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Research Paper

A Critical Study of Crescent English Course One for Seventh Grade in Yemen

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Abstract

This study aimed at criticizing the 7th grade English textbook Crescent in Yemeni schools by highlighting the areas of its strengths and those of weaknesses. It also aimed at suggesting some modifications that can help curriculum designers to improve it. It was analytic descriptive study The textbook was analyzed by using evaluation sheet. The findings of the study revealed many points of strengths. For example, the content is multi-syllabi, mostly focusing on the structural and notional-functional syllabi; the texts highly address one new concept at a time; the manual suggests a clear, concise sample of teaching for each lesson; and the content is highly linked with the objectives/goals. On the contrary, it revealed many points of weaknesses, like the content does not include clear pronunciation exercises; the topics of the textbook are not challenging; the cassette is not designed in a modern fashion; some lessons are mixed in Pupil's Book; and the organization and grading are not much satisfactory. The important recommendations were recommended as that the materials should be integrated into one course. The materials should also be either revised, developed, updated from time to time, or replaced by a new course.

Rational of the study

English Language Teaching is very important globally since English as a foreign language in Yemen is essential and important in all fields. The spread of English as a Foreign Language (EFL) is more widespread than ever before since they provide EFL learners with an updated and comprehensive ready-courses made according to their needs, and in the same way, they provide EFL teachers with guidelines concerning syllabus, objectives, content, teaching methodologies and the best ways for evaluation. It is important to note that this textbook was published by Oxford University Press and its use is still compulsory to all Yemeni schools. According to Hassen (2010, p. 15) the critical study of Crescent English Course for Yemen has to do with judging writings to identify the positive and negative points. The necessity to study the textbook critically was imposed by the fact that it was used for a long time. According to Immanuel (2010:5, "Textbooks are key component in most language programs". As a result, it should be studied and criticized in order to be improved. The criticisms of the textbook.one would yield insights as to its relevance and relatability to students' needs, and suitability, whether it actually did what it was claimed to be doing.

In general, English textbooks should be updated and contain the behavioral objectives and goals of a course elicited from the needs of students, teachers, graduates and many others in order to suit students' and society's needs.

Statement of the Problem

It was felt by the researchers that English courses most probably have a lot of problems and weaknesses that stand against student's skills to use the English language communicatively. Therefore, the Crescent English Course in Yemen should be studied critically to find the areas of strengths in order to be consolidated by the decision makers and to find the areas of weaknesses in order to get the textbook manipulated by the decision makers too. As a result, this study intends to explore and highlight the course's strengths and weaknesses in, as checked by the researchers.

Objectives of the Study

This study aims at

1. Highlighting the areas of strengths and those of weaknesses of the seventh grade English language textbook in Yemeni schools with reference to Pupils' book, Workbook, Teacher's guide and listening cassette.
2. Suggesting the possible improvements for overcoming the points of weaknesses of the seventh grade English language textbook in Yemeni schools.

Questions of the Study

This study tries to answer the following questions:

1. What are the areas of strengths and those of weaknesses of the seventh grade Crescent English textbook in Yemeni schools?
2. What are the suggested improvements that help curriculum designers to improve the English Textbook one as a foreign language in Yemeni schools?

Significance of the Study

The present study is significant in the sense that it tries to find out some improvements for the Crescent English textbook in Yemeni schools. Also, it will provide the Ministry of Education guidelines with the points of strengths and those of weaknesses to reappraisal The Crescent English Course one for Yemen. It will help the teachers to recover and solve the points of weaknesses as well. In addition, it helps the authorities in Inspectorate Section in the Ministry of Education, as well as Curriculum Development Project to improve and develop the educational objectives, textbooks, teaching methods, and evaluation of the English course in Yemen

Limitations of the Study

This study is limited to the following points:

- 7th grade Crescent English language textbook taught in Yemeni schools. (Pupil's book, Workbook, Teacher's guide and listening cassette).
- The first semester of the 2018 – 2019.

