearly stated and the passages are socially and culturally appropriate. Furthermore, the textbook integrates other language skills, although not to the same extent and the reading passages in Interactions in English 6^e fulfill the requirements of the national syllabus for language instruction in Cameroon.

On the other hand, only a few of the reading passages are interesting to the students due to the lack of interest in some of the topics. Also, the passages do not always reflect real life situations. The presentation of some of the reading passages is not quite appropriate to raise students' attention since the pictures accompanying them do not always help their understanding and some of the passages lack pictures. In the light of the above weaknesses, recommendations were made.

RESUME

Cette étude porte sur l'évaluation de la présentation et la pratique des compétences en lecture dans Interactions in English 6^e, un livre qui a été conçu pour l'enseignement de l'Anglais aux apprenants de la classe de 6^e du sous- système francophone de l'Education au Cameroun. Cette étude de cas comprend deux établissements : GBHS Etoug-ébé et le Lycée Biyem-assi. La population de cette étude est constituée de 251 apprenants ainsi que leurs enseignants d'Anglais. Pour cette étude, a fait usage d'une fiche de contrôle d'évaluation du livre, adaptée des modèles de Cunningsworth, Sheldon, Grant, Williams ; des questionnaires, et des interviews. Cette étude inclue également les jugements du chercheur.

Suite aux résultats, les passages de compréhension en lecture contenus dans IIE 6^e correspondent au niveau, à la tranche d'âge des apprenants et sont très variés en genre. De plus, ces passages ont une longueur convenable, les instructions sont clairement données et les passages sont socialement et culturellement appropriés. Ce livre intègre également les autres compétences de la langue bien que ce ne soit pas au même degré et les passages de lecture contenus dans I.I.E 6^e remplissent les critères du programme national de l'enseignement des langues au Cameroun.

D'autre part, quelques passages seulement sont intéressants pour les apprenants et ceci est dû au manque d'intérêt des apprenants vis- à- vis de certains sujets. Aussi, les passages ne reflètent pas toujours les situations réelles de la vie. La présentation de certains passages n'est pas assez appropriée pour susciter l'attention des apprenants puisque les images qui les accompagnent n'aident pas toujours leur compréhension et certains passages n'ont pas d'images. A la lumière de ces faiblesses des recommandations ont été faites.

CERTIFICATION

I hereby certify that this work, “AN EVALUATION OF THE PRESENTATION AND PRACTICE OF READING SKILLS IN INTERACTIONS IN ENGLISH 6eme”, was carried out by NGUEKAM NTOWOUA DORIANE MURIELLE in the department of English, Higher Teacher Training College, University of Yaoundé I.

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LIST OF ABBREVIATIONS

<i>6 ème:</i>	<i>sixième</i>
I.I.E:	Interactions in English
EFL:	English as Foreign Language
ELT:	English Language Teaching
R.C:	Reading Comprehension
FSGSE:	Francophone Sub-system of General Secondary Education
TEFL:	Teaching English as a Foreign Language
GBHS:	Government Bilingual High School
MINESEC:	Ministry of Secondary Education

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CHAPTER 1

GENERAL INTRODUCTION

Before the First World War, Cameroon was colonised by Germany. In 1922, the League of Nations entrusted France and Great Britain with the administration of Cameroon. Our country was thus shared between the two colonial masters. This resulted in the use of two foreign languages, namely French and English in Cameroon. The English Language was only used in the area that was administered by Great Britain while French was spoken in the area that was administered by France. But after the independence, the Cameroonian authorities preferred to spread out the use of both languages in all the parts of the country. Thus, the law N96-06 of the 19th January 1996 to amend the constitution of June 1972, part I, paragraph 3, stipulates that

The official languages of the republic of Cameroon shall be English and French, both languages having the same status, the State shall guarantee the promotion of bilingualism throughout the country...

In addition, the Constitution of 14th April 2008 (section three), emphasized on the need for bilingualism. Since then, the state has been doing much to ensure the spread of official bilingualism by establishing English and French in many aspects of social life including education.

In accordance with the education forum of 1995 and law N 98/004 of the 14th, the educational system in Cameroon was organized to comprise the English sub-system (Anglophone) and the French sub-system (Francophone) sub-system thereby reaffirming the bicultural nature of the country. The two sub-systems were to co-exist, each having specific method of evaluation and award of certificates. As far as the secondary level is concerned, the system is made up of two main sections: General and Technical education. This work is concerned with the Francophone sub-system of General Secondary Education, (henceforth FSGSE).

The FSGSE comprises two cycles: the first cycle which runs for four years goes from sixième (6^{ème}) to troisième (3^{ème}) and the second cycle which runs for three years runs from seconde (2nd) to terminale (Tle). In the Anglophone sub-system of education English is the language of instruction. In the FSGSE while French is the language of instruction, English is a subject on the curriculum and thus it is taught as a foreign language.

The English Language has become the main tool of communication all over the world. In fact this is one of the reasons English is taught as a Foreign Language in many countries. As a matter of fact it has become a medium of communication in many educational settings such as public and private schools. It is taught so as to help the learners to keep up with the recent advances and developments in sciences and technology.

Due to this fact, learners expect high standards of production and presentation in which different instructional materials can be used to learn the subject in an adequate context for the learners. Among these teaching and learning materials, textbooks or coursebooks play a crucial part. English Language instruction has many important components but the essential constituents of ESL/EFL classrooms are the textbooks that are often used by language instructors. Thus, ELT textbooks are fundamental elements in ELT situation and they are the most extensively used instructional materials in school at present. In an argument to prove that textbooks are affective agents of change, Hutchinson and Torres (1994) suggest: “The textbook is almost a universal element of teaching...No teaching-learning situation, it seems, is complete until it has its relevant textbook.”

The textbook plays a prominent role in the teaching/learning process. The teacher must know not only how to use it but how useful it can be. Since teachers use textbook in their classroom, they have the right to be involved in the process of evaluation in order to be provided with the relevant textbook for their specific learner group. The teacher is required to formulate objectives taking into account the needs of the learners, their age, their motivation and interests in learning the language. Thus, they have to choose material which would enable them to attain specific aim. Therefore, their view on the usefulness and effectiveness of the textbook are also worth scrutinizing, so as to identify their weak and strong points in relation to their own teaching situation.

Sheldon (1988) suggests that textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in ESL/EFL classrooms. Cunningsworth (1995) suggests that the potential, which textbooks have, in serving several additional roles in ELT curriculum, is an advantage. He also identifies the textbook as a resource in presenting the material, a source for learners to practice and do the activities. He argues that textbooks are an effective resource for self-directed learning and effective source for material, a source for ideas and activities, a reference source for students, a syllabus which reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence. Textbooks are primary agents in conveying the knowledge to the learners. Besides, one of the basic functions of

textbooks is to make the existent knowledge available and apparent to the learner in a selected, easy and organized way. In the same vein, Hutchinson and Torres (1994) argue that the textbook has a very important and a positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, reading and explanations. Thus, textbooks will always survive if they meet certain needs.

Moreover, there are the following arguments in favour of using a coursebook:

- **Framework:** a coursebook provides a clear framework for teachers and learners to know where they are going and what is coming next, so that there is a sense of structure and progress.
- **Syllabus:** the coursebook serves as a syllabus: if it is followed systematically, a carefully planned and balanced selection of language content will be covered.
- **Ready-made texts and tasks:** the coursebook provides ready-made texts and learning tasks which are likely to be of an appropriate level for most of the classes.
- **Economy:** a coursebook is a cheapest way of providing materials for each learner.
- **Convenience:** a coursebook is a convenient package. It is bound so that its components stay together and be learned in order, it is light and small enough to be carried around easily.
- **Guidance:** the coursebook can provide guidance and support for teachers who are inexperienced or occasionally not sure of their knowledge of the language.
- **Autonomy:** the learner can use a coursebook to learn new material, review and monitor progress with some degree of autonomy. A learner with a coursebook is less teacher-dependent.

Furthermore, the selection of a coursebook is one of the most important decisions a teacher will make in shaping the content and nature of teaching and learning. It involves matching the material to the context in which it is going to be used, following the aim of the teaching program as well as fitting the personal methodology of the teacher. In this context, in order to select an effective and appropriate textbook, materials evaluation becomes unavoidable. In this vein, Hutchinson and Waters point out that: "Evaluation is a matter of judging the fitness of something for a particular purpose. Given a certain need, and in the light of the resources available, which out of a number of possibilities can represent the best solution."

It is obvious from Hutchinson and Waters' perspective that the role of evaluation of a textbook is very significant and should be carried out objectively taking into account the

needs of the learners and available solutions to them. That is why the focus of this study is on the presentation and practice of reading skills in Interactions in English 6e.

According to Burus and Al: “reading is a complex act that must be learned”. It is also a means by which further learning takes place... A person learns to read and reads to learn”. This simply means that one cannot talk of reading without talking of learning in general.

Researchers are concerned with the low percentage of the mastering of the four skills of English Language (reading, writing, listening and speaking) at the primary and secondary level of education in Cameroon because their output especially their reading abilities are not adequate. It has been observed that in spite of the length of exposure of Francophone learners to English Language, very few succeed in mastering and integrating the set of subskills required in the reading process to help them read and understand. The major factors responsible for this low percentage or inadequate mastery of reading skills are the teachers, the learners and teaching materials (textbook). Some teachers do not devote enough time to the teaching of reading. Quite often the approach or the methodology used does not enhance the acquisition of reading skills. The learners on their part, can be seen as responsible for this low mastery of reading because they first of all neglect English Language, they see the lessons as moments of fun and all sort of distraction. The most important of the factors could be the inappropriateness of the choice of textbooks for Foreign Language instruction.

In Cameroon, the selection of textbooks is the sole responsibility of the Ministry of Secondary Education and the authorities in charge of it usually recommend only some of these textbooks and one can conclude that they are those which are adequate for the fulfilment of objectives: those that easily enhance the teaching and learning of the four skills of English (writing, reading, listening and speaking). This selection is believed to be based on a given set of linguistic considerations, language teaching-learning objectives and linguistic criteria. Hence the Ministry has the duty of ensuring that the coursebooks prescribed for learners and their tutors (teachers) are adequate in content and in form for the achievements of the pedagogical goals of English.

The evaluation of materials is important in that it enables the academic authorities to select the appropriate textbooks. Thus, textbooks selected and introduced to the language curriculum should be the product of a rational and objective choice guided by a bias- free evaluation of the worth and merits of the course. This study assumes that it is in this spirit that the Interactions in English collection is being introduced to replace Stay Tuned and Way Ahead and also that the selection followed Grant’s (1987) principle which states : “Once a textbook has been selected, it should be evaluated to find out how well it fits- and how it fits better than

others which also fit” because a suitable coursebook serves as a guide in the teaching/ learning process and should lead to the achievement of the required objectives of the learners.

In Cameroon, the teaching of English as a Foreign Language (TEFL) to Francophone students in General Secondary Education has raised a series of questions due to the failure rate in official examinations. This research was prompted by the numerous difficulties learners face in developing reading abilities. It has been noticed that learners have problems in reading in English and therefore difficulties with the other skills of English language (writing, listening and speaking). This work therefore sets out to find out if Interactions in English 6e, presents reading activities in a way that will enable the learners at this level to practice in order to acquire and develop the reading skills expected from them.

The aim of this work is to evaluate the presentation and practice of reading skills through reading comprehension in Interactions in English 6e which is an English Language textbook newly introduced in the TEFL program for Francophone General Secondary Schools in Cameroon. Hence, attention will be particularly paid to the relevance of the presentation and practice of reading skills against the background of the aims and objectives laid down by the National Syllabus for language instruction in Cameroon. Cunningsworth (1984) states that the perfect coursebook doesn't exist. Therefore, evaluation implies the identification of both merits and demerits, strengths and weaknesses. As regards 6e learners who this work concerns, IIE 6e will be explored for the examination of its reading skills components to make a valid judgement about their effective contribution on the development of learners' reading abilities so as to acquire an adequate language competence in reading. Thus, we hope in the course of this study to identify both the merits and demerits of the textbook and suggest some useful ways of ameliorating it.

In view of the above statement and for the purpose of data collection this study seeks to provide answers to the following research questions:

- 1- Does the course book IIE 6e present sufficient reading activities in authentic situations?
- 2- Are the reading passages appropriately presented in meaningful context capable of motivating, interesting and involving the learners?
- 3- Does the selection of reading activities in IIE 6e reflect the aims of the syllabus specifications for this level?
- 4- Is there variety in the exercises presented and how often are reading activities taught and practised?

The findings of this study would be valuable to the teachers, learners, the authors of English course books and the authorities concerned with the elaboration of syllabuses and selection of coursebooks to be introduced in the educational system.

If the hypothesis that learners can acquire reading skills from Interactions in English is proven true, then this study would recommend that authorities should introduce them to all FSGSE in Cameroon. If on the other hand the hypothesis is proven to be false, then the study will serve as an appeal to educational authorities to always do a thorough evaluation of materials before introducing them to the school programme.

Since classroom teachers are hardly consulted during the selection of textbooks, this work could be useful for most of them. In highlighting the strengths and weaknesses observed in the treatment of reading skills in IIE 6e, teachers will be better placed to use the textbook appropriately. Cunningsworth (1984) holds that: “some of the positive benefits of material evaluation and analysis are that it spot-lights, both the strengths and weaknesses of coursebooks and identifies for the teacher areas of language teaching which require the use of supplementary materials”. Thus, this work will highlight the strengths and weaknesses of the coursebook as far as reading is concerned and also contribute in raising the teachers’ awareness of the areas of deficiency in the book and help them identify areas that require adaptation and the use of supplementary materials. This study will be valuable to textbook writers as it could serve as a basis for or guideline in the amelioration of their future publications. In sum, careful evaluation of these coursebooks would be beneficial to teachers, learners, coursebook writers and educational authorities.

This work is limited to secondary schools which constitute the nucleus of language learning in our educational system. By virtue of the fact that IIE is a new book on the TEFL program, an ideal evaluation would have been one which covers all the books in this programme but due to time constraint, the researcher is limited to the first book of this series (6e). An in- depth evaluation would have been one which also covers all the four main language skills (reading, writing, listening and speaking) presented in the book to render the present study complete but this work is limited to evaluating the reading skill.

Another significant limitation of the work is that this work was conducted only in the Centre region and more specifically in the city of Yaoundé due to time and financial constraints. In addition, the population of the study was limited to two schools that have started using the newly introduced coursebooks in Yaoundé; we have the Government Bilingual High School (G.B.H.S) Etoug-Ebe and Lycée de Biyem-assi. However, the researcher is optimistic that the

data obtained in these areas would be representative of most schools in Cameroon and the conclusions will hopefully be useful to many schools that already use the chosen book or those that will be using it very soon.

This work comprises five chapters:

- **Chapter 1:** deals with the basic features of the work such as historical background, background of the work, aim of the work, the statement of the problem, research questions, significance of the work and the scope and limitation of the work.
- **Chapter 2:** constitutes definition of evaluation, theoretical framework on textbook evaluation and a literature review relevant to the study and some related cases studies.
- **Chapter 3:** focuses on the research methodology and the presentation of the corpus.
- **Chapter 4:** dwells on Data presentation, Analysis and Discussion of findings
- **Chapter 5:** contains the interpretation and summary of findings, recommendations, conclusion as well as some suggestions for further research.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter focuses on the theoretical framework of the study. It also review some related previous work carried out in the domain of textbook evaluation.

2.1.THEORETICAL CONSIDERATIONS

This section defines textbook evaluation and examines theories on materials evaluation. It also presents theories governing the reading skill and guiding principles to the selection, presentation and practice of reading comprehension in an EFL course book (I.I.E).

2.1.1. Definition and types of evaluation

The term evaluation is used to define a variety of processes in the field of applied linguistics. Tomlinson (1998) defines material evaluation as the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. This definition makes us understand that evaluation demands that one be systematic. It also indicates the value of materials according to their objectives towards the learners' needs. Lynch (1996) defined evaluation as the systematic attempt to gather information in order to make judgment or decisions. Rea-Dickins and Germaine (1994) state that: "evaluation is an intrinsic part of teaching and learning". Evaluation plays a key role in education and it is important for the teacher since it can provide valuable information for classroom practice, the planning of courses and management of learning task by students.

Carter and Nunan define evaluation as "the process of measuring the value of learning materials". This can be pre-use evaluation, on-going/while use evaluation or retrospective/post-use evaluation.

Hutchinson and Waters (1987) define evaluation as a matter of judging the fitness of something for a particular purpose. This statement implies that evaluation of textbooks is also considered to function as a kind of educational judgment since most language teachers use course books as the only tool for meeting many of the expected goals of their programme.

Brown (1989) defines evaluation as “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency as well as the participants’ attitudes within the context of the particular institution involved”.

Since course books are used to facilitate teaching and learning, it is important to determine the extent to which they enhance the success of the processes.

Kizilirmark (1991) defines material evaluation as “... a matching process in which the learners’ needs and the available textbooks are compared in order to determine the degree of conformity between them”. This means that textbook is an important factor in the teaching/learning process and needs to be suitably adapted to the set objectives and must be related to the needs of the learners.

2.1.2. Theoretical studies on textbook evaluation

A variety of methods have been suggested as to how language teachers should exploit textbooks. Many EFL experts suggest that textbooks are only a starting point from which teachers are stimulated and provoked to create lessons for their classes. Allright (1990) views textbooks as “resource books” for ideas and activities rather than as “instructional material”.

According to Tom Hutchinson (1983), the evaluation of a textbook contribution to the area of English education in two aspects: The first aspect is a contribution through the teacher’s deed of selecting a textbook and the second is that the teacher can enhance his own understanding of the teaching/learning situation. The prerequisite for the process of textbook evaluation is that the textbook author’s view of language and learning should coincide with the teacher’s philosophy.

Cunningsworth (1995) distinguishes between two approaches to course book evaluation. The first is the impressionistic overview and the second an in-depth evaluation procedure which follows clearly defined criteria established on the basis of purposeful laid down principles. The present study is in line with the second approach that has to do with an in-depth evaluation. The impressionistic overview is a general introduction to the material but does not have enough details to ensure a good match between the content of the course material and the requirements of teaching learning situations. On the other hand an in-depth evaluation examines how specific items and different aspects of language are dealt with.

Tomlinson (1998) defines material evaluation as the systematic judgment of the value of materials in relation to the aims of the materials and the learners who are using them. He points out that evaluation can be pre-use; focusing on predictions of potential value. It can

also be while-use- focusing on awareness and description of what the learners are doing with the materials and it can be after-use- so as to find out what happened.