Terms Definitions:

Critical Study: *"has to do with judging writings or works of art for unfavorable judgment about anything. In this study, it implies knowing the positive and negative points in Crescent English Course for Yemen."* (Hassen, 2010, p. 2).

It can be defined by the researchers as the subjective writing which seeks to find out the areas of strengths and weaknesses of the crescent English Language textbook one and sheds light on whether it was presented clearly, accurately, and with order and coherence, in order to increase the students', teachers' and reader's understanding of it.

Crescent English Textbook one. According to Hassen, (2010, p. 15), it is inferred as the Crescent English Course for specific grade prepared by two British authors and published by Oxford University Press specifically for Arab World, and prescribed by Ministry of Education, Yemen. It can be defined by the researchers as the first textbook of the crescent English Language series currently taught in

Yemen for the seventh Grade, consisted of Student's Book, Work Book, Teacher's Book, and Cassettes, and published by Oxford University Press, in 1977.

Literature Review and Previous Studies

Features of Good Textbooks

On one hand, there are many writers who wrote the good features of any textbook. According to Tomlinson (2001, p. 67), the course book gives learners a sense of system, cohesion and progress and it helps teachers prepare and learners revise. McGrath (2002) asserts that textbooks can set the direction, content and they can propose ways in which the lesson is to be taught. Textbook evaluation, according to Cunningsworth (1995) and Ellis (1997), would involve the careful selection of materials examining whether they reflect the needs of the learners, the aims, methods and values of a specific teaching program (cited in Anjaneyulu, 2014, p. 183). As Littlejohn (1998) observes, textbook evaluation serves the purpose of examining whether the methodology and content of the materials are appropriate for a particular language teaching context. The evaluation would test out the claims materials make for themselves: whether they truly develop autonomy, whether they truly involve problem solving and if they indeed are learner centered. According to Cunningsworth (1995) and Ellis (1997), textbook evaluation helps the teachers move beyond impressionistic assessments and it further facilitates them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook materials (cited in Anjaneyulu, 2014, p. 183).

On the other hand, there are many writers who wrote the dangers or the bad effects of any textbook that is not based on students' needs, was not related or updated. Graves (2000) listed some of the dangers of textbook use. They are the irrelevance or inappropriateness of content with the students, exclusion of important items, imbalanced variety of task-types, non-motivating or outdated activities and unrealistic proposed timetables.

Types of Textbook Evaluation

According to McGrath (2002, p. 22) “*analysis is a process which leads to an objective, verifiable description whereas evaluation involves the making of judgments*”. Anjaneyulu, (2014, p. 183) stated that evaluation of teaching courses can be divided into three types according to the literature in the field of English Language Teaching. The first one is the Pre-use or predictive evaluation, by (Ellis, 1997; McGrath, 2002), which involves making decisions about the potential value of materials for their users. The second one is in-use or whilst-use evaluation, by (McGrath, 2002), which involves measuring the value of materials while using them or observing them as being used, the third one is post use evaluation which measures the actual effect of the materials on the users (McGrath, 2002, cited in Anjaneyulu, 2014, p. 183).

McDonough and Shaw (2003) provide a two-level model for the comprehensive evaluation of textbooks. The first level is a brief external evaluation. It involves a brief external evaluation which includes criteria concerning the organizational foundation of the textbook, as stated explicitly by the author/publisher through the cover, introduction and table of contents statements. The second level is an in-depth internal investigation. It involves an in-depth internal investigation of the textbook, to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program.” (cited in Anjaneyulu, 2014, p. 184)

English language Textbook for Yemen (Crescent one)

The CECY Crescent was published in 1977 and consists of Pupils book, Workbook, cassettes, and Teacher’s book as well. The Crescent English Course has been published by Oxford University Press by the British authors Terry O’Neill and Peter Snow. The Yemeni schools has been teaching it since 1990s until today. Al-Naqeeb (2012, p. 11-12) asserts that the choice of Crescent English Course, “*is specially prepared for Arab students and considered to be communicative-oriented one*”. In contrast to the previous courses, this series of courses involves tape-scripts of native speakers of English. It could be noticed that the book was divided into eight units, each unit consists of fifteen lessons, called steps. The contents are listed at the beginning of the book but some of the them are not mentioned. The textbook includes unit language summaries, unit lists of the new vocabulary, the scripts of the cassette sections where these are not in the pupils’ materials, and so on. The textbooks of the Crescent Course Series for English language teaching are complemented with six parts of the Teachers’ Books. The Teachers’ Books do not focus only on providing the teachers with the teaching methods, techniques, and procedures for the language skills. They also contain other aspects such as, the course content, an overview of the grammatical areas, advice to teachers in terms of (the classrooms, pair and group work, mixed abilities, the use of Arabic, lesson planning, classroom language as well as the assessment procedure) and the aims of English language teaching. For that reason, this document is very crucial for answering the research question. (Ibrahim, 2016, 18).

Criteria of Good Textbooks

For evaluating textbooks, selected criteria of good textbooks need to be distinguished and understood. These criteria help the evaluator to criticize a textbook accurately. The criterion is an agreed upon norm or standard which contains systematic principles that should be followed when criticizing or judging a curriculum.

Littlejohn in Tomlinson (2011, 179) offered two major criteria for examining a textbook. They include publication and design aspect. The first one examines the physical aspect of textbook, its actual form, arrangement in units and sections, the coherence or continuity, the predetermined order

of materials, support of access given to the materials availability of answer keys, the availability of recordings and videos, and so on. The second one examines the design which covers some aspects related to the aims of materials, the selection and sequence of tasks and activities, the focus of content, the nature of the teaching and learning process and aspects related to what the learners need to do and to what learners' capacity to draw on different realms of knowledge.

Riddell (2003: 100) proposed five criteria of good textbooks. they are that the textbooks should be written by experienced teachers, should be appropriate to the students' level, should be visually appealing and well laid out, should contain thought provoking issue to challenge the students, and should have varied and balanced language works, skill work ,pronunciation, and so on. For evaluating textbooks, selected criteria of good textbooks need to be distinguished and understood since it helps the evaluator to criticize a textbook accurately.

Previous Study on textbook evaluation

Cahyono (2019) made a content analysis in that is descriptive qualitative. The research results showed that (1) the textbook gives emphasis on language functions in its exercises and covers certain language functions in every unit. (2) The textbook presents grammar focus through contextual activities which helps students to improve their grammatical accuracy in meaningful ways. The students are also required to have interaction with their partners in accomplishing the collaborative works. It shows CLT characteristics (learner-centered, interactive way of teaching, autonomous learner, and group work).

Damayanti (2018) made an evaluation of English textbook for grade X of senior high school to evaluate the English textbook that published by Kemendikbud 2014 whether it has fulfilled the criteria of good textbook as proposed by Permendikbud Number 08, 2016 or not. The descriptive quantitative method was applied in analyzing the data. The instrument of the research was an observation checklist based on the criteria of English Textbook from Permendikbud Number 8, 2016. There were four aspects that were applied in analyzing the textbook; material, linguistic, material presentation, and graph. The result showed that English textbook Grade X published by Kemendikbud 2014 is in the good category. It means this textbook has fulfilled the criteria proposed by Kemendikbud.

The study of Shuker, Abbas and Obaid (2018) was intended to analyze English Textbook " English for Iraq (student's book)" for 1st intermediate stage published by Garnet press. The textbook analysis in this study considered: language skills, topics, organization, language appropriacy, and cultural aspect. The analyst using quality standard as analytical tool. The design of this study is qualitative. The method of this study is content analysis. The collection of data was done through analysis rating

scale. The results were 53.3 for 1st standard, 22.2 for 2nd standard, 15.4 for 3rd standard, 4.42 for 4th standard, 2.35 for 5th standard and 2.06 for 6th standard.