Ellis (1997) distinguishes between two types of material evaluation namely predictive evaluation and retrospective evaluation. A predictive evaluation is designed to make a decision regarding what material to use. Teachers who are required to carry out a predictive evaluation determine which materials are best suited to their purposes. Once the materials have been used the next type of evaluation is called retrospective evaluation.

Ellis (1997) indicates that there are two principles ways in which teachers can carry out predictive evaluation. One is to rely on evaluations carried out by expert reviewers to identify specific criteria for evaluating material. As Sheldon (1988) states “it is clear that course book assessment is fundamentally a subjective, rule of thumb activity and that no neat formula grid or system will ever provide a yardstick (p. 245).

It is for the reason mentioned above that there is then a need to evaluate materials retrospectively because such an evaluation provides the teacher with feedback so as to determine whether it is worth using the material again. Thus, Ellis (1997) states that a retrospective evaluation serves as a means of testing the validity of a predictive evaluation and what is more, it may point to ways in which the predictive instruments can be improved for future use.

As can be understood from the above definitions both predictive and retrospective evaluations aim at making the teaching / learning environment more effective. They both help teachers to make appropriate judgements concerning the effectiveness of their teaching including the materials they used.

Cunningsworth (1995) also talk about two types of evaluation. He claims that evaluation can take place before a course book is used, during its use and after use depending on the purposes for which the evaluation is being undertaken. The aim of the pre-use evaluation is to look at the future or potential performance of the course book. In-use evaluation on the other hand, refers to a kind of evaluation which is carried out while the material is in-use. However post-use evaluation provides retrospective assessment of a course book as Ellis (1997) has already mentioned. Post-use evaluation is useful for identifying strengths and weaknesses of a particular course book after a period of continuous use. As Cunningsworth (1995) states post evaluation is considered to be useful in helping to decide whether to use the same course book on future occasions.

Reasons for materials evaluation activities are also many and varied but one of the major reasons for it as Cunningsworth emphasizes is to identify particular strengths and

weaknesses in course books already in-use. Such activities also let teachers to make optimum use of their strong points and strengthen the weaker areas by adapting and substituting materials from other books.

Course book analyses and evaluation not only help teachers to develop themselves but also help them to gain good and useful insights into the nature of the material. Moreover, as Hutchinson (1987) points out:

“Material evaluation not only serves the immediate practical aim of selecting teaching materials but also plays a critical role in developing teacher’s awareness in ways which enable teachers to analyse their own presuppositions about the nature of language and learning, forcing teachers to set their pre-requisites and helping them to see materials as an essential part of the wide teaching / learning situation”.

As can be seen, materials evaluation is of vital importance since it leads to a better understanding of the nature of a particular teaching / learning situation. Moreover, there are two main approaches that have an important role for the purpose of selecting, improving and modifying materials to suit the needs of learners and teachers in a particular teaching / learning context. These are called macro approach and micro approach to evaluation of materials. A macro evaluation focuses on an overall assessment of whether an entire set of materials has worked in relation to the needs identified. In micro evaluation, however the focus is on the evaluation of effectiveness of the tasks. A micro evaluation of a task can both show to what extent a task is appropriate for the particular group of learners and reveal certain weaknesses in the design of a task for the future (Ellis 1997).

This work concerns itself with micro evaluation as it treats only a single language skill (reading) in IIE 6^e.

2.1.3. Criteria for materials evaluation

Materials evaluation is a complex matter, for there are many variables that may affect the success or failure of course books when they are in-use. Therefore possible evaluation criteria proposed by many authors reflects the variables which are of vital importance in the section and evaluation of the material. Thus developing criteria to assess materials is one of the major steps to be taken in all the proposed models for materials evaluation. It is also crucial in assessing the suitability of materials to the needs of the learners in particular teaching / learning situations. Criteria instruments offered by different authors for the evaluation of materials range from a set of guidelines to more comprehensive checklists. Yet

since there is no strict criterion that may be suitable and applicable in all teaching/learning situations the selection of the criteria may be quite subjective. As Sheldon (1988) points out “no one really is certain on what criteria and constraints are actually operative in ELT context worldwide, textbook criteria are emphatically local”. Since the nature of the teaching/learning environment may vary from context to context as Sheldon emphasizes, global list of criteria can never apply in most local environments. Therefore, it is important to consider the needs and interest of the particular learners in particular teaching situations while deciding on criteria for the evaluation of materials.

There are various criteria for the majority of ELT situations proposed by different language experts and some of these criteria are presented below.

Grant (1987) proposed that three main questions are to be asked throughout his three-stage evaluation model namely initial evaluation, detailed evaluation and in-use evaluation. These are as whether or not it fits, if it fits how well it fits and whether or not it still fits.

Grant (1987) suggests applying a “**CATALYST**” test since a textbook is to act as a catalyst in the classroom. The eight letters in the word **CATALYST** refers to the eight criteria by the help of which it can decide whether the textbook is appropriate for classroom use. Thus, the test aims to find out the following issues.

- **Communicative?** Is the textbook communicative? This question aims to find out whether the students after using this book will be able to use the language to communicate.

- **Aims:** Does the course book fit in with the aims and objective?

- **Teachable:** Does the course seem teachable? Does it seem reasonably easy to use, well organized, and easy to find your way round?

- **Available** adds-on: Are there any useful additional materials such as teacher’s book, tapes workbooks, etc?

- **Level:** does the level seem all right?

- **Your impression:** What’s your overall impression of the course material?

- **Student interest:** Are the students likely to find the book interesting?

- **Tried and tested:** Has the course been tried and tested in real classroom situation?

Where? By whom? What were the results? How do you know?

Grant (1987) emphasizes that it is highly important to reevaluate the textbook constantly after adopting it to see whether it works in the classroom and to assess the effectiveness of the textbook while it is being used. In addition to the requirements like objectives, level, student’s interest and teaching impression, there are other elements that qualify a textbook as good.

Teachability concerns the straight forward nature of the material in terms of organization of its content, its legibility and the realistic nature of the topics. Availability of add-on refer to the peripheral materials added to the main textbook. These include teacher's book, students' workbook, audio and video materials.

Hutchinson and Waters (1987) in their model for the evaluation of materials, argue that material evaluation is a matching process of which the steps are namely, defined criteria, subjective analysis, objectives analysis and matching. They propose a checklist of criteria for subjective analysis, which is the analysis of particular teaching / learning situation in terms of materials requirements and objectives analysis which is the analysis of the material to be evaluated. The checklist includes items related to the audience, aims, content, methodology and other criteria.

- The first part of the check list consists of some questions related information about the learners such as their age, sex, nationalities, study or work specialism, language background and interest.
- The second part of the checklist includes questions about the aims of the material.
- The third part involves questions related to the language points to be covered, skills, text types, subject matter, organization of content and the sequencing of content.
- The fourth part of the checklist investigates methodology including questions about the theory of learning, attitude of learners' expectations about the theories of learning English, learning exercises and tasks, teaching / learning techniques, aids, guidance and support for teaching and flexibility.
- The fifth and last part includes questions about price and availability of materials.

Dougill (1987) on the other hand, has made some remarks about textbook evaluation. He states that the first job of an evaluator is "to establish the age range, type of student as well as the presumptions, aims and purposes of a textbook.

The criteria he suggests are grouped under the headings: framework, the units, subject matter; form and course components.

- The framework focuses on the syllabus, how comprehensive the type of syllabus is and how relevant it is to the stated aims, progression of the course, revision and recycling, treatment of skills and cohesion.
- The section on units includes items such as the length of the unit, presentation, practice, variety and regularity and clarity of purpose.
- The subject matter focuses on the interest level of students and cultural considerations.

- The form assess the effectiveness of materials in terms of visual appeal, motivation effect, illustrations and other features such as, list or explanations and tables.
- The course components include questions about the cassettes, teacher's book, tests, laboratory drills and workbooks.

Sheldon (1988) provides an extended checklist for material evaluation which appraises availability and accessibility, demands that a book must be currently up-to-date and readily available for it to be purchasable. With regard to content, Sheldon does a two –fold specification of language and subject content.

Language content in relation to materials evaluation asks teachers and students to consider whether the language in the material is realistic and authentic. It also looks at the extent to which the textbook encourages students to use learned language in order to engage in purposeful and genuine situations to talk about themselves and life in a meaningful manner. Language content also seeks to know if the textbook is at the right level and is the right type for the students and whether the progression of new language is logical and appropriate for the students. Besides, the subject content relates to how language and the cultural background presented can possibly help the fluency of students through the use of enjoyable topics and themes.

Layout and design refers to the overall organization and presentation of language items and the activities, the units, the topics and how they are connected. Other practical concerns which are necessary for course material evaluation include consideration of the author's approach and methodology, the skills treated, quality (grade of the paper, clear print and supplementary materials), age, nationality, cultural background and first language of the possible user.

Cunningsworth (1984) suggests that when evaluating a textbook some of the following criteria must be taken into account:

- 1- Relate teaching material to course objectives.** It is very important that the teaching materials used should take the learner forward as directly as possible towards his objectives. The objectives should be decided first and then materials which relate to these objectives should be sought.
- 2- Take into consideration what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes.**
- 3- Keep your students' learning needs in mind.** The subject matter of the textbook should be intellectually stimulating and related to students' personal experience

and the material should be usable with whole classes of learners, with small groups and with individuals.

4- Consider relationship between language, the learning process and the learner.

The learner, the learning process and the language are three interrelated factors that need to be considered in every language teaching material. Language learning should not only concentrate on the individual's desires and feelings but should also consider linguistic difficulties inherent in language learning. Thus, it is recommended that activities be geared towards enabling the learner to assimilate new language items. Learners should be given the opportunity to practice language after its presentation in a systematic and comprehensive way. Class activities must be interesting, enjoyable and examined in terms of their language teaching potential.

Sheldon states that "material evaluation involves finding out what aspect of the language learning the material is based on". These include authors, publishers, educational authorities, teachers and students. There should exist some communication link between them since this link will help them know each other's priorities and constraints.

2.1.4. Criteria for the selection of reading items in a EFL textbook

Since the focus of the EFL reading class should be on some aspect of reading, the selection of an appropriate reading item is critical. The seven factors in an order that reflects their relative importance in making the reading selection are: interest, exploitability, readability, topic, political appropriateness, cultural suitability, appearance.

The most important factor in selecting a reading item is interest. Williams (1986: 42) claims that "in the absence of interesting texts, very little is possible". Carrell (1984: 339) states: "First reading teachers should use materials the students are interested in, including materials self-selected by the student". Nuttall (1982: 29) who refers to interest as "suitability of content" claims that having texts that interest learners is more critical than either linguistic level of the text or its "exploitability".

Thus, interest is important because of its relation to motivation. When the topic of a passage is not of interest to students, their motivation to read is lessened. Without this motivation, it is difficult to meet one of the general aims of a reading program.

Exploitability which Nuttall (1982: 30-31) defines as the facilitation of learning, is a key factor in selecting a reading passage. Simply put; "will the passage allow the teacher to

accomplish the objectives of the reading lesson”? One way teachers can determine the exploitability of a passage is to do the exercises and activities in the reading lesson.

Moreover, readability is considered as one of the important factors in selecting a reading passage. Carrel (1987) uses the term to refer to the following phenomena:

- Syntactic appropriateness (syntactic constructions in a passage affect its readability. If a passage contains grammatical constructions that the learners do not know they might have a hard time reading it).
- Lexical knowledge and background knowledge of the reader are two important elements that determine a text’s readability. Lexical knowledge concerns how to determine the degree of difficulty of the vocabulary of a reading passage and the number of unknown words that is acceptable in a reading passage, whereas background knowledge in EFL reading texts may be seen as an issue of course design. If one of the goals of the reading course or program is to broaden the students’ knowledge of the English-speaking world, then having the students read passages about the societies and cultures of English-speaking countries would be appropriate.
- Organization refers to both the rhetorical organization of the text and the clarity in the organization of the text.
- The final factor of readability concerns the length of the reading passage. In general, the objectives of the reading lesson determine the appropriate length of the passage (either long or short).

In addition the topic of a reading article is an important factor to consider as well as its political appropriateness or suitability. Teachers should be careful in handling the political content of articles. Besides, cultural suitability is another factor to consider in selecting reading passages.

The final factor is concerned with the appearance of the reading passage which includes layout and print and type size. The layout of the reading passage concerns itself with the arrangement of paragraph and the legibility of the passage.

Type size and font (style of type): type is an aid in the initial stage of reading, as it helps in the decoding process. The font (the style of type) should be clear and attractive to aid readers in the decoding process.

2.1.5. The importance of reading in language teaching and learning

Reading is an important skill to help people learn human language and experience. Chastain (1988: 216) defines reading as:

[...] one of the receptive skills in language. It is an active process of the activation of relevant knowledge and related skills to accomplish an exchange of information from one person to another. To do it successfully, learners have to understand what the words mean, see where the pictures and the words are pointing, understand the arguments and work out if they agree with them, otherwise, they only just scratch the surface of the text and they quickly forget.

This implies that reading can be defined as a process in which a person receives and interprets a message from printed materials. Reading is a process of how information is processed from the text into meanings, starting with the information from the text and ending with what the reader gains.

For reading to be effective and communicative it requires that the reader focuses attention on the reading material and integrates previously acquired knowledge in order to comprehend what someone has written. Reading is an important skill because it involves aspects of other language skills and reinforces them.

Appropriate reading and comprehension demand the learner's capability in the application of Bloom's Taxonomy which appears below:

Level of taxonomy	Definition
Knowledge (the most concrete)	Recall of specific information.
Comprehension	Understanding of communicated information.
Application	Use of rules and theories in new situations.
Analysis	Breaking down information into parts.
Synthesis	Putting together of ideas into a new plan.
Evaluation (the most abstract)	Judging the value of materials or ideas.

2.1.6. Theories on reading

Among the four skills, reading is possibly the most extensively and intensively studied by experts in the field of language teaching. The results of the research conducted on the nature of reading, how people learn to process textual information have contributed contrasting theories about what works best in the teaching of reading. Thus, we have the traditional view which focused on the printed form of a text. The cognitive view emphasized the role of background knowledge in addition to what appeared on the printed page. The

metacognitive view is based on the control and manipulation that a reader can have on the act of comprehending a text. Besides, there are the schema theory, the psychometric and the information processing models which also provide information about basic successful reading.

2.1.6.1. The traditional view

This approach was influenced by behaviourist psychology which claimed learning was based upon habit formation. The bottom-up model describes information flow as a series of stages that transforms the input and passes it to the next stage (Stanovich, 1980). In other words, languages are viewed as a code and the reader's main task is to identify graphemes and convert them into phonemes. Consequently, readers are regarded as passive recipients of information in the text. Meaning resides in the text and the reader has to reproduce it. To counteract over reliance on traditional view of reading, the cognitive view was introduced.

2.1.6.2. The cognitive view

Cognition is the central brain process that determines the reader's particular reaction to graphic symbols. The reaction to a particular word (perception of meaning) is an indication that the learner has organized experiences in a specific way. Sadoski (2004) presents the cognitive view as the process of moving from precept, through perceptual schematism. Contextual perception of difference of development of thinking is based on visual information, knowledge and experiences contained within the brain. The cognitive view makes use of the "top-down" and psycholinguistic models of reading. The cognitive view of reading emphasizes the interactive nature of reading and the constructive nature of comprehension. This implies that material meant for reading needs to be that which the learner can read, comprehend and be able to apply in and out of the classroom.

2.1.6.3. The metacognitive view

According to Block (1992), metacognition is the control readers exercise on their ability to understand a text. Metacognition involves thinking about what one is doing while reading. He suggests that good readers attempt the following while reading:

- Identify the purpose of reading before reading (pre-reading).
- Identify the form or type of text before reading (pre-reading activity).

- Think about the general character and features of the form or type of the text (they try to locate a topic sentence and follow supporting details towards a conclusion).
- Predict the author's purpose for writing the text (while reading activity).
- Choose scanning or reading in details.
- Make continuous predictions, about what will occur next, based on information obtained earlier, prior knowledge and conclusions obtained within the previous stages.

In the final stage, learners attempt to form a summary, conclude, or make inference of what was read.

2.1.6.4. The schema theory

This theory describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience influence the reading of a text. The ability to use the schema or background knowledge plays a fundamental role in one's trial to comprehend a text.

The Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help a reader make sense of new experiences. Smith (1994: 14) calls schemes the "extensive representations of more general patterns or regularities that occur in our experience". Comprehension is the process of "activating or constructing a schema that provides a coherent explanation of objects and events mentioned in a discourse" (Anderson, 1994). For Anderson and Pearson (1988: 38) comprehension is the interaction between old and new information. They argue: "To say that one has comprehended a text is to say that he has found a mental 'home' for the information in the text or else that he has modified an existing mental 'home' in order to accommodate that new information". Therefore a learner's schemata will restructure itself to accommodate new information as that information is added to the system (Omaggio, 1993).

2.1.7. Reading comprehension

Reading comprehension is a highly interactive process that takes place between a reader and a text. Individual readers will bring variable levels of skills and experiences to these interactions. These include language skills, cognitive resources and world knowledge. Reading comprehension can be divided into:

- Skimming → to get the general idea of what a text is about

- Scanning → to read the text for specific information
- Extensive reading → to read for pleasure
- Intensive reading → to read slowly for detail information.

Reading comprehension can also be considered as a socio psycholinguistic process presented in the following diagram:

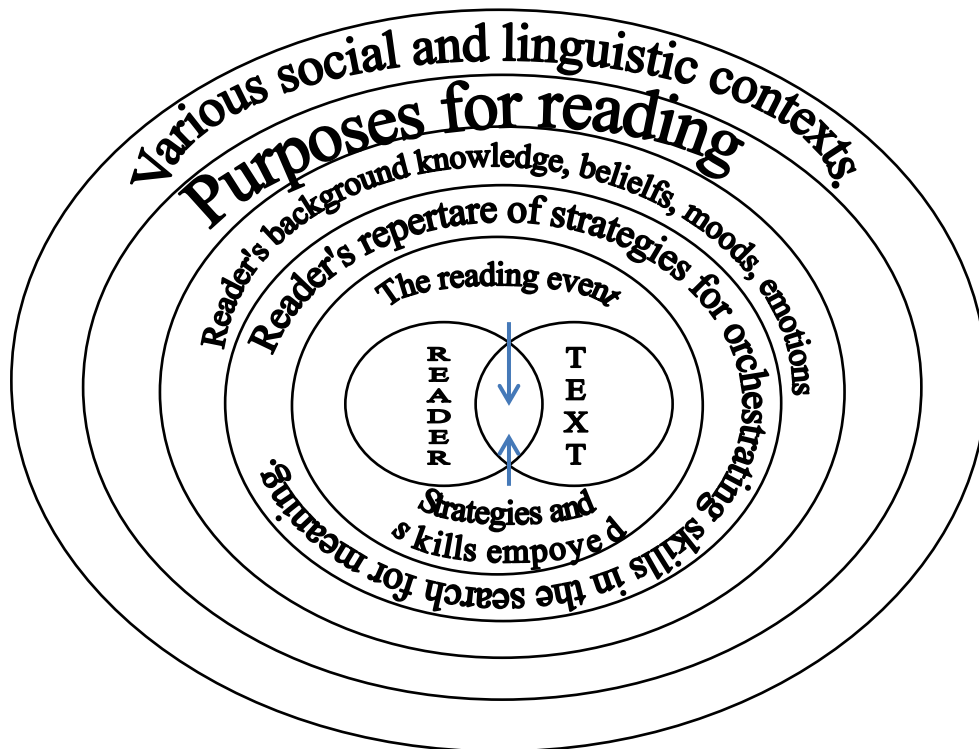


Figure 1 Reading as a socio psycholinguistic process

Reading comprehension entails the knowledge the reader brings to the text; that is word recognition ability, world knowledge and knowledge of linguistic conventions. We also have the reader's interpretation of the language that the reader uses in constructing the text and the situation in which the text is read.