Mayangsari, Nurkamto, and Supriyadi (2018) made a study on cultural content: an analysis of EFL textbook in Indonesia. This study aims to investigate how culture was employed in English textbooks, which is used for 8th grade students in Indonesia. The study explored the cultural dimensions in the textbook. It was descriptive qualitative research. It suggested that the Ministry of Education and Culture should encourage the publishing of textbooks representing balance the cultural including source culture (Indonesian culture), target culture (native speakers' countries) and international culture to support students' intercultural competence to meet the students' need in this era.

Ghasemi and Pasand (2018) study aimed at examining the newly developed ELT textbooks used in Iranian junior high schools in terms of the representation of cultural points in them and also the extent to which the textbooks can develop intercultural competence in the learners. The sample was the three textbooks including English Prospect 1, 2, and 3. Content analysis of the lessons was done adapting a framework used by Hillard (2014). Results of the analyses revealed that the range of cultural topics represented in the series is rather narrow.

Rahmawati (2018) made a content analysis of the English textbook entitled primary English as a second language textbook is one of the media used in English language learning. It aimed to determine the suitability of materials in the textbook with the criteria of a good English textbook proposed by experts that includes five criteria: aim and objective, facilitate teaching learning process, activity/exercises, and vocabulary. The result of the study shows that objectives of the lessons in textbook meet the criteria of a good English textbook. However, the exercises do not match with the criteria of a good English textbook because pair/group work are not incorporated. The vocabulary aspect also does not meet the criteria of a good English textbook because the new vocabulary are not presented in the subsequent materials.

Kausar¹, Mushtaq, and Badshah (2016) conducted a research paper on the evaluation of English language textbook taught at intermediate level titled "Intermediate English Book-1 (Short Stories)", both from the perspective of teachers and learners in Pakistan. A questionnaire adapted from the checklist by Litz (2005) was used to collect data from 100 students and 10 teachers. The English textbook was evaluated from 6 different perspectives i.e. outline and planning, exercises, language skills, type of language, topic and theme, overall view. The results revealed that the English textbook does not cater to needs of Intermediate level students. It has many shortfalls in its organization, outline and planning, subject matter as well as exercises

Lathif (2015) evaluated English Textbooks for the eighth Graders of Junior High School to examine the appropriateness of textbooks based on the criteria synthesized from ones proposed by Pusat Perbukuan and some ELT experts and to discover whether textbooks used by English have fulfilled the criteria of good textbooks. The data were gathered by evaluating textbooks using the checklist containing the criteria of textbook evaluation. The results showed that "Let's Talk" for grade 4 have fulfilled the criteria of a good textbook by achieving relevance of the materials to the curriculum, material accuracy, supporting learning materials, language appropriateness, presentation technique, teaching and learning technique and presentation coverage. On the other hand, "English on Sky 2 for Junior High School Students Grade 8" have fulfilled the criteria of a fair textbook by achieving the average fulfillment for relevance of the materials to the curriculum, accuracy, supporting learning materials, language appropriateness, presentation technique, teaching and learning technique and presentation coverage.

Anjaneyulu (2014) made a critical analysis of the English language textbooks in Andhra Pradesh, India to point out the shortcomings which have been hindering students from mastering the English language. The main data collection instrument was the questionnaire for class 6th of state. The student's questionnaire was arranged on multi-option questions pattern and open-ended questions. The main findings are that the overall organization of the textbook and the themes included were satisfactory; the authors' intention to use real-like situations and explore all four language skills in an integrated way was apparent and elements of differentiation of instruction were also found in the textbook. However, many problematic areas were detected as to the practicality of the book, its contents, use of authentic language, integration of the four skills, the nature of the tasks, autonomy of learning and assessment practices.

Aftab (2011) conducted a multidimensional study in which she conducted a thorough evaluation of Pakistani English textbooks and curriculum. She found that English textbooks being taught at different levels are inadequate as per requirements of Pakistani English Language Learners. She pointed out that textbooks do not fulfill the objectives being proposed in the NCEL.