2.1.8. Principles of reading comprehension

These are ten suggested principles of reading comprehension Maureen Mc Laughlin thinks every teacher should know the following:

- **Principle 1:** Comprehension is the active construction of meaning as the reader makes connections between prior knowledge and the text.

- **Principle 2:** The readers work at making sense of what they are reading, have clear goals, ask themselves questions as they read, monitor their progress, have a repertoire of strategies, problem-solve and “fix-up” when they don’t understand, discover new information on their own and read a variety of text.
- **Principle 3:** Effective teachers believe all children can learn, differentiate instruction using a variety of techniques and understand that students learn best in authentic situations. Teachers should provide lots of opportunities for students to read, write and discuss.
- **Principle 4:** Motivation is a key factor. Effective teachers make students want to read by creating the right environment, making compelling texts available and instilling intrinsic motivation.
- **Principle 5:** Explicitly teaching a variety of reading comprehension strategies and builds students’ reasoning power. These include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing and evaluating.
- **Principle 6:** Vocabulary development is essential. It is fostered by building students’ interest in learning and using new words, developing precision in word use, getting-students actively involved in the process, studying how words work, exposing students to new words multiple times, and extending vocabulary development to other subject areas.
- **Principle 7:** Students should read a variety types and levels of text. These should include instructional-level books for teacher-guided lessons and easier texts for independent reading. Motivation and achievement increase when students read texts that interest them.
- **Principle 8:** Students should use multiple modes to represent their thinking. Oral and written responses are fine, but students should also be able to sketch, dramatize, sing and create projects about their reading.
- **Principle 9:** Constantly check understanding. Teachers should observe students as they read and discuss, look at their informal written responses and use other assessments and use insights gained to follow-up instruction.
- **Principle 10:** Students need to go beyond passively accepting a text’s message and read between and beyond the lines; thinking about the author’s purpose and the underlying message of the text.

2.1.9. Strategies for developing reading skills

One of the most important functions of the language instructor is to help students, to show students how they can adjust their reading behaviour to deal with a variety of situations, types of input and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. Strategies that can help students read more quickly and effectively include.

- Previewing: reviewing title, section, headings, photos and caption to get a sense of the structure and content of a reading selection.
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and checking comprehension using knowledge of the text type and purpose to make predictions about discourse structure, using knowledge about the author to make prediction about writing style, vocabulary and content.
- Skimming and scanning: using a quick survey of the text to get the general or the main idea, identify text structure, confirm or question predictions.
- Guessing from context: using prior knowledge of the subject and the ideas in the text as due to the meanings of unknown words instead of stopping to look them up.
- Paraphrasing: stopping at the end of the section to check comprehension by restating the information and ideas in the text. Language teachers can help learners when and how to use reading strategies in several ways.
- By modelling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities.
- By using fill- in –the- blank exercises to review vocabulary items as this help students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment and then talking after reading about what strategies they actually used.

This helps learners develop flexibility in their choice of strategies. When learners use reading strategies, they find that they can control the reading experience and they gain confidence in their ability to read the language.

Similarly, Grellet (1981) discusses useful reading practice techniques. There is emphasis on overcoming comprehension problems by inferring meaning through word formation and context, application of timed reading to improve speed and the use of scanning and skimming techniques. These help learners to be able to predict what the selection is about and develop expectations about the context.

2.1.10. General aims of teaching reading

In language instruction, reading materials have traditionally been chosen from literary text that represents 'higher' forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar and sentence structure, not by actually reading it. The communicative approach to language teaching has given teachers a different understanding of the role of reading in the classroom and the type of texts that can be used in instruction. When the goal of instruction is communicate competence, everyday materials such as newspaper articles, become appropriate classroom materials because reading them is one way communication competence is develop. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

Reading is an activity with a purpose. The purpose of reading determines the appropriate approach to reading comprehension. However a person reading a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented and recognize ideas that are presented as hypothesis.

2.1.11. Difficulties with teaching reading

Some problems a teacher can encounter during reading comprehension in the classroom include:

- lack of opportunities to give attention to individual students due to the size of the class,
- lack of suitable reading material in the textbooks,

- students with technical problems such as finger reading, word-by-word reading habits,
- students with low levels of interest and motivation,
- students with no opportunities for practicing the reading skill outside the classroom,
- the method of teaching,
- The teacher's personality.

Other problems with reading can be due to reading aloud approach because reading aloud does not play an important role in developing as reading skills reading aloud is best for dialogues (Grant, 1981: 67).

Williams (1990) also believes that reading aloud is good for teaching beginners and for drama and poetry. On the other hand, he states, silent reading is desirable for the following reasons:

- Reading is generally a “private” activity and so it is natural and useful given individual or personal concentration.
- When all learners are reading silently, they are all participating in the classroom activity.
- Periods of silence allow students to read at their own speed and also provide the opportunity for the teacher to monitor slow readers and those with difficulties.
- Silent reading aids comprehension because there are opportunities for students to re-read and study passages intensively and silent reading develops reading speed.

2.1.12. Overcoming the problems

Some solutions to successful reading comprehension problems include:

- A clear definition of the teacher's objective and methodology
- The selection of suitable materials.
- Carrying out evaluation to check if the objectives were attained by the learner.

Learners' skills development in reading comprehension largely depends on the teacher's approach, techniques and choice of the reading material.

2.1.13. Classroom approaches

In reading comprehension, when the text is chosen for the reading lesson, the teacher is expected to carry out a set of activities namely pre-reading activities, while-reading activities and post-reading activities.

2.1.13.1. Pre-reading activities

Pre-reading is a crucial stage in teaching reading. The pre-reading stage helps in activating the relevant schema and Zhang (1993) says that “comprehension is facilitated by explicitly introducing schemata through pre-reading activities”. Most teachers tend to neglect the pre-reading procedure claiming there is not enough time. In fact, pre-reading activities motivate students before the actual reading takes place. For example teachers can tell students a short story that has some bearing on the topic. Teachers can also ask students questions that arouse their interest towards the text while previewing the text.

Drucker (2003) says the following procedure teacher can take before reading a text:”... relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and after that, provide an overview of the section they are about to read. Name the section, introduce the characters and describe the plot (up to, but not including the climax).Lastly direct students to read the story and look for particular information.”

Similarly, Abraham (2002) says an interactive approach “demands that the teachers activate the students’ schema during the pre-reading phase by helping students recognize the knowledge that they already have about the topic of a text”. This can be done through discussion of title, sub-heading, photographs, identifying text structure and previewing. Such activities are called “pre-reading strategies” and serve as preparation in several ways.

During pre-reading the teacher may:

- Assess students’ background knowledge of the topic and linguistic content of the text.
- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess.
- Clarify any cultural information which may be necessary to comprehend the passage.
- Make students aware of the type of text they will be reading and the purpose(S) for reading.

- Provide opportunities for group or collaborative work and for class discussion activities.

2.1.13.2. While-reading activities.

The aim of the while- reading stage is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. This stage enables to give a purpose for reading. In while-reading activities, it enables checking their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension. The teacher's concern should be geared at helping students to move from mindless to mindful reading in which they become engaged with the text personally and creatively as well as explore the full implications of the writer's meaning.

Thus, when reading for specific information, students need to ask themselves, have I obtained the information I was looking for? When reading for pleasure, students need to ask themselves, do I understand the story's sequence of ideas well enough to enjoy reading this?

When reading for real understanding (intensive reading), students need to ask themselves, do I understand each idea and how the author supports it? Does what I'm reading agree with my predictions and if not how does it differ? To check comprehension in this situation, students may.

- Stop at the end of each section to review and check their predictions, restate the ideas and summarize the section.
- Use comprehension question as guides to the text, stopping to answer them as they read.

Still given that reading is considered as an inherently solitary task, the challenge is that many students may remain quiet while the teacher will have no way checking whether learners are reading. These include the following:

- Reference questions.
- Inference questions.
- Skimming.
- Scanning.
- Predicting.
- Recognizing text structure
- Vocabulary practice
- Grammar practice

- Give character
- Author's point of view

All these are likely to enable efficient reading comprehension.

2.1.13.3. Post-reading activities.

These activities are meant to aid the learner consolidate or reflect upon what has been read, to relate the text to the learner's own knowledge and interests. For example what do you think about the idea? What do you think you might have done? Such questions provoke students to think about and react to the text. Some post-reading tasks include group work, pair work and a set of multiple choice questions. Haller(2000)modeled a number of school-based post-reading activities which enhance learning comprehension through the use of matching exercises, close exercises (fill-in the blanks) cut-up sentences and comprehension questions.

Barnett (1998) stated that: "post-reading exercises first check students' comprehension and thus lead students to a deeper analysis of the text". The purpose of reading is not to memorize an author's point of view or to summarize text content but rather to mesh or add new information to what one already knows. Barnett (ibid) has proposed different activities which contribute to the integration of reading activities with the other language skills (listening, speaking and writing).These include:

- Discussing the text (written).
- Summarizing (written/oral)
- Answering questions (written/oral).
- Filling in forms and charts.
- Role-play.
- Vocabulary exercises

2.2. Some related case studies

This study was not the first to be undertaken in the domain of textbook evaluation in Cameroon. Investigation reveals that some works exist in this domain.

Christina Yah (2011) carried out a study on the practice of reading comprehension. Her study sets out to examine, through some selected schools and classes, the conduct of the teaching of reading specifically, the teachers' and students' attitudes and beliefs and the actual practice of the reading skill were investigated through a survey of the use of reading

comprehension strategies. Her major findings were that most teachers scarcely overtly expose students to reading strategies and consequently the strategies are not explicitly taught. She used instruments like the questionnaires, classroom observations, interviews, logbook, course books and teacher's handbook. She concluded by stating that students hardly practice extensive reading. Also many teachers remained glue to be course book and so do not use extra material which can improve students' performance in reading comprehension in particular and the English Language paper in General at the GCE ordinary level. She finally recommended that as a way forward teachers, should avoid being slaves of the course books and should adapt relevant material from other sources that may supplement the course book.

Sirri (2011) carried out a study on an evaluation of reading skills in Graded English for colleges 3, a textbook designed for teaching English Language to form III students in general Schools of the Anglophone sub-system of Education in Cameroon. The findings of her study reveal on the one hand that the reading comprehension passages in GEC3 are suitable for the target students and on the other hand the passages do not reflect with the learner's culture and very few themes reflect current issues.

Others studies have been carried out in the domain of ELT material evaluation but what makes the present study unique, is its focus on reading skills in a newly authorized course book which introduces the competence-Based Approach. To the best of my knowledge no study has been carried out on Reading skills in Interaction in English 6^{ème}.

CHAPTER 3

RESEARCH METHODOLOGY AND PRESENTATION OF THE CORPUS

A research design is defined by Durrheim (2006) as “a strategic framework for action that serves as a bridge between the research question and the execution or implementation of the research”. As the aim of this study was to evaluate the presentation and practice of reading skills in IIE 6^e, this chapter is an articulation of the various methods employed to collect data in carrying out the study. It focuses on data collect techniques, the criteria for the selection of the population of the study as well as on the analysis of data collected.

3.1. POPULATION OF STUDY

The participants of this study were students of four 6^{ème} classes and their language teachers in the two selected schools. This study was carried out exclusively in Yaoundé. Two schools constituted the samples represented in the study: Government Bilingual High School Etoug-Ebe and Lycée de Biyem-Assi. Their selection did not pose any problem as only the aforementioned schools and a few others used the newly authorized course book Interactions in English 6e while others are still using the former course books Stay Tuned and Way Ahead. In addition, the selection of these schools was for the purposes of proximity and accessibility to the researcher.

3.1.1. The student population

Since this study could not be carried out in all secondary schools in Cameroon, the students of four selected 6^e classes of the above-mentioned schools and their English Language teachers constituted the participants of this study. Not all the students were present. Among those who were present, some refused to be part of this exercise but the rest happily participated in completing the questionnaires.

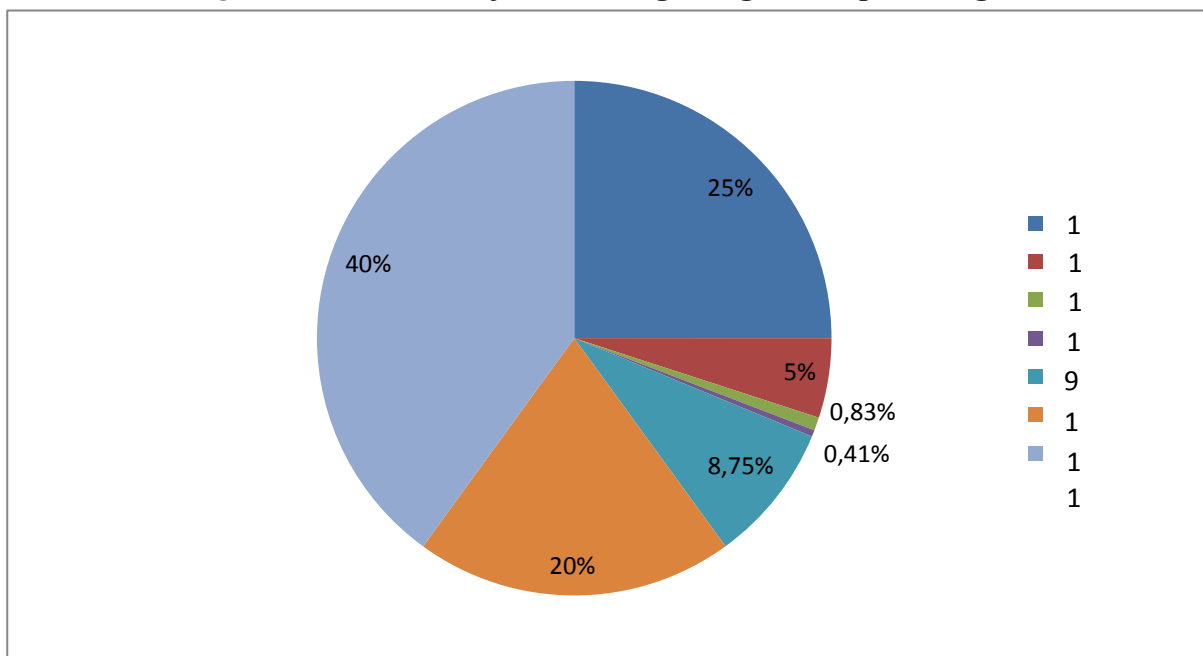
Table 1: Distribution of students' population

Schools	G.B.H.S. Etoug-Ebe		Lycée de Biyem-Assi		Total
	6 ^m 2	6 ^c Bil	6 ^c 5	6 ^c 6	
Classes	6 ^m 2	6 ^c Bil	6 ^c 5	6 ^c 6	4
N° of students sampled	71	45	65	70	251

The table above shows that the study was based on four 6^c classes. In G.B.H.S. Etoug-Ebe where only 116 students completed the questionnaires while in Lycée de Biyem-Assi 135 students who were present in both classes participated in this exercise.

It was also necessary to find out the age of the learners which is illustrated in the diagram below:

Figure 2 Distribution of learners' age range in the percentage



The diagram above reveals that from the population of 251 students, eleven (11) to this question did not answer this question. Thus, the total of 240 students on the table above is as a result to their silence. The above tables show that the majority of students were eleven years, which is the appropriate age for 6^{ème} classes. Figure2 below illustrate the learners' age range in percentage.

3.1.2. The teacher population

The four English Language teachers of the four 6^e classes constituted the teacher population: 2 from Lycée de Biyem-Assi and 2 from G.B.H.S. Etoug-Ebe. This is represented in table 2a and 2b below.

Table 2a: Distribution of teacher population

Schools	GBHS Etoug-Ebe	Lycée de Biyem-Assi	Total
Number of teachers sampled	2	2	4

Table 2b: Information on teachers

Teachers	Schools	GBHS Etoug-Ebe		Lycée de Biyem-Assi	
		Classes			
		6 ^e 2	6 ^e Bil.	6 ^e 5	6 ^e 6
Teachers sampled		1	1	1	1
Sex		Male	Male	Female	Female
Academic qualification		Dipes II	Dipes II	M.A	Dipes II & M.A
Teaching experience		6-10 years	11-15 years	6-10 years	11-15 years

From the table above, it can be seen that 2 of the teachers are males and 2 are females with regard to their qualifications, 2 are holders of DIPES II, 1 is a holder of Master of Arts in English Language and the last one a holder of DIPES II and Master of Arts in English Language.

Their teaching experienced from 6-15 years. 2 of them have been teaching for 6-10 years while 2 have taught for 11-15 years.

3.2. DATA COLLECTION TECHNIQUES

Date collection techniques refer to the instruments used to collect data. Four instruments were used to collect data for this study: questionnaires, semi-structured interview, classroom observation and a textbook evaluation checklist.

3.2.1. Questionnaires

Administering questionnaires to 6^e students was necessary because they are the target users of the new course book. Two sets of questionnaires were designed: one for students and one for the teachers. The questionnaires were distributed by the researcher to both students

and teachers. They consisted of 25 items for teachers (Appendix I.1) and 21 items for students (Appendix I.2). They were both made up of closed-ended and open-ended questions.

The open-ended items were intended to elicit the students' and teachers' overall opinion regarding the course book (Interactions in English 6e). The closed-ended items focused on the virtues and weaknesses of the reading passages and activities.

The closed-ended items were posed in a way to investigate the cultural and social aspects, variety of topics and exercises, effectiveness of the exercises and activities and the classroom practice of reading comprehension. In addition, it is worth noting that due to the student level of linguistic knowledge, the questionnaire for students was translated into French to facilitate its completion. As for ranking options, both students and teachers were asked to rank items in order of preference.

3.2.2. Semi-structured interview

In order to back-up the questionnaire items, semi-structured interview (Appendix II) were conducted with teachers in order to investigate their opinions regarding the course book reading activities, the supplementary materials they use in their classroom for reading lessons, the material they advise their students to use for extensive reading. The last question sought to find out the student's book provide enough activities for practicing reading on a self-study exercise.

3.2.3. Classroom observation checklist

Observation was employed for this study because it is one of the instruments to evaluate foreign language classroom. Observation provides valuable data. This is the reason why a classroom observation checklist (Appendix III) was used for this study. The aim was to record classroom events during the teaching of reading comprehension. This tool was used to find out the steps teachers follow during reading lessons and the various activities they carry out in each stage.

Observation was also used to examine other happenings such as the learner's level of involvement (engagement); students' reaction to the teacher, students' reaction to the teaching materials in the course book, students' concentration on the learning task, students' participation during language activities. A total of eight lessons were observed.

3.2.4. Textbook evaluation checklist

The checklist generally is used as a tool for material evaluation or selection on internal criteria for the textbook. Recently, the literature on checklists of the internal criteria for the textbook evaluation has become quite extensive. As regards this study, the analysis of the textbook was done following a textbook evaluation checklist (Appendix IV) adapted from Cunningsworth (1984), Leslie Sheldon (1988), Grant (1987) and Williams (1983). The checklist examined aspects such as language content, availability and suitability, appropriacy, accessibility and variety.

3.3. ADMINISTRATION OF RESEARCH TOOLS

In both schools the questionnaires were administered to the students in their classrooms. In G.B.H.S. Etoug-Ebe this exercise was done during students' free hours because the researcher assumed that they needed explanations of some of the items. As concerns the teacher, the questionnaires were given to them individually following their time table.

In Lycée de Biyem-Assi, prior to this exercise the researcher met the vice-principal of 6^e classes to obtain the time tables of all the 6^e classes before selecting the 2 classes for the study. The researcher met the teachers to take permission to observe the lessons and administer the questionnaires. The questionnaires in both schools were filled by participants and returned to the researcher.

Moreover, a course book evaluation checklist was used in the assessment of reading passages in IIE 6^{ème}. It treated aspects such as Language content, availability and suitability, appropriacy, accessibility and variety.

The analysis of data collected from questionnaires, semi-structured interviews, classroom observation and course book evaluation checklist, provided the results which gave a general idea about reading comprehension passages in IIE 6^{ème}.

3.4. PRESENTATION OF THE CORPUS

First published in 2015 and edited by Cambridge University Press, Interactions in English 6^{ème} is a course book designed for English Language Teaching (ELT) to 6^e students of the FSGSE. The course book was approved by MINESEC in the academic year 2015-2016 but before then it was used in Private institutions. The coursebook is intended for use alongside a teacher's guide and a student's workbook.

The course book writers are: Michael Nama, Dorothy Forbin, Daphne Paizee, and Florence Muluh Tezeh. Since its approval and adoption by the Ministry of secondary Education (MINESEC) in 2015 only few schools of the Francophone General Secondary Schools have been using this book.

3.4.1. The course book *Interactions in English 6e*

The choice of *Interactions in English 6e* was made because it could be realised that no research has been carried out on it since it is a newly authorized course book for the teaching of English as a Foreign Language (EFL).

Also considering the fact that the course book is on the curriculum and relates to the 6^e learners with whom the new approach of English Language Teaching (C.B.A: Competency Based Approach) begins with and who are the focus of this study, it is important to find out if the selection of reading passages in this course book suits the purpose for which it is written.

3.4.2. The student's book

The internal structure of the student's book of I.I.E 6^e is as follows: the book has six (6) modules and each module has three (3) units except module 6 which is an extra module for further practice: Table 3 below presents the different modules and units:

Table 3: Modules and Units in I.I.E 6^e

Module	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Title	Family and social life	Job and businesses	Environment well-being and health	Citizenship and human rights	Media and communication	Revision
Units n° and title	1- Making friends	• Buying and selling clothes	• At the hospital	• Rights and duties	• In the news	
	2- My school	• Let's buy groceries	• Healthy bodies, healthy food	• Nationalities	• Communication channels	
	3- Families	• Common jobs	• Time and seasons	• National Day	• Technology	

With regard to reading activities, table 4 below presents a distribution of the different modules, units, titles and pages of the reading passages treated in I.I.E 6^e.

Table 4: Layout of the reading passages in I.I.E 6^e

Module n°	Units	Reading PassageTitles	Pages
Module 1	1	<ul style="list-style-type: none"> Information on school identity cards A circle of friends (poem) 	18 24
	2	<ul style="list-style-type: none"> Our classroom (poem) School rules Amina's diary 	27 32 35
	3	<ul style="list-style-type: none"> Grandma is ill 	40
Module 2	1	<ul style="list-style-type: none"> Our clothes 	51
	2	<ul style="list-style-type: none"> A good bargain 	62
	3		
Module 3	1	<ul style="list-style-type: none"> A visit to the hospital 	84
	2	<ul style="list-style-type: none"> First aid Fish soup 	93 97
	3	<ul style="list-style-type: none"> Where is Abiya? 	104
Module 4	1	<ul style="list-style-type: none"> Responsibilities 	115
	2	<ul style="list-style-type: none"> Nationalities 	126
	3	<ul style="list-style-type: none"> Tomorrow we will celebrate 	136
Module 5	1	<ul style="list-style-type: none"> Texts with pictures 	146
	2	<ul style="list-style-type: none"> Long live the media 	156
	3	<ul style="list-style-type: none"> Emails Poem (no title) 	166 172
Module 6		<ul style="list-style-type: none"> Kumba District Hospital 	189
		<ul style="list-style-type: none"> News report 	200

The table above reveals that the course book I.I.E 6^e has many reading comprehension passages and a few poems. In total there are twenty one reading activities in I.I.E 6^e.

3.4.3. The student's workbook and teacher's guide

An evaluation in which attention is solely limited to the textbook in question cannot be satisfactory. It was therefore necessary to critically analyze the student's book and teacher's guide to render the evaluation complete. Unfortunately the researcher was unable to get the student's workbook due to the scarcity owing the fact that this course book has just been introduced.

As for the teacher's guide, it comprises 15 units corresponding to the five (5) modules as presented in table 3. It contains aspects related to all the language skills such as: listening and speaking, grammar, vocabulary, reading and writing.

It is important to mention that in the introduction of the teacher's guide, the author gave recommendations on pedagogy behind I.I.E, the structure of I.I.E 6^e, teaching and

learning time, classroom management (group work, pair work, and individual work) and teaching methods.

In addition, teachers are refreshed with the objectives at the beginning of each unit. The teacher's guide also provides guides on how to handle the reading activities in class and student's book answers.

3.5. THE NEW SYLLABUS OBJECTIVES

Within the framework of these new syllabuses, the learner is expected at the end of the first cycle of secondary Education, to be able to use his/her competences to solve problems through family of situations relating to domains of life (modules).

As for the syllabus for the English Language subject, to Francophone learners the expected outcome at the end of each level is to communicate accurately and fluently using all four basic skills in language learning.

The new syllabus specifications for 6e with regard to reading were considered. This is because course books are written following specifications by the Ministry of Secondary education (MINESEC). These specifications as contained in the national syllabus (Appendix V) are examined by this study to find out how the reading passages in I.I.E 6^e correlate with the prescribed syllabus outcomes.

3.6. METHODS OF DATA ANALYSIS

The procedure for data analysis consists essentially of the calculation of the frequencies of responses which are converted to percentages and presented in tables. They were analysed following the criteria of selection and presentation contained in the textbook evaluation checklist. The percentages were calculated using the following formula:

$$\frac{\text{AR}}{\text{PR}} \times 100 = x \quad \text{and} \quad \frac{\text{TO}}{\text{TS}} \times 100 = x$$

AR: actual respondents or responses

PR: potential respondents or responses

TO: total options

TS: total scores

X: any number inferior or equal to 100 percent

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This chapter presents and discusses the findings collected from the field of study through questionnaires, semi-structured interview, classroom observation and a textbook evaluation checklist.

It discusses the presentation of reading passages in I.I.E 6^e (4.1), the appropriateness of the selection and presentation of reading passages (4.2), the reading passages in I.I.E 6^e and the syllabus specifications (4.3) and the practice of reading activities with I.I.E 6^e (4.4).

The results obtained are presented in tables, graphs and charts.

4.1. THE PRESENTATION OF READING PASSAGES IN I.I.E 6^e

The presentation of the reading passages in I.I.E 6^e looks at: the stages of the reading passages, the nature of the reading passages, the instructions of reading passages, illustrations of the reading passages, the integration of other language skills and the presentation of grammar and vocabulary.

4.1.1. The content of I.I.E 6^e

The content of the coursebook I.I.E 6^e is organized in modules and units. Each module has three units and each of the units has at least a reading passage (some units have more than one reading passage). The reading passage in the textbook generally appears after “SPEAKING” section or “LISTENING” section. The textbook has many reading comprehension passages (including a few poems). In total there are twenty one reading passages selected and presented in I.I.E 6^e. The outcomes are spelt at the beginning of each unit. At this level, it is important to recall the internal structure of I.I. 6e:

Table 5: Layout of the reading passages in I.I.E 6^e

Module n°	Units	Reading Passage Titles	Pages
Module 1	1	<ul style="list-style-type: none"> • Information on school identity cards • A circle of friends (poem) 	18 24
	2	<ul style="list-style-type: none"> • Our classroom (poem) • School rules • Amina’s diary 	27 32 35
	3	<ul style="list-style-type: none"> • Grandma is ill 	40
Module 2	1	<ul style="list-style-type: none"> • Our clothes 	51
	2	<ul style="list-style-type: none"> • A good bargain 	62
	3		
Module 3	1	<ul style="list-style-type: none"> • A visit to the hospital 	84
	2	<ul style="list-style-type: none"> • First aid • Fish soup 	93 97
	3	<ul style="list-style-type: none"> • Where is Abiya? 	104
Module 4	1	<ul style="list-style-type: none"> • Responsibilities 	115
	2	<ul style="list-style-type: none"> • Nationalities 	126
	3	<ul style="list-style-type: none"> • Tomorrow we will celebrate 	136
Module 5	1	<ul style="list-style-type: none"> • Texts with pictures 	146
	2	<ul style="list-style-type: none"> • Long live the media 	156
	3	<ul style="list-style-type: none"> • Emails • Poem (no title) 	166 172
Module 6		<ul style="list-style-type: none"> • Kumba District Hospital 	189
		<ul style="list-style-type: none"> • News report 	200

4.1.2. Stages of the reading passages in I.I.E 6^e

The textbook in the presentation of its reading passages follows three stages in reading comprehension: pre-reading, while-reading and post-reading activities.

4.1.2.1. Pre-reading activities

In the course book, most of the pre-reading activities are in the form of ‘before you read’. Others are in the form of direct task to individual learners. ‘Before you read’ activities often use prediction whereby students are asked to read the title and predict what the passage is about.

‘Before you read’ also involves learners in pair work activity in form of students discussing questions or issues related to the text with a partner before reading. For example on

the passage ‘Our Clothes’ the section says (before you read the poem, tell your partner what kind of clothes you like to wear and what you don’t like to wear).

In addition, a few passages also required students to answer some questions ‘before they read’. Other pre-reading activities require the students to read the title or to look at the pictures and write down what the passage is about. For example: ‘Tomorrow we will celebrate’.

With regard to the pictures, not all the passages are accompanied by pictures. The presentation of some pictures are good as they facilitate students’ comprehension of the text by activating background knowledge and stimulating interest in reading the passages. However, many pictures in the textbook are small and the presentation of some do not reflect the context of the passage. The reading passage “Our Classroom” for example has pictures which do not reflect neither the items found in a classroom (a tomatoe) nor the meaning of the passage. Also, the passage entitled “A visit to the hospital” has pictures that do not reflect the environment described in the passage and this can diminish learners’ interest towards the passage and hinder learners’ comprehension of the reading passages.

4.1.2.2. While-reading activities

Regarding while-reading activities in *I.I.E 6^e* learners are supposed to answer questions such as: “match the..... to the”, “find out”, all in reference to the reading comprehension passages. These activities could keep learners focused, making reading to be purposeful and more communicative. These are followed by “now read the passage and answer the questions”, “read the passage aloud” and “read the passage silently and answer the questions”.

4.1.2.3. Post-reading activities

The passages in *I.I.E 6^e* have a variety of post reading activities such as direct reference questions, multiple choice questions and answer by True or False questions.

4.1.3. The nature of the reading passages in *I.I.E 6^e*

In the course book, each module has three units. Some units have two to three reading passages. The genres of passages in *I.I.E* are varied and include poetic, narrative (short stories), informative, descriptive and simple text also. Table 6 below presents a classification of the genres of passages in *I.I.E 6^e*.

Table 6: The variety in genres of passages in I.I.E 6^o

Modules	Units	Reading passage titles	Genres	Page
Modules 1	1	- Information on school identity card - A circle of friends	- Informative - Poetic	18
	2	- Our classroom	- Poetic	27
		- School rules	- Informative	32
		- Amina's diary	- Informative	35
3	- Grand ma is ill	- Narrative	40	
Modules 2	1	- Our clothes	- Poetic	51
	2	- A good bargain	- Narrative	62
Modules 3	1	- A visit to the hospital	- Narrative	85
	2	- First aid	- Informative	93
		- Fish soup	- Descriptive	97
	3	- Where is Abiya?	- Narrative	104
- April rain song		- Poetic	108	
Modules 4	1	- Responsibilities	- Informative	115
	2	- Nationalities	- Informative	126
	3	- Tomorrow we will celebrate!	- Informative/descriptive	136
Modules 5	1	- Texts and pictures	- Informative texts	146
	2	- Long live the media	- Brochure	156
	3	- Texts (no title)	- Informative	166
- Poem (the title)		- Poetic	172	
Modules 6	1	- Kumba District Hospital	- Descriptive	189
		- News report	- Informative	200

4.1.4. The instructions of the reading passages in I.I.E 6^o

Textbook evaluation theorists believe that clearly stated instructions in relation to the reading activities can enhance understanding of a passage. Table 7 below presents passages and their instructions in the student's book.

Table 7: Reading passages instructions in I.I.E 6^e

Reading passage	Instructions
1. Information on school identity card	- Read the information on the school identity card
2. A circle of friends	- Listen to this poem then read it aloud
3. Our classroom	- Listen to and then read this poem
4. School rules	- Read these rules
5. Amina's diary	- Read Amina's diary
6. Grand ma is ill	- Before you read this story, read the title and look at the pictures. What do you think the story is about? Listen as your teacher reads the story.
7. Our clothes	- Before you read the poem, tell your partner kind of clothes you like to wear and what you don't like to wear. - Now read the poem.
8. A good bargain	- Before you listen to the story, read the title. What do you think a 'good bargain' is?
9. A visit to the hospital	- Listen as your teacher reads this story. Then read it aloud with your partner.
10. First aid	- Read the information about first aid.
11. Fish soup	- Read his recipe.
12. Where is Abiya?	- Read the title and then listen to the story
13. April rain song	- Read the title of this poem about a certain time of the year and listen as your teacher reads.
14. Responsibilities	- Read this list of responsibilities.
15. Nationalities	- Before you read, look at the pictures what do you think the passages are about? - Read about these students.
16. Tomorrow we will celebrate!	- Before you read the passage read the title and look at the pictures. Write down what this passage is about in one sentence. - Read the passage silently.
17. Texts and pictures	- Read the texts and match them to the headlines. You cannot use all the headlines.
18. Long live the media!	- Read this brochure by yourself. Look up any words you do not understand in your dictionary.
19. Texts (no title)	- Before you read the emails, look at them and answer these questions.
20. Poem (the title)	- Read this poem.
21. Kumba District Hospital	- Read this passage.
22. News report	- Read this news report.

Table 6above reveals that most of the reading passages in I.I.E 6^e have pre-reading activities with reference to the passages and the instructions are clearly stated as they could help the learners' comprehension since most of them require students to read the titles of the passages and predict what they are about. Many instructions to passages in I.I.E 6^e required

learners to predict from the pictures attached to the passages. Also there are instructions which require the students to listen as the teacher reads before reading.

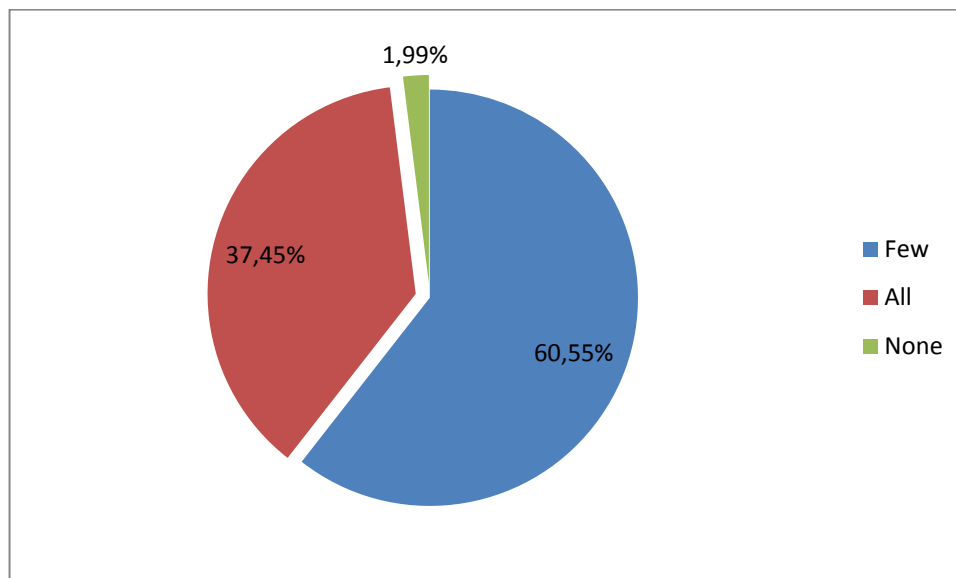
It is interesting to note that, there is only one passage (Tomorrow we will celebrate p. 136) that requires learners to read silently. Reading ‘silently’ entails reading for comprehension.

In sum, the instructions of the reading passages in I.I.E 6^e are clearly stated.

4.1.5. Illustrations of reading passages in I.I.E 6^e

According to textbook evaluation theorists pictures associated with reading texts or passages need to be of high aesthetic quality, in colour and size. Pictures need to help rather than hindering learners’ interpretation and understanding of the text or passage. In the questionnaire for students, they were asked to select the rate at which pictures help their understanding and comprehension of the reading passages in I.I.E 6^e. Figure 3 below presents the students’ opinions on the quality of pictures in I.I.E 6^e:

Figure 3: Students’ report on the extent to which pictures in I.I.E 6^e enhance understanding



With regard to the chart above, 60.55% of the students (152) stated that only few of the pictures in I.I.E are likely to ease their comprehension of the text, while 37.45% (94) indicated all the pictures and 1.99% (5) of the students said none.

Similarly, the teachers were asked to judge the quality of the pictures related to the reading passages in I.I.E 6^e. Their opinions are presented in table 8 below.

Table 8: Teacher’s opinion on how far the pictures in I.I.E 6^e help understanding

Opinions	Frequency
Strongly agree	0
Agree	4
Strongly disagree	0
Disagree	0

The table above reveals that all the four teachers agree that the pictures in I.I.E 6^e facilitate learners’ comprehension of the text.

Furthermore, the textbook evaluation checklist used for this work indicates that the illustrations of reading passages should be simple and close enough to add meaning rather than distracting. Also the pictures related to the passage need to be of high aesthetic quality.

Thus, verifications from the textbook in relation to the above statements revealed that the presentation of pictures in I.I.E 6^e is quite good as they facilitate students’ comprehension of the text. The pictures are bright and colourful and capable of activating and stimulating learners’ interest in the reading passages. However, there are pictures in the coursebook that which do not reflect either the meaning of the passage nor the title. Such passages include: “A circle of friends”, “Our classroom”, “A visit to the hospital”. The pictures of the above mentioned passages do not reflect the message of these passages. The passage entitled ‘A circle of friends’ does not reflect friendship because all the learners see are people faces. Also the passage ‘Our classroom’ the items on the pictures are things that are not found in a classroom (scissors, tomatoe) and these pictures do not reflect the meaning of this passage. Picture of a classroom with a teacher standing in front of the class and students sitting down raising up their fingers to answer questions could have been a simple illustration, close enough to add meaning to this passage rather than being a source of distraction or confusion.

For the passage ‘A visit at the hospital’, the pictures of the tablets don’t reflect the information of the passage. A picture with a Doctor and a patient could have been a suitable one for students’ comprehension of the passage.

In addition, there are passages without pictures. Such include ‘School rules’, ‘Where is Abiya, A good bargain, April rain song, Long live the media, Kumba District Hospital and News report. The lack of pictures can be a demotivating factor to the learners. Despite the fact that some passages have pictures that do not reflect meaning (the context) of reading passages

or do not have pictures, the pictures of the reading passages in I.I.E 6e are well presented (size), and of high aesthetic quality (highly decorative and colourful).

4.1.6. The integration of reading skills in I.I.E 6^e and other language skills

Given that English Language involves four major skills divided into two groups: productive skills (writing and speaking) and receptive skills (reading and listening); reading passages which treat the Reading Skill are required to integrate the other skills. So as to contribute the improvement of the learners' communicative competence. Moreover, Grant (1987) claims that: "none of the language skills have to be used in isolation but rather used in combination". Thus, there was a need to find out how the exploitation of reading integrates other language skills (listening, speaking, writing). Table 9 below illustrates teachers' opinion on whether reading passages integrate other skills in I.I.E 6^e.

Table 9: Teachers' opinion on whether reading passages integrate other skills

Strongly Agree	Agree	Strongly Disagree	Disagree
/	4	/	/

Table 9 above, indicates that all the 4 teachers "Agree" that the reading passages in the units and the listening, speaking and writing activities are presented in an integrated way. To verify the view of teachers, it was necessary to check from the course book I.I.E 6^e.

An in depth investigation concerning reading passages presentation and integration of other skills. It was observed that there are sufficient reading activities in I.I.E 6^e and the reading passages in the units and listening, writing, speaking are presented in an integrated way at different levels through activities. For example in unit 1 of module 1 there is an activity with the instruction: "listen to this personal story. Then read the story"

The speaking skill is mostly integrated by reading passages through group work, pair work, questions' discussions and reading aloud. Listening and writing are also integrated by reading passages respectively through: 'listen as the teacher reads before you read' activities and 'read and write down activities'.

Therefore, it can be said that the units in the course book I.I.E 6^e provide sufficient coverage of all the skills and most of the reading passages integrate speaking skill through a variety of activities, followed by listening skills and lastly writing skill. Besides, the major four language skills there are the other two aspects of language: grammar and vocabulary

which are known as systems. According to textbook evaluation theorists it is also necessary to check these aspects while evaluating a course book.

4.1.7. Presentation of Grammar and Vocabulary in I.I.E 6^e

Focusing on the importance of grammar in a textbook implies considering what grammar items are included and if they correspond to learners' language needs. The aspects of Grammar are supposed to be presented logically and in an increasing order of difficulty. The vocabulary of English is so large that only a fraction of it can be expected in any coursebook. However, vocabulary must be presented in a variety of ways.

Table 10 and table 11 present the layout of grammatical items and the presentation of vocabulary activities in I.I.E 6^e.

Table 10: Layout of grammatical items in I.I.E 6^e

Modules	Units	Grammatical items	Page
Module 1	1	- Personal pronouns	17
		- Present tense of the verb 'to be'	22
	2	- The simple present tense	28
		- Possessive pronouns - Indefinite article	33 34
	3	- Ask questions in the simple present tense - Demonstrative pronouns	42 45
	Module 2	1	- Adjectives
- Definite and indefinite articles			54
2		- Polite requests - Nouns	61 65
3	- Have got	73	
Module 3	1	- Imperatives	80
		- Join sentences with "and" and "because"	83
	2	- Join sentences with "but" and "as" - Action verbs	91 95
3	- Question words	102	
	- The simple past tense	106	
Module 4	1	- Expressing purpose	117
		- "Must" and "must not"	120
	2	- Adjectives	128
		- More about adjectives - The simple past tense - Irregular verbs	129 133
3	- Express the future "going to", "will"	140	
Module 5	1	- Adverbs	150
	2	- Revise questions	161
	3	- Question tag	168
Module 6		Revision	181-203

Table 10 above reveals that the grammatical items in I.I.E 6^e are presented in an acceptable order for this level. The grammatical items and activities are related to reading passages in I.I.E 6^e and are at the level of learners.

Table 11: Presentation of vocabulary activities in I.I.E 6^e

Modules	Units	Vocabulary activities	Page
Module 1	1	- (None)	
	2	- Match the words in the box to the pictures. Write the words in your exercise book	26
		- Work in pairs. Look at the pictures and read the clues	33
3	- Listen to these numbers and repeat them. Write down the numeral for each number	37	
Module 2	1	- Look at the pictures. Write a label for each picture in your exercise book.	48
		- Describe this picture. Write the descriptions in your exercise book. Use appropriate adjectives from the box.	52
		- Work in pairs. Look at the clothes in this shop window and say what you like and what you don't like. Read the prices and the size.	57
	2	- Listen to the names of these groceries that you can buy at the market. Repeat each word with the correct stress. Draw pictures of ten things that you can buy at the market. Label your pictures.	60
		- Work in pairs. Look at this picture of the inside of a supermarket. Name all the things you can buy in this supermarket. Talk about the cost of the items. Discuss what you could buy with 20.000 FCFA.	64
		- Look at the underlined parts of these sentences. Discuss what the sentences means. Which nouns are countable and which nouns are uncountable?	66
3	- Work in pairs. Study the picture which job are advertised? What do you know about each job? Which job do you like?	69	
	- Match the words in each column	71	
Module 3	1	- Work in groups. Match the treatments in the box to each disease or illness.	82
		- Linda has hurt herself solve the puzzle and find out	87

		which parts she hurt. Copy the puzzle in your exercise book.	
	2	- Read these definitions from the dictionary. Then choose the correct word to complete each sentence.	96
	3	- Work in pairs. Read the clues and work out the answers. - Revise the names of the months. Complete this list.	103 108
Module 4	1	- Choose the words or expressions that mean the same as they bold words in each sentence. Use dictionary to help you. - Match the words in the columns.	116 120
	2	- Work in pairs. Think of ten words that you can describe with the adjectives 'national'. Look in your dictionary for ideas. Make a word web with the words that you find.	130
	3	- Work in pairs and complete the word families for these words. Use a dictionary. - Match the words with their opposite meaning. - Choose the correct word from the box to complete each sentence.	138 139 141
Module 5	1	- Match the words with their meaning.	149
	2	- Find words in the puzzle that are related to the media. Copy the words in your exercise and make sentences with three of the words you found.	159
	3	- Study this picture of a computer. Read the labels and match the parts to their uses. Check with your teacher. - Work in pairs. Study these groups of words. Find the word that does not belong in each group. Make five sentences with these groups of words. - Read these dictionary definitions and answer the questions.	165 170 174

The table above indicates that there are many vocabulary activities in I.I.E 6^c and it can be said that the new vocabulary words are presented in a variety of ways. The textbook encourages students to think about expressions they know, matching the words to the pictures, completing the sentences with given words or in the chart. There are also puzzles, dictionary

work and these exercises integrate speaking skill as learners are required to work in pairs or in groups in most of the exercises. In the vocabulary section, the items from the reading passages are presented in context for every unit and the lexis is further practised in the following exercises. However, there is no activity in Unit 1 of module 1. It seems as if course book writers forgot to introduce one in that unit because even the last module (6) which constitutes the revision part of I.I.E 6^e has vocabulary activities.

4.2. THE APPROPRIATENESS OF THE SELECTION AND PRESENTATION OF READING PASSAGE IN I.I.E 6^e

The selection of an appropriate reading item is critical. Thus, analyzing the appropriateness of the selection of the reading passages in I.I.E 6^e includes the following aspects: the learners' topics preference, their interest, difficulties, the length of the reading passages, a consideration of the age and level of learners, and the reflection of learners social and cultural environment.

4.2.1. Topics in I.I.E 6^e and students' preferences

The feelings of an individual towards particular topics influence his reading habits. The reading habits children develop from elementary stage through the early stage of secondary school learning will set the pattern for reading habits in adulthood.

In the same vein, a list of topics from the various passages and a few others were provided in the questionnaires for the students to rank in order of their preferences and in the questionnaires for teachers whereby they were called upon to rank in order of preference. The topics they think their learners would enjoy reading about.

Table 12 and 13 below respectively illustrate the ranking of the topics which students would like to read about and teachers' opinion about the topics students would enjoy reading about.

Table 12: Students reading topics preferences

Proportion of ranking in %												
Topic	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	Total
Culture	1.04%	2.10%	2.44%	4.88%	8.01%	11.5%	6.27%	6.97%	11.15%	8.01%	3.48%	100%
Sport	50.5%	9.20%	7.78%	5.30%	7.28%	6.01%	1.50%	3.08%	1.01%	1.01%	0.01%	100%
Nature	2.38%	5.78%	10.54%	11.9%	8.16%	6.80%	7.14%	8.84%	4.08%	4.76%	6.46%	100%
Health	80.27%	2.43%	1.04%	2.05%	1.35%	3.39%	0.38%	0.34%	1.01%	1.01%	1.01%	100%
Education	70.25%	7.45%	3.04%	4.03%	1.37%	4.35%	0.38%	1.01%	0.68%	0.01%	1.01%	100%
Social life	0.69%	0.69%	3.10%	2.07%	4.14%	5.86%	8.62%	8.28%	12.76%	10.34%	7.24%	100%
Love	1.75%	1.28%	6.03%	7.07%	18.21%	9.19%	4.59%	9.89%	5.65%	5.30%	1.06%	100%
Music	5.79%	5.02%	5.34%	6.95%	9.27%	8.11%	4.25%	7.79%	6.95%	8.88%	7.34%	100%
History	0.34%	2.05%	9.28%	1.50%	9.41%	4.15%	8.01%	1.35%	9.62%	3.06%	8.59%	100%
Religion	0.69%	5.86%	8.62%	4.14%	8.28%	10.34%	8.97%	11.72%	7.24%	12.76%	3.10%	100%
Science and technology	0.68%	4.11%	2.05%	3.77%	8.56%	5.48%	6.16%	15.41%	6.51%	3.77%	4.11%	100%

From table 12 above, the frequency in ranking presented the first five themes as being Health (80.27%), Education (70.25%), sport (50.5%), music (5.72%) and nature (2.38%). These themes were somehow related to Education, well-being and environment and for the students to have ranked them as their first choice clearly indicates their environment, their purpose in life.

In relation to health, education and nature, there are modules in I.I.E 6^e which treat these topics in their various units but there are no passages which treat the topics of sport and music.

With regard to teacher's questionnaire, a contrary view was got from what their students would prefer reading about. The teachers' opinion on students reading preference is illustrated in table 13 below:

Table 13: Teachers' opinion on students' reading preference

Topic	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	Total
Culture	0	0	0	1	1	0	0	0	2	0	0	4
Sport	1	0	2	0	1	0	0	0	0	0	0	4
Nature	0	0	0	0	0	1	0	2	0	1	0	4
Health	0	0	0	0	1	1	2	0	0	0	0	4
Education	0	0	0	1	0	1	2	0	0	0	0	4
Social life	1	0	1	1	1	0	0	0	0	0	0	4
Love	1	0	1	0	0	1	0	0	0	1	0	4
Music	1	2	0	1	0	0	0	0	0	0	0	4
History	0	0	0	0	0	0	0	0	0	1	3	4
Religion	0	0	0	0	0	0	0	2	0	1	1	4
Science and technology	0	2	0	0	0	0	0	0	2	0	0	4

From the teachers' order of ranking, it was noticed that the first topics which students would enjoy reading about are sport, social life, love and music. In relation to the reading passages in the coursebook, there are passages which treat the topic of social life, but there is none on music, sport and love. This means that if the coursebook writers of I.I.E 6^e could take into consideration preferences, they would include reading passage on those topics.

4.2.2. Students' interest towards I.I.E 6^e reading passages

Individual interest is related to motivation. Thus, it is evident that if learners are interest in a particular topic they would like to read about. The questionnaires for students and teachers investigated students' interest in the passages in the course book I.I.E 6^e on one hand and the teachers' view as far as the students' interest is concerned on the other hand. The results obtained are presented table 14 and table 15 below:

Table 14: Students’ interest in the reading passages in I.I.E 6^e in percentages

Reading passage titles	Very interesting		Interesting		Not interesting (boring)	
Information on school identify card	27.88%	70	39.84%	100	32.27%	81
A circle of friends	0.79%	2	75.29%	189	23.90%	60
Our classroom	53.78%	135	46.21%	116	0%	0
School rules	59.76%	150	36.25%	91	3.98%	10
Amina’s diary	39.44%	99	50.59%	127	9.96%	25
Grand ma is ill	19.92%	50	47.80%	120	32.27%	81
Our clothes	35.45%	89	50.99%	128	13.54%	34
A good bargain	48.60%	122	19.92%	50	19.52%	49
A visit to the hospital	77.68%	195	16.33%	41	5.97%	15
Information about first aid	47.80%	120	50.19%	126	1.99%	5
Where is Abiya?	14.34%	36	65.73%	165	19.92%	50
April rain song	12.35%	31	20.71%	52	66.93%	168
Nationalities	67.72%	170	17.92%	45	14.34%	36
Tomorrow we will celebrate	67.33%	169	27.49%	69	5.17%	13
Long live the media	35.45%	89	58.16%	146	6.37%	16
Kumba district hospital	56.57%	142	30.27%	76	13.14%	33
News report	49%	123	24.70%	62	26.29%	66

From the table above, it was noticed that the first passages chosen as “very interesting” fell under the following modules: family and social life (module 1), Environment, well-being and health (module 3) and citizenship and human rights (module 4). These reading passages are related to education, health, social life. These included: “A visit to the hospital” (77.68%), “Nationalities” (67.72%), “Tomorrow we will celebrate” (67.33%), “School rules” (59.76%), “Kumba district hospital” (56.57%), “Our classroom” (53.78%).

With regard to “interesting”, the students chose passages which do not have meaningful pictures or those who don’t have pictures. Such passages included: “A circle of friends”, “Long live the media”, “Our clothes” which could have been appealing if accompanied by colourful and meaningful pictures.

Moreover, there was an attempt to find out how teachers rate the reading passages in terms of students’ interest and the results are presented in table 12b below.

Table 16: Teachers report on students' interest in I.I.E 6^e passages

Reading passage titles	Very interesting		Interesting		Not interesting (boring)	
Information on school identify card	50%	2	50%	2	0	0
A circle of friends	50%	2	50%	2	0	0
Our classroom	50%	2	50%	2	0	0
School rules	25%	1	50%	2	25%	1
Amina's diary	0	0	100%	4	0	0
Grand ma is ill	25%	1	75%	3	0	0
Our clothes	75%	3	25%	1	0	0
A good bargain	25%	1	75%	3	0	0
A visit to the hospital	75%	3	25%	1	0	0
Information about first aid	25%	1	75%	3	0	0
Where is Abiya?	0	0	50%	2	50%	2
April rain song	0	0	25%	1	75%	3
Nationalities	50%	2	50%	2	0	0
Tomorrow we will celebrate	50%	2	50%	2	0	0
Long live the media	25%	1	50%	2	25%	1
Kumba district hospital	0	0	100%	4	0	0
News report	25%	1	75%	3	0	0

From the table above, the reading passages which students are likely to be interested in are passages related to health, education, and social life. These passages include: A visit to the hospital (75%), Our clothes (75%), Nationalities (50%), Tomorrow we will celebrate (50%), Our classroom (50%) Information on school identify card (50%) and A circle of friends (50%). The passages considered as not interesting are often those which lack pictures, these passages included: April rain song (75%), Where is Abiya (50%), long live the media (50%) and school rules (50%).

Another reason for the low interest was that the learners are not familiar with some of the words in the reading passages and this renders the text difficult to understand. A deep investigation revealed that the major reason for the learners' low interest in some reading passages is that they are not related to real life situations. This means that some reading passages don't reflect learners' daily life experience.

4.2.3. Students' difficulties with the reading passages in I.I.E 6^e

The most important factor in selecting a reading item is interest. Williams (1986) claims that "in the absence of interesting texts very little is possible". In addition to Williams' statement, other textbook evaluation theorists believe that the selection of reading passages in a textbook should be related to the learners' background, should be at their level and should also be selected within the vocabulary and grammatical range of the learners. Moreover, the length of the reading passages in a textbook should match the learners' age.

From the results obtained from the questionnaires for teachers out of 4 teachers, 3 (75%) revealed that students' mastery of vocabulary was adequate and only 1 (25%) said it was good. Also, all the 4 (100%) teachers stated that the students' mastery of grammatical items was satisfactory.

The above results are presented in figure 4a and 4b below:

Figure 4 Teachers' report on students' mastery of vocabulary in the passages in I.I.E 6^e

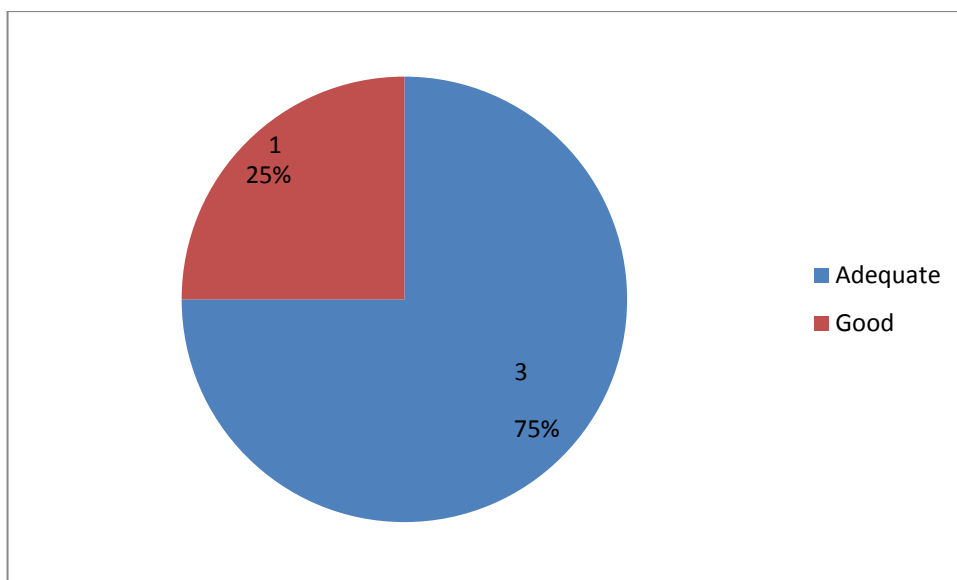
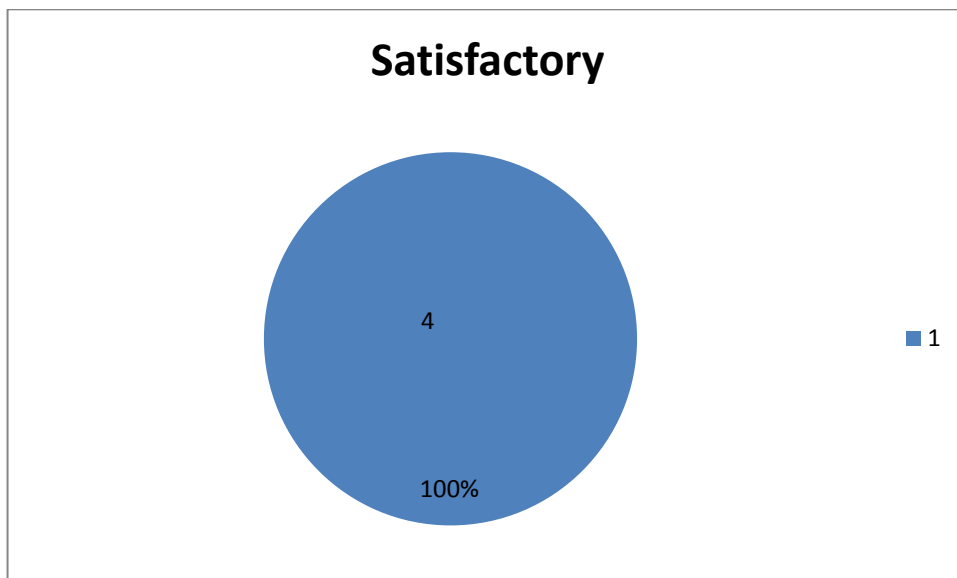


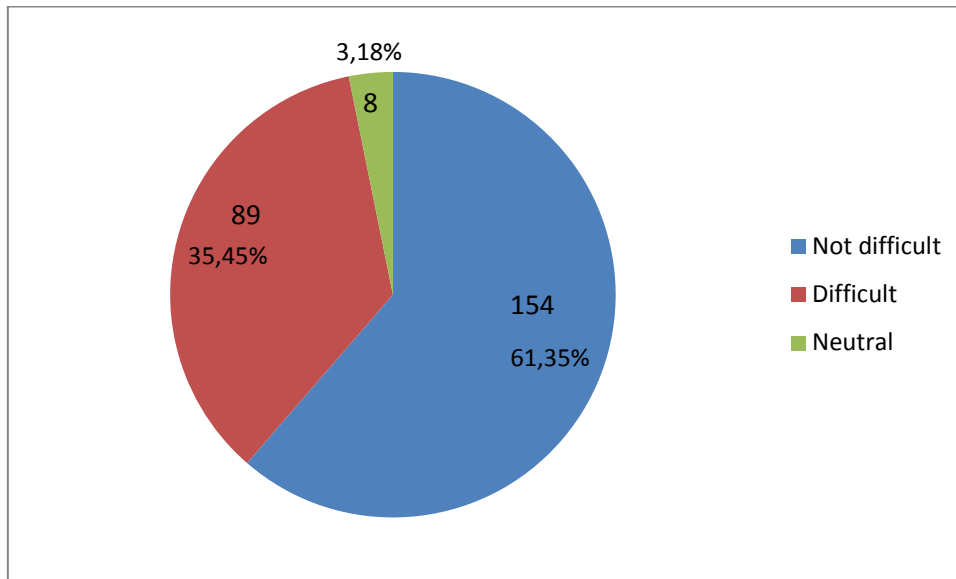
Figure 5 Teachers' report on students' mastery of grammatical items in the reading passages in I.I.E 6^e



From the charts above, on teachers' report on students' mastery of vocabulary and grammatical items in the reading passages in I.I.E 6^e, the results suggest that learners can go through the reading passages without facing difficulties.

Despite the results in the charts, students still face difficulties with the passages and these difficulties are due mainly to: the lack of textbook (I.I.E 6^e). During classroom observation it was observed that most students who do not have textbooks don't understand what is going on. Also the lack of coursebook created some noise in the class during the lesson despite the efforts teachers make to avoid noise by putting students into groups. Nevertheless the efforts teachers make to solve this problem are vain as students' report on the level of difficulties of the reading passages are quite positive. Figure 5 below presents the results.

Figure 6 Students report on the difficulties of the reading passages in I.I.E 6^e



The above chart reveals that out of 251 students 154 (61.35%) said the passages are “not difficult”, 89 (35.45%) said the passages are difficult and 8 (3.18%) did not give an answer to this question. From the charts above, the reason for the difficulties of reading passages for students comes from the lack of coursebooks.

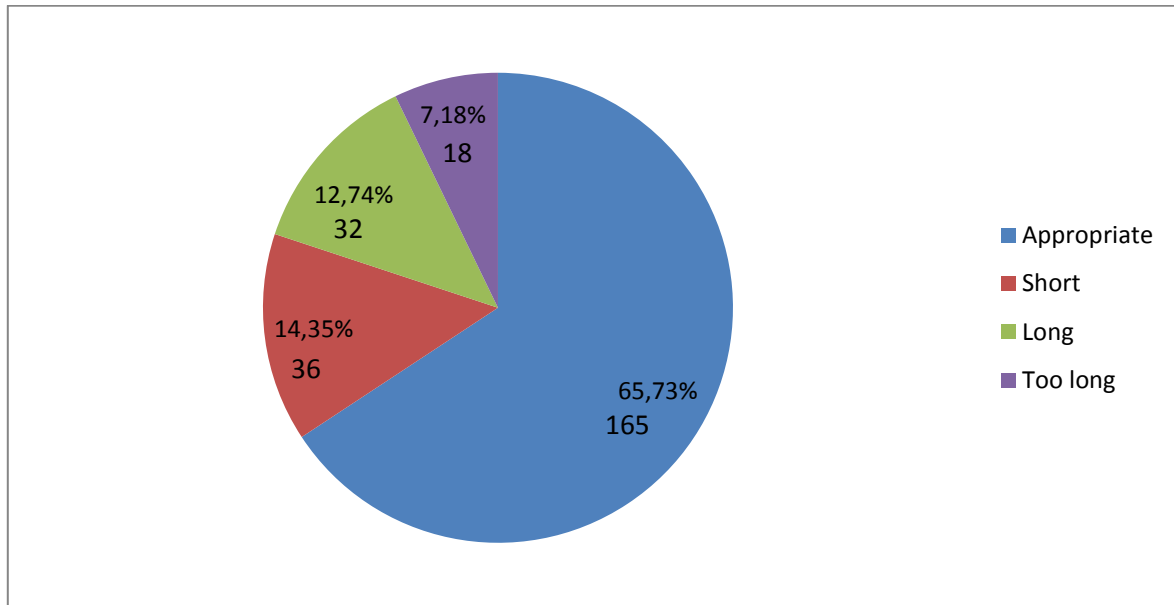
Another aspect as far as appropriateness of the reading passages is concerned is the length of the reading passages.

4.2.4. Length of the reading passages in I.I.E 6^e

It is obvious that the length of the reading passage influences the learners’ motivation towards reading it.

With reference to the questionnaires for both teachers and students, there was a need to find out their opinions about the length of the reading passages in I.I.E 6^e. Thus figure 6a and 6b below present the findings:

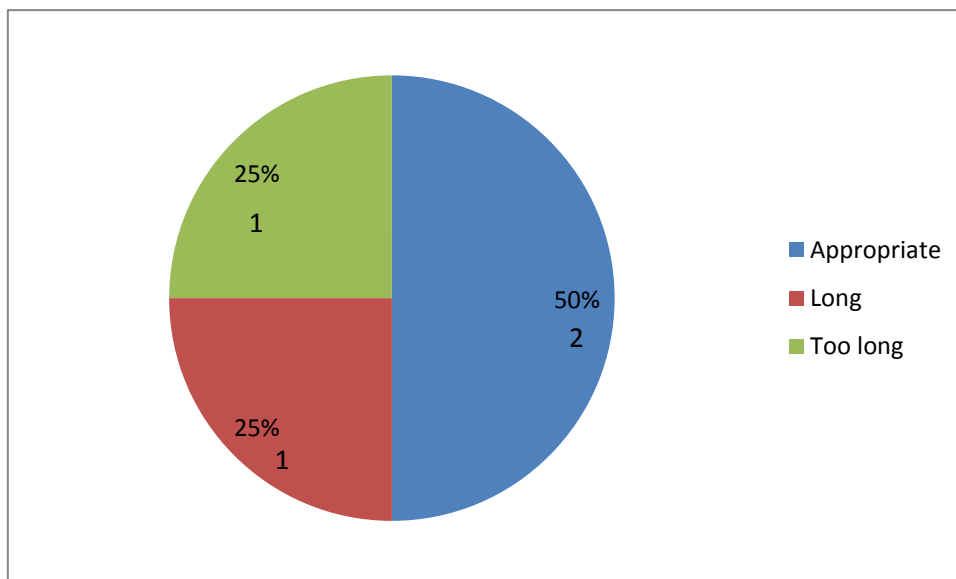
Figure 7 Students' view on the length of passages in I.I.E 6^e



From the chart above, 65.73% of the students said the reading passages are appropriate, 12.74% said the passages are long, 7.18% too long and 14.35% said the passages are short.

It was also necessary to find out teachers' opinion on the length of the reading passages in I.I.E 6^e. Figure 6b presents the results.

Figure 8 Teachers' opinion on the length of passages in I.I.E 6^e



From the chart above 50% of teachers stated that the length of the passage is appropriate for the students, 25% said long and 25% too long. With regard to figure 5a and 5b above the majority of students and teachers believes that the length of the reading passages in I.I.E 6^e is appropriate.

4.2.5. Suitability of reading passages in I.I.E 6^e to learners' level, age range and culture

Findings from the course book indicated that there are topics which treat issues around the learners' social environment and these include: A good bargain, A visit to the Hospital Information about first aid, Tomorrow we will celebrate. Such topics teach students about real life situations and issues. Also the names of most items within the reading passages are things the students almost see every day. The names of persons and places (Kumba) are familiar and from the Cameroonian context. A reading passage like "tomorrow we will celebrate" which is about the 20th May (Cameroon's National Day) present the celebration of the National Day in the learners' own context (Cameroon). Topics of the reading passages in I.I.E 6^e correspond to learners' social environment and culture. Thus, the reading passages in I.I.E 6^e are socially and culturally appropriate to learners' level, age range and culture as learners see themselves as participants when they read.

4.3. I.I. E 6^E AND THE SYLLABUS SPECIFICATIONS

A syllabus is an ordered statement of what is to be taught. One of the main objectives of this work was to determine the degree to which the content selected and presented in I.I.E 6^e meets the syllabus specifications proposed by the MINESEC for teaching reading to 6e students of the FSGSE in Cameroon.

Table 17 below is a one-to-one matching of the reading passage in I.I.E 6^e with the syllabus.

Table 17: Syllabus specifications and reading passages in I.I.E 6^e

Syllabus specifications	Textbook content	Modules	Units
- Read simple text and answer question	- Nationalities	4	2
	- Tomorrow we will celebrate	4	3
	- Texts and pictures	5	1
- Read short stories (narrative, informative, or descriptive) on familiar topics such as school life, family life etc and narrate/tell others what the story is all about	- Information on school identify card	1	1
	- School rules	1	2
	- Amina's diary	1	2
	- Grand ma is ill	1	3
	- A good bargain	2	2
	- A visit to the hospital	3	1
	- First aid	3	2
	- First soup	3	2
	- Where is Abiya?	3	3
	- Responsibilities	4	1
	- Kumba District Hospital	6	/
- News report	6	/	
- Read and identify main ideas in simple text.	- Nationalities	4	2
	- Tomorrow we will celebrate	4	3
- Read basic slogans (on health, cleanliness pedagogic days, etc.)	- Health advertisements	3	1
- Read simple story books or comic books	✓	✓	✓
- Read words from dictionary correctly (based on the sounds learned so far)	✓	✓	✓

The portions in the table above which are ticked highlight the reading points proposed by MINESEC for 6^e students but which were absent in I.I.E 6^e. In all, out of a total of 6 points contained in the syllabus outline (see Appendix V) 4 (66.67%) were covered while 2 (33.33%) were not.

In fact, it could be said that the coursebook satisfactorily covers the syllabus specifications. In addition, out of the proposed points, the course books writers added 5 poems

in the units for the purpose of variety. It means the authors added 1 reading item in the form of poems which added to the 4 already selected makes a total of 5 reading points found in I.I.E 6^e.

4.3.1. The course book I.I.E 6e and its communicative framework

The selection of reading materials for learners needs to be that which can boast the communicative needs of learners. For reading material to be communicative it demands that it be purposeful, accompanied by clear instructions and meet the needs of the learners. Reading materials should also be varied. Most of the reading passages are preceded by “before you read” activities meant to be discussed in pairs or to predict from the title what the passage is about. This encourages and enhances the learners communicative skills as their reading skills are being developed. In addition, many of the activities after the reading passages could be said to enhance communication as they demand learners to read the passage again and discuss the questions in groups before answering them, to discuss with a partner or even to give individual answers or opinions.

4.4. SUITABILITY OF READING PASSAGES IN I.I.E 6^e FOR CLASSROOM PRACTICE

According to teachers, the course book I.I.E 6^e presents a good presentation of structure and a good structure practice. Thus, this phase of practice was to find out how suitable the reading passages of I.I.E 6^e are for classroom practice. Analyses were done through questions from the questionnaires for learners and teachers besides a classroom observation checklist and textbook evaluation checklist.

4.4.1. Reading passages and activities in I.I.E 6^e

According to the textbook evaluation checklist, it was important to check on the variety of reading activities in I.I.E 6^e to see whether these activities provide students with techniques for activation of their reading skills and if there are activities for communicative interaction and the development of communicative strategies.

Table 17: Reading passages and activities in I.I.E 6^e

Reading passages	Reading activities
• Information on school identity card	- Copy and complete this dialogue. Use information on the identity cards.
• A circle of friends	- Listen to this poem aloud then make up a tune and try to sing it.
• Our classroom	- Which classroom rules does the poem describe?
• School rules	- Write your answers to these questions.
• Amina's diary	- Discuss these questions in group.
• Grand ma is ill	- Discuss and answer these questions about the story.
• Our clothes	- Find all the adjectives in the poem that describe clothes.
• A good bargain	- Choose the best answers in the questions.
• A visit to the hospital	- Choose the correct sentences and write them in your exercise book.
• First aid	- Match the first aid instructions to the pictures.
• First soup	- Discuss the questions.
• Where us Abiya?	- Answer the questions.
• April rain song	- Discuss the questions.
• Responsibilities	- Match each responsibility to a right. - Talk about which rights and responsibilities you like and which ones you dislike.
• Nationalities	- Answer the question about each passage.
• Tomorrow we will celebrate	- Answer the questions.
• Text and pictures	- Match them to the headlines.
• Long live the media	- Choose the correct answer to these questions (M.C.Q).
• Texts (no title)	- Read the emails again. Say if these sentences are True or False.
• Poem (no title)	- Find words in the poem that match these definitions.
• Kumba District Hospital	- Answer the questions in your exercise book.
• News report	- Read the statements that follow and say if they are True or False. - Correct the false statement.

From the table above it can be said that, there are varieties of reading activities and students are called upon to answer by true or false, to sing etc. There are also matching exercises but the majority of activities are based on answer the questions (individually) and discussion of questions related to the passage (in groups). Also there are multiple choice questions (M.C.Q).

Moreover, the coursebook I.I.E 6^e provides students with activities for communicative interaction. With regard to classroom observation there are activities which required them to work in groups and during this group work they had to interact with each other and the teacher had to move round the class during these activities to verify students are effectively using English Language to interact. As far as communicative strategies are concerned, I.I.E does not provide sufficient activities capable of developing learners’ communicative strategies. There is no exercise which requires students to role-play after the reading of the passage. During classroom observation, it was observed that they were more engaged in role play activities than group/pair work individual work, answering questions or even reading aloud.

4.4.2. Students’ and teachers' ratings of teaching per week in both schools

Students’ opinion were sought to find the number of times their teacher teach reading comprehension a week. Figure 7 and table 14 below present the different ratings of responses by students and teachers frequency of teaching per week.

Figure 9 Students’ rating of teaching per week in G.B.H.S

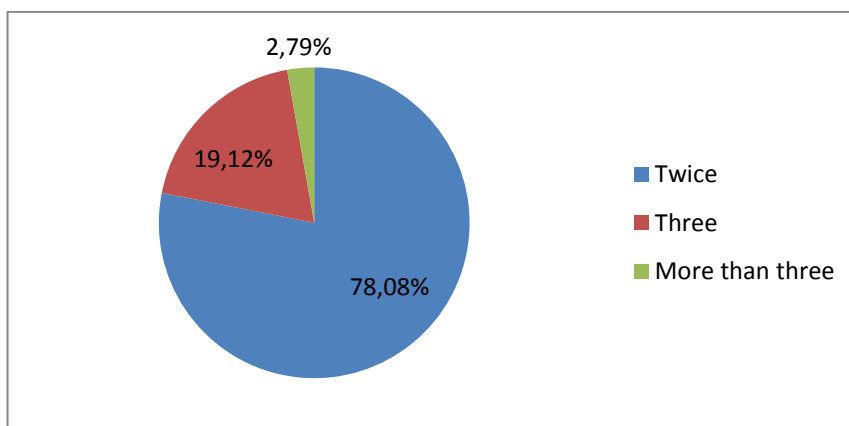


Figure 9 above shows that 78.08% of the students stated that their teachers teach reading comprehension twice a week, 19.12% said three times and 2.79% said more than three times a week

Table 18: Teachers' frequency of teaching per week

School	G.B.H.S Etoug-Ebe		Lycée de Biyem-Assi		Total
Class	6 ^e m ²	6 ^e Bil	6 ^e 5	6 ^e 6	4
Frequency	Twice	Twice	Twice	Twice	100%

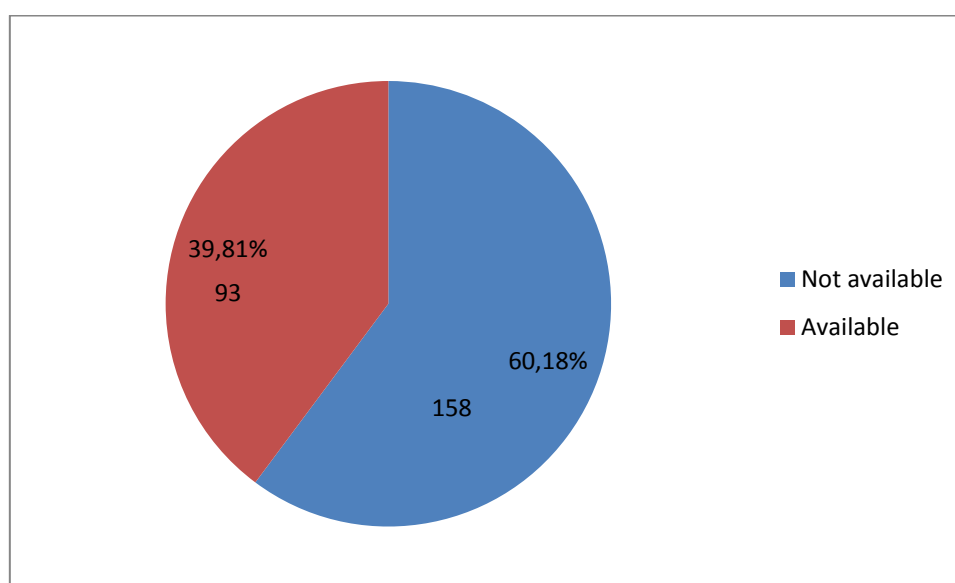
The table above reveals that all the 4 teachers teach reading comprehension twice a week. During the period of classroom observation, it was observed that teachers teach reading comprehension twice a week.

4.4.3. Availability of the course book I.I.E 6^e in sampled schools

Verification from the general population of 251 was done to find out the proportion of course books that were available to the sampled population.

Figure 8 below illustrated the results got from students in the two schools.

Figure 10 Coursebook availability in both schools



From figure 8 above, it was noticed that out of 251 students sampled, 39,81% (93 students) had course books while 60,18% (158 students) did not have. In addition, during classroom observation, it was observed that course books were very few in classes, and this situation particularly in 6^e M2 in GBHS Etoug-Ebe rendered the reading comprehension lessons difficult as the teachers were forced to gather students in groups to make the class participative and live.

4.4.4. The nature of reading techniques used in the classroom

The nature of the reading strategies employed by the teachers in the classroom was also of great importance in this work. The aim was to verify the extent to which teachers use reading strategies to arouse interest and enhance understanding in learners during reading. The responses got from students and teachers are presented in figure 9a and figure 9b below.

Figure 11 Students report on techniques, teachers use during R.C

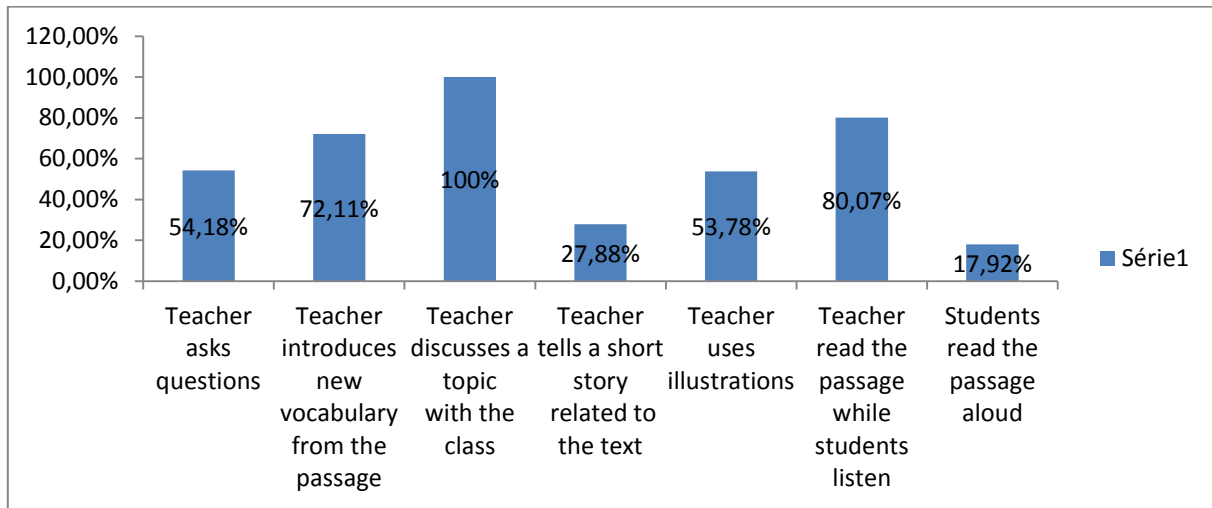
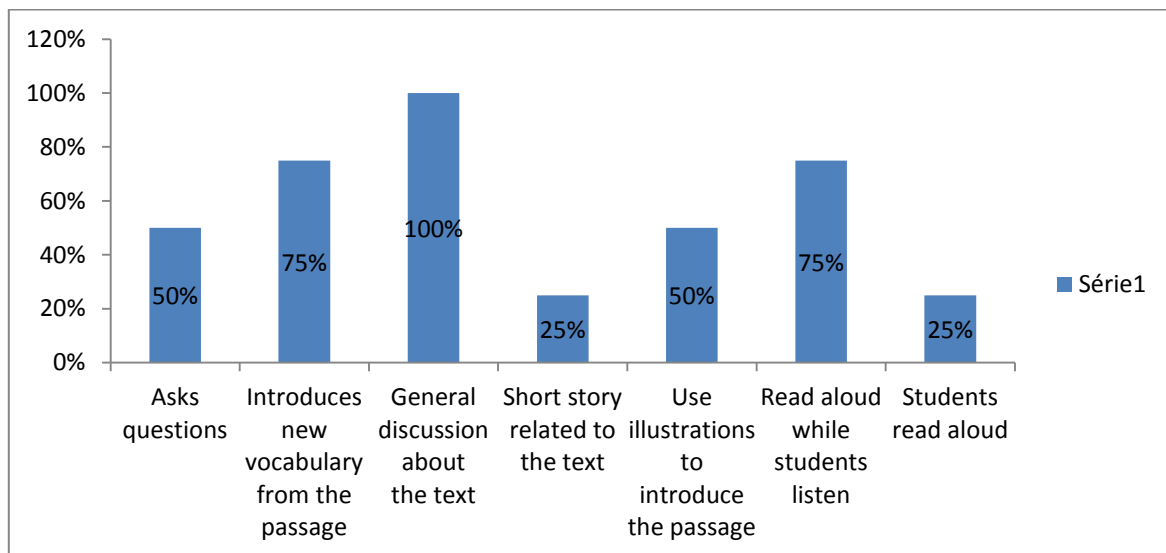


Figure 12 Teachers' report on techniques they used during R.C



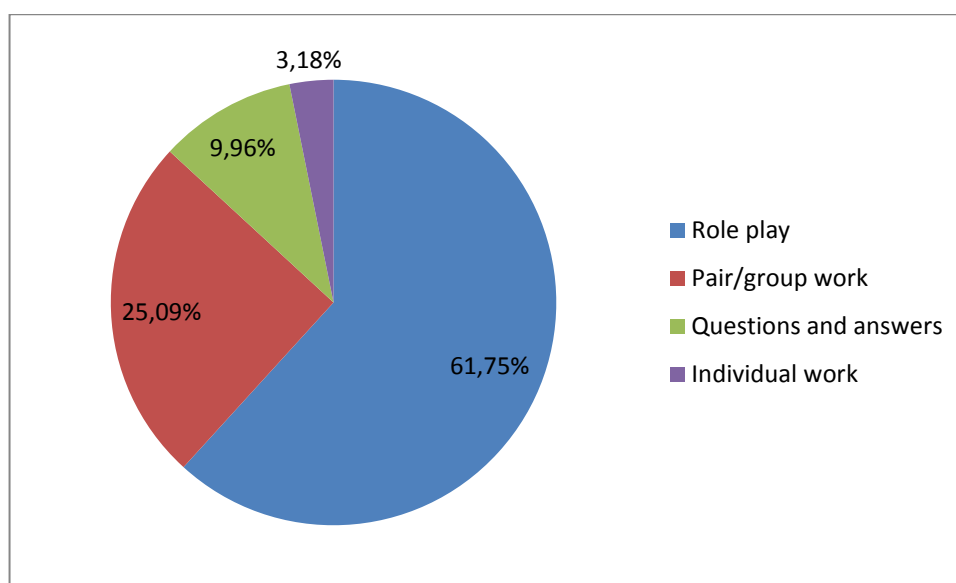
In the charts above (figure 7a & figure 7b) it was realized that (251) 100% of students said that teachers generally introduce reading comprehension lesson by discussing a topic with the class. To back up the general discussion technique at the introduction or pre-reading phase it was important to use the classroom observation checklist. Out of the 4 teachers observed, all the 4 generally introduced the R.C lesson by general discussion on a topic

related to the text. 3 (75%) teachers also started by pre-teaching new vocabulary and read the reading passage aloud while students listened, 2 of them usually ask questions and 2 of the teachers used illustrations to introduce the passage during the lessons. Only 1 teacher began by narrating a short story related to the text and 1 allowed students to read aloud.

4.4.5. Other activities teachers used in the classroom

Another question to students sought to find out the classroom activities they like most during reading comprehension lessons. Figure 10 below illustrates the above findings.

Figure 13 Students' view on the activities they prefer during R.C



As illustrated in the figure above, the activity students like most is role-play 155 (61.75%); followed by pair/group work 63 (25.09%), only 8 (3.18%) of the students like individual work.

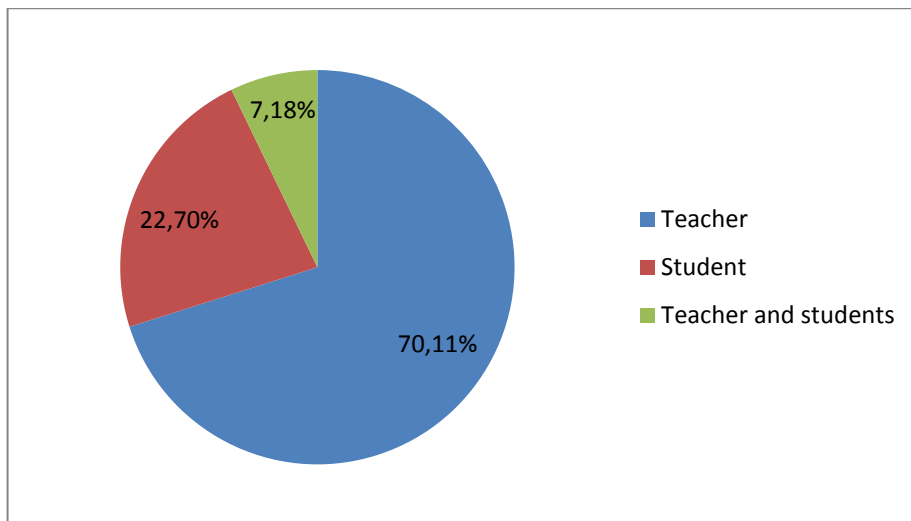
Through classroom observation, it was observed that most teachers often used group work or pair work. This was preferred to render the class participative since not all the students have the coursebook. Teachers also preferred this activity to avoid noise in the class during the lessons. Although they preferred pair/group work they also asked students to role play sometimes. It is worth noting that most of the activities in the course book I.I.E 6e instead encourage students to read and answer questions from the passages. It could have been better if most of the passages were in form of dialogues so that students could role-play. During classroom observation it was observed that students were more engaged when they were asked to go and stand in front of the class to role-play; an activity teachers practice less. For example in the reading of the passage “A good bargain” when the teacher read the text

and explained he further asked some students to go in front of the class and imagine themselves in the market as seller and customer and begin to bargain.

4.4.6. Students' report on the first reader of the reading of comprehension passage

In this practice phase, it was also important to find out if classroom activities were learner or teacher-centered. Figure 11 below illustrates students' report on who reads comprehension passage first during lessons.

Figure 14 Students' report on the first reader of the comprehension passage



The figure above reveals that 176 (70.11%) of students said the first reader of the passage during reading comprehension is the teacher alone, 22.70% (57) said a student and 7.18% stated both teacher and students. Further verifications to this was classroom observation where it was noticed that only 1 teacher allowed his students to read aloud and alone before giving the opportunity for learners to go through passage and answer question. The rest of the 3 teachers read the passage alone before allowing students to read the passage and the activities that follow on their own. Teachers' reading of the passage could be due to the fact that they intended to give a model reading or the fact that copies of the coursebooks were limited in the classroom.

4.4.7. Students' and teachers' difficulties in reading comprehension

It was also necessary to find out from students and teachers the problems they encounter in the classroom during reading comprehension lessons. Table 16 below presents the difficulties students face during reading comprehension lessons.

Table 18: Students difficulties during reading lessons

Difficulties	Frequence	
Lack of course book	158	62.94%
Inability to understand the text	23	9.16%
Lack of interest	8	3.18%
Inability to communicate in English	62	24.70%

From the table above it was noticed that the highest difficulty students face during reading comprehension lessons is the lack of textbooks (62-84%) followed by the inability to express themselves in the target language (24.70%) and inability to understand the text (9.16%) and lastly the lack of interest (3.18%).

To support this view, teachers' opinion was necessary. From the interview with teachers, it can be said that the highest difficulty they face during reading comprehension is the lack of coursebooks since most of them who do not have textbooks do not understand what is going on or make noise. It was also noticed from classroom observation that in almost all the classes teachers were forced to allowed students to work in pairs or in groups. Some teachers said at times there are some difficult words and they have to stop and explain.

Other difficulties come from the fact that students find it difficult to pronounce words when role-playing and to discuss issues related to the passage fluently. One teacher emphasized on the need for teaching aids to facilitate teaching and ease comprehension because all learners are not the same (some are slow and others are fast). Among the four teachers, only one emphasized on overcrowded classroom.

4.4.8. Students and extensive reading

It was deemed necessary to find out if students do read other materials besides their course book and students' answers to the question concerning other materials they read are illustrated in table 19 below.

Table 19: Students' report on other material they read

Material	Frequence	
Novels	83	33.07%
Plays	45	17.93%
Newspapers	27	10.75%
Magazines	12	4.79%
None	84	33.46%

As indicated in the table above, 33.07% said they read novels apart from their course book, 17.93% said they read plays, 10.75% stated newspapers and 4.79% magazines. Out of 251 students, 33.46% (84 students) do not read any other material apart from their course book.

In addition, when verified from teachers if they do encourage their learners to read other materials besides their coursebook, all the 4 teachers said they always do encourage their learners to engage in extensive reading outside the classroom. On the contrary through classroom observation, it was observed that only one (1) teacher brought newspaper and magazines to the classroom and used them during the lesson.

4.4.9. Teacher's suggestions to improve the quality of the course book I.I.E 6^e

To enhance the quality of I.I.E 6^e, teachers' opinions were sought on what could possibly be added as concerns reading passages. The teachers had the following to say:

- There should be an emphasis on pronunciation of sounds.
- Some modules are too long taking into consideration the number of hours per week.
- Controversial pictures like the one in the Unit I (greeting using left hand) should be revised.

CHAPTER 5

SUMMARY OF THE FINDINGS, RECOMMENDATIONS, SUGGESTIONS AND CONCLUSION

The present work set out to examine the selection, presentation and practice of reading skills in the coursebook *Interactions in English 6^e*. The findings of this work are summarized below following the order of the research questions on which this work was centred. Some recommendations and suggestions are made in this chapter.

5.1. SUMMARY OF FINDINGS

The reading comprehension passages are accompanied by pre-reading activities in form of “before you read” activities or direct tasks for individual learners. These often imply prediction from the title of the passage. There are also while-reading and post-reading activities. The reading passages in I.I.E 6^e are varied in genres and include poems, short stories, informative texts, descriptive texts. It was noticed that, the instructions of the reading passages are clearly stated.

Notwithstanding the fact that the pictures attached to the reading passages facilitate students’ comprehension of the passages, some of the pictures do not reflect the context or meaning of the reading passages and some passages lack pictures and this could be a reason for the low interest of students towards some reading passages. The findings revealed the quality of the pictures in I.I.E 6^e has to be improve.

However, the investigation on the integration of other skills reveals that the reading passages integrate other language skills (speaking, listening and writing) and they are presented in an integrated way. There is also sufficient coverage of skills in I.I.E 6^e.

There was a need to examine the aspects of grammar and vocabulary and the findings revealed that the grammatical items are presented in an acceptable order and they are at the level of learners. The vocabulary items from the reading passages are presented in a variety of ways and in context though Unit 1 of the Module 1 has no vocabulary activity.

Moreover, there was the intention to find out if the reading passages selected and presented in I.I.E 6^e were appropriate for the learners’ age and level, interest, appropriate in

length, reflect the learners' social and cultural environment. There was also the need to check the difficulties students face in tackling the reading passages in I.I.E 6^e. Nevertheless, findings from teachers' and students' opinions revealed that the reading passages in I.I.E 6^e are appropriate in length and also socially and culturally appropriate to the learners' level, age range and culture because the items, names of places and people in the passages actually reflect the students' cultural context (Cameroonian context).

The study also looked at students' preference towards topics I.I.E 6^e and it was noticed that the topics they mostly preferred are health (80.27%), education (70.75%), sport (50.5%), music (5.26%) and nature (2.35%). Teachers' reports on the topics students will enjoy reading about reveals that the topics their learners will enjoy were: sport, social life, love and music. Unfortunately there are no passages on sport, music and love.

Besides, students' preferences, it was also necessary to look at students' interest towards the reading passages in I.I.E 6^e. The findings reveal that students' low interest towards some of the reading passages comes from the fact that they do not have meaningful pictures and the fact that the students do not have books.

Another reason for the low interest is that the passages lack appropriate pictures and some of the reading passages are not related to real life situations, they do not reflect learners' daily life experiences (for example April rain song). The results obtained from teachers' opinions reveal that the reading passages in I.I.E 6^e are selected within the vocabulary and grammatical range of learners as their mastery of vocabulary was reported to be good and that of grammatical items satisfactory.

Furthermore, another objective was to find out if the reading passages in I.I.E 6^e reflect the syllabus specifications for reading provided on the National syllabus for language instruction laid down by MINESEC. This looked at what the syllabus put forth as needs for the learners and how much of it the coursebook covered. It was found that out of the 6 points contained in the syllabus 4 (66.67%) were covered while only 2(33%) were not. Above all, a majority of the points proposed by the syllabus were covered by the coursebook.

According to teachers, the coursebook I.I.E 6^e presents good structure presentation and good structure practice. Thus, there was a need to find out how suitable the reading passages in I.I.E 6^e are for classroom practice. An emphasis was laid on the reading strategies teachers employed in the classroom to arouse learners' interest towards a reading passage and facilitate understanding. It was noticed that teachers often introduced reading lessons by discussing a topic related to the passage with the class in order to help their understanding of the passage. Only one of the sample teachers often used short stories to introduce reading lessons.

Classroom observation revealed that students preferred role-play activities during reading comprehension and pair work or group work. Very few students were interested in questions and answers or even individual work. However, most of the teachers were the first reader of the passage and this could be as a result of a major difficulty they encounter during reading comprehension which is the lack of textbooks. Other difficulties during reading lessons are the inability to understand the passage, lack of interest in the passage and the inability to express themselves in the target language. Nevertheless it was noticed that teachers could come across this situation by creating classroom activities for communicative interactions.

GENERAL CONCLUSION

This work intended to find out if I.I.E 6^e presented reading passages and reading activities in a way that will enable the learners at this level to acquire and develop the reading skills expected from them. With reference to the findings, the reading activities are varied and quite capable of developing learners' reading skills but the presentation of the reading passages needs to be adjusted. The pictures accompanying the passages should reflect the reading passages. Learners' interest too still requires a lot of motivation. Reading passages should be of real interest, related to real-life situations, well presented and accompanied by purposeful activities to raise learners' attention in order to develop their reading skills. In addition, some of the passages should be in form of dialogues or conversation so that students can act them. Last but not least, it is important that the textbook I.I.E 6e include foreign issues, so that the learners could be interested in information about English speaking countries.

5.2. RECOMMENDATIONS

Since the use of coursebook is crucial in our educational system, and given the importance of textbook evaluation, it is necessary to end this dissertation with some recommendations to the educational authorities, coursebook writers, teachers, students and parents.

5.2.1. To educational authorities

The educational authorities concerned with the selection of coursebooks need to always undertake a thorough evaluation of coursebooks which are to be prescribed on school programmes. The educational authorities should appeal to the government to waive taxes on materials used for the production of textbooks or reduce custom duties on imported books recommended in both primary and secondary schools. This will serve as encouragement because many learners in classrooms do not have coursebooks yet the teachers have no powers to take any serious measures on this.

5.2.2. To the authors of I.I.E 6^e

The first thing to point out to the authors of the coursebook is that the quality of pictures that go with the passages has to be improved. Since visual aids facilitate the comprehension of the passage, all the passages should have pictures and the pictures should be apt, clear and attractive and should also look more real. Thus, the colour of the pictures too has to be improved. Also, the reading activities should be more varied, they should introduce passages that will enable students to do role-play in class (Dialogues are more suitable for students at this level). In addition reading passages could be more interesting if the topics reflect real life situations. The topics should be drawn from learners' area of interest and daily life experience in order to maintain the learners' reading zeal.

5.2.3. To teachers

Teaching a foreign language does not necessarily means teaching from a coursebook. However, using a coursebook is probably the most common way of teaching English today. It is important to realize that a textbook is an aid, not a sacred text. As stated by Cunningsworth (1995): "coursebooks are good servants but poor masters". This entails that teachers should work out the best ways to use their books but they should never let the books use them. Coursebooks must be at the service of teachers and learners not their master. Thus, it would be proper for teachers to make use of supplementary materials which are useful in the attainment of their objectives. They need to constantly evaluate the coursebooks they are using to see what type of supplementary materials are needed. They should pay more attention to the stages of a reading lesson and the type of reading activities students are interested in. Finally, teachers could engage in encouraging parents to buy textbooks for their children.

5.2.4. To students

Primarily, students need to develop an undying zeal towards the activity of reading. They need to engage in extensive reading due to the fact that reading and understanding (comprehension) can be derived from constant reading of a variety of material. They also have as duty to urge their parents to buy their coursebooks and to handle them carefully when they have one.

5.2.5. To parents

Parents could engage in the duty of training their children in reading right from primary school. Such a reading culture instilled in children, alerts them to the necessity of reading and they would obviously not depart from it even as they grow older.

Parents should also provide their children with the necessary coursebooks. It would be proper for them to provide their children with the necessities for school to avoid blaming the teacher when their children fail.

5.3. SUGGESTIONS FOR FURTHER RESEARCH

Research is a cyclical process, which means it can never be completed. No matter how little the contribution in the present study, it is important. Others could engage from a different perspective.

This study was based on the evaluation of the selection, presentation and practice of the reading skills in I.I.E 6^e. Interesting studies could be done with other language skills such as: Speaking, writing, listening and even the sub-skills: grammar and vocabulary.

Research could also be carried out on the selection, presentation and practice of lexical items in I.I.E 6^e. It would be interesting if a comparative study could be done on the contribution of the coursebook I.I.E 6e to the implementation of the new approach of language teaching: CBA (Competency-Based Approach). Besides the present study centered only around the Centre Region and on two schools. Another endeavour could take other schools in the same region or other regions since the book is used nation-wide.

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APPENDICES

APPENDIX I a : QUESTIONNAIRE POUR ELEVES

Ce questionnaire fait partie d'une recherche entrepris sur l'évaluation du livre d'Anglais Interactions in English 6^e. Les réponses obtenues de ces questions vont contribuer au jugement valide sur la compétence de ce livre. Votre coopération et honnêteté dans vos réponses seront très appréciées.

Nom de l'établissement:

Sexe: Masculin Féminin

Class:

Age:

QUESTIONS

Instruction: coche comme ceci dans la case qui correspond à ta réponse

1- Aimes- tu l'Anglais?

oui Non

Pourquoi?

2- Aimes- tu leçons de English Language?

oui Non -si NON pourquoi ? pas interessant

difficile pas nécessaire

3- As -tu le livre interactions in English 6e?

oui Non Si non pourquoi ? a)

manque d'argent b) n'y'a pas le livres dans les librairies c) pas nécessaire

4- Range de 1-11 par ordre de préférence les sujets qui sont intéressants pour toi

Culture Sport

Nature

santé

Education

Sciences and technologies

amour

Religion

Histoire

Musique

vie sociale

5- coche dans la liste des titres des textes et des poèmes de ton livre ceux que tu aimes et trouves très intéressant, intéressant ou pas intéressant.

Titre des textes et poèmes	Très intéressant	Intéressant	Pas intéressant
Information on school identity card			
A circle of friends			
Our classroom			
School rules			
Amina's diary			
Grand ma is ill			
Our clothes			
A good bargain			
A visit to the hospital			
Information about first aid			
Where is Abiya?			
April rain song			
Nationalities			
Tomorrow we will celebrate			
Long live the media			
Kumba District Hospital			
News report			

6- les titres des textes sont difficiles:

Je suis d'accord c'est vrai c'est faux je refuse

7- les textes et les exemples du livre correspondent à notre vie quotidienne, notre culture et à notre environnement:

Toujours parfois rarement jamais

Cite 3 exemples :

8- les titres des unités pour moi sont:

Très intéressants intéressants pas intéressants

9- comment trouves-tu la longueur des textes?

Trop long long convenable court

10- est ce que les images et les photos dans ton livre d'anglais te permettent de comprendre les textes ?

Oui toutes quelques aucune

12- Les exercices et les activités de lecture dans notre livre d'anglais sont intéressants:

Je suis d'accord c'est vrai c'est faux je refuse

13- combien de fois par semaine votre professeur enseigne la lecture (reading comprehension) ?

Une fois deux fois trois fois plus de trois fois jamais

14- Votre professeur accepte que vous lisiez à haute voix pendant le cours d'anglais?

oui Non

15- Est ce que le professeur vous conseille et vous encourage à lire à la maison?

oui Non

16- Pendant le cours est ce que votre professeur lit le texte lui-même ou elle-même et vous explique et interprète? Yes No

17- Lesquelles de ces techniques votre professeur utilisent pendant le reading comprehension? (tu peux choisir plusieurs réponses)

- le professeur pose des questions

- le professeur fait le vocabulaire des mots difficiles du textes

- le professeur lit le texte pendant que les élèves écoutent

- le professeur demande souvent aux élèves de lire avant de lire lui/elle- même

- le professeur demande aux élèves de lire silencieusement (à voix basse)

- écrit les autres choses que ton professeur fait pendant le Reading comprehension :

18- Qui lit le texte en premier lieu pendant les leçons?

Le professeur seul un élève le prof et les élèves ensemble

19- Est ce que ton livre d'anglais contient des activités de lecture qui te permettent d'apprendre à lire en anglais à la maison? oui Non

20- quelles sont les difficultés que tu rencontres pendant la lecture des textes pendant le cours d'anglais?

Je n'ai pas le livre je ne comprends pas les textes ça ne m'intéresse pas je ne connais pas parler l'anglais autres raisons

21- vous lisez quel autre livre d'anglais à part Interactions in English?

APPENDIX I b: TEACHERS' QUESTIONNAIRE

This questionnaire is part of research being undertaken on an evaluation of Interactions in English 6^e. The result from these questions will contribute to a valid judgement on the suitability of the coursebook for the target learners. You have been specially chosen to participate in this study. Your cooperation and honesty in providing objective answers to the question will be highly appreciated.

PERSONAL INFORMATION

a) Name of school:

b) Class: Enrolment:

c) Gender: Male Female:

d) Academic qualification: GCE Advanced level DIPES I DIPES

II B.A MA others:

e) Teaching experience: a) 1-5years b) 6-10years c) 11-15years

d) 16and above

QUESTIONS

Instruction: tick **✓** the appropriate box that corresponds to your opinion

1-What proportion your class has the textbook Interactions in English?

a) The whole class b) 3 /4 c) 2 /4 d) 1 /4

2- To what extent would you consider the replacement of Stay Tuned by Interactions in English a good move?

Excellent very good fair below average

3- The content of IIE 6e meets the prescriptions of the existing syllabus

Strongly agree agree strongly disagree disagree

4- Number from 1-10 in order of preference the topics you think your learners would enjoy reading about

Culture Sports Nature Health
 Education Science and technology Love
 Religion History Music Social life

5- Which of the IIE 6e reading passages your students likely to find interesting?

Reading passage titles	very interesting	Interesting	Not interesting (boring)
Information on the school identity card			
A circle of friends			
Our classroom			
School rules			
Amina's diary			
Grand ma is ill			
Our clothes			
A good bargain			
A visit to the hospital			
Information about first aid			
Where is Abiya?			
April rain song			
Nationalities			
Tomorrow we will celebrate			
Long live the media			
Kumba District Hospital			
News report			

6- What do you think is the reason for the low interest of learners in some topics?

7- Are the reading passages of the right length for your learners?

Too long long appropriate short too short

8- The reading passages are culturally and socially appropriate

Strongly agree agree strongly disagree disagree

- Why?

9- Are the reading activities appropriate to the age and level of your students?

Excellent good adequate poor

10- The material, language focus and activities in general are appropriate for learners.

Strongly agree agree strongly disagree disagree

11- How would grade the relevance of the reading texts in IIE to the cultural and social contexts of learners?

Excellent very good good poor

12- Are the activities of the reading passages varied enough to develop the reading skills of learners?

Always sometimes rarely never

13- The pictures in IIE 6e facilitate comprehension of the reading passages:

Strongly agree agree strongly disagree disagree

14- The coursebook IIE 6e suitable for use in a self-study mode

Yes

No

Justify your answer

15- How would you rate students' mastery of vocabulary in the reading passages in

IIE 6e:

Excellent

good

adequate

poor

16- How would you grade your students' mastery of grammatical items in IIE 6e?

Very satisfactory

satisfactory

quite satisfactory

too poor

17- The reading passages in the units and the listening, writing, speaking activities are presented in an integrated way

Strongly agree

agree

strongly disagree

disagree

18- The units in the textbook provide sufficient coverage of all the skills

Strongly agree

agree

strongly disagree

disagree

19- The textbook contains a good structure presentation and a good structure practice

Strongly agree

agree

strongly disagree

disagree

20- Is the presentation of the reading activities in IIE 6e suitable for classroom practice?

yes

No

21- How many times a week do you teach reading comprehension?

Once

twice

always

never

22- Which techniques do you use in teaching reading comprehension?

Ask questions from the text

Introduce new vocabulary from the passage

General discussion about the text

Short story related to the text

Use illustrations to introduce the text

Reading of the text aloud while students listen

23- Teacher's book provide sufficient guidance and appropriate methodology for teaching reading skills

Strongly agree

agree

strongly disagree

disagree

24- What are the difficulties you face during reading comprehension lesson?

25- State any weakness in the textbook Interactions in English 6e

Thank you

APPENDIX II: SEMI-STRUCTURED INTERVIEW FOR

TEACHERS

- 1- Do you think the course book Interactions in English 6ème has sufficient reading materials?
- 2- Apart from the textbook do you bring into the classroom any other reading materials for your students?
- 3- What material do you advise your students to read outside the classroom to develop their reading skills?
- 4- Do the students' book and workbook provide enough activities for practicing reading?

APPENDIX III: OBSERVATION CHECKLIST

School:

Class:

Time:

Teacher:

Stages	Activities	Occurrences
Pre-reading	- Questioning on prior knowledge	
	- Use of pictures, graphs, maps	2
	- Brainstorming	4
	- General discussion	4
While-reading	- Making predictions from the title	4
	- Reading aloud	2
	- Vocabulary (difficult word)	3
	- Monitoring for comprehension	4
	- Skimming	0
	- Scanning	1
Post-reading	- Match illustrations to pictures	1
	- Put the illustrations in correct order	4
	- Write a summary	0
	- Answering questions	4
	- Vocabulary exercises	4
	- Group work/pair work	4
	- role-play	4

APPENDIX IV: COURSE BOOK EVALUATION

CHECKLIST (adapted from Cunningsworth, Sheldon, Grant and Williams)

Section I- Language content

- How is the content organized? (Units, modules)
- Do the topics provide the students with the vocabulary required to interact in the situations occurring most frequently in daily life?
- Do the reading activities in I.I.E 6^{ème} deal with current issues?
- Has the language has been presented and organized into teachable units or lessons?
- Are the aspects of grammar presented logically and in an increasing order of difficulty?
- Are the new vocabulary words presented in a variety of ways?
- Do instructions in the course book tell students to read for comprehension?
- Are students given techniques for activation of their reading skills?
- Are the illustrations simple and close enough to add meaning rather than distracting?
- Are the pictures of high aesthetic quality?
- Are the reading passages interesting enough for students to enjoy reading?
- Are the outcomes explicitly laid out in the introduction of each unit?
- Are the instructions in relation to the reading activities clearly stated?
- Do reading passages reflect students' cultures?
- Are students encouraged to take some degree of responsibility for their learning?
- Are there activities for communicative interaction and the development of communicative strategies?

Section II- Availability and suitability

- Is it easy to obtain copies of the students' book and workbook?
- Are the objective spelt out and respected?
- Do reading activities in I.I.E 6^{ème} reflect the learners' needs?

- Are the reading passages in I.I.E 6^{ème} appealing enough to students' age range and development?
- Do reading activities in I.I.E 6^{ème} meet the communication needs of the learners?
- Do reading passages reflect students' daily life experiences?
- Are the features of reading in I.I.E 6^{ème} reflections of the new syllabus for this level?

Section III- Appropriacy

- Is the material substantial enough or interesting enough to hold the attention of students?
- Is the course book appropriate for the 6^{ème} students' level?
- Are the examples and explanations understandable?
- Does the course book use authentic reading materials at an appropriate level?
- Is the material suitable for use in a self-study mode?

Section IV- Accessibility and variety

- Are there varieties of reading activities?
- Is the material suitable for different learning styles and is it sufficiently transparent to motivate both teachers and students alike?
- Are the learners encouraged to use language creatively?

These criteria were rated numerically on a scale from 0 to 2.

1 = Satisfactory

2 = Good

0 = Poor

This checklist was adapted from Cunningsworth , Sheldon,
Grant and Williams

APPENDIX V: SYLLABUS OUTLINE FOR SIXIÈME **(6^{ème}) ON READING**

→ Learning outcomes

By the end of the first cycle, the learner (Francophone) should be able to do a certain number of tasks in different life-situations in the Target Language (T.L) (English) by using the language resources acquired effectively.

→ Reading

The learner can:

- Read simple text and answer questions.
- Read short stories (narrative, informative or descriptive) on familiar topics such as school life, family life etc and narrate/tell others what the story is all about.
- Read and identify main ideas in simple texts.
- Read basic slogans (on health, cleanliness, pedagogic days, etc.)
- Read simple story books or comic books.
- Read words from the dictionary correctly (based on the sounds learned so far).