Keban (2010) analyzed a content on English for kids grade 3, a textbook used in elementary schools in Malang to know how much 'English meets the criteria of good EFL textbook. The research design is a descriptive-evaluative. The procedure of analyzing the data starts by analyzing the data based on EFL evaluation criteria, then finding out how much each item of the checklist meets the criteria of good EFL textbook and concluding the result of the analysis in the form of percentage. The results of the textbook often met the criteria of a good EFL textbook that is categorized as adequately relevant to good EFL textbook criteria.

Hasser (2009) conducted a study entitled "A critical Study on Crescent English Course for Secondary Stages in Yemen". He stated that the CECY for secondary stage contains a lot of shortcomings, such as the objectives of the courses do not take into consideration the social requirements; the aims of the courses cannot meet the learner's communicative needs of the English Language; the instructional goals in CECY for each unit aren't clear; the Yemeni culture and Islamic values are not infused; the content of CECY isn't starting from simple to difficult and it isn't tested before being circulated; the content of CECY isn't suitable and enough to the number of periods; the content doesn't motivate students to study higher education; it doesn't take into account the student's needs; the CECY doesn't emphasize the teaching of pronunciation and offer suitable aids for this task, doesn't emphasize speaking and listening skills which are the need of learners and Cassettes aren't available in secondary schools; English textbooks in secondary don't contain questions at the end of each unit; the matter of the textbook doesn't encourage students for self-learning; and the size and shape of textbooks aren't suitable and attractive.

Sahu (2008) points out the following problems with the CECFY: The books have many shortcomings for most Yemeni learners of English. They are not properly graded for teaching vocabulary and structures; do not take into knowledge the entry behavior (EB) or the 'schema' (background knowledge) of the learners for whom they are intended. There are not enough communicative activities to encourage the learners to take part in language games involving productive and receptive language skills. This is sure to hinder their ability to make profitable use of the teaching materials and to achieve an effective transfer of language skills. (cited in Al-Ahdal, 2010, pp. 144-145)

Al-Amri (2007) made a study to evaluate the content of the EFL textbook for the eleventh grade school students in the Republic of Yemen, including internal and some external aspects relating to it. In the form of a checklist, the researcher tried to investigate eight parts about the textbook regarding the following areas: fulfilling the general goals of TEFL in secondary stage, the academic content, vocabulary and grammar, exercises and activities, illustrations, the cultural content, attractiveness of the text and physical make-up, and accompanying Aids. He employed both quantitative and qualitative techniques. In its final draft, the checklist contained 78 items that characterized the features of the textbook under revision. The research findings brought to light important details about good textbook characteristics and displayed the points of strengths, weaknesses and propositions to modify the textbook in the future. Generally, the research findings were marginally in favor of the Yemeni eleventh grade EFL textbook.

Al-Buainain (1988) made a short critique of the "Crescent English Course", Pupils Book 2 taught in Qatar. It falls into two parts. The first is information about the course; its aims, organization and some

of its general characteristics. The second part deals with some positive and negative aspects of the book, with examples.

Williams (1983) suggested criteria of checklist which consisted of seven areas of the textbook: general, speech, grammar, vocabulary, reading, writing and technical, and each one of the areas consists of 4 items. The rating was based on a 5-point scale carrying 4 to 0 points.

McGrath (2002) states that checklists are considered to be the most effective way of gathering comparable data systematically. Checklists need to be constructed according to learners' needs and the teaching context. Ready-made checklists should be modified and adapted to suit the specific crescent textbook one and to the purposes of their use

Daoud and Celce-Murcia (1979) suggested a checklist of 47 items to measure the appropriateness of both the English Language textbooks and the teacher's manual on the following rating scale, Excellent (4) Good (3) Adequate (2) Weak (1) Totally lacking (0). This objective and helpful checklist in selecting the English language textbooks contains 25 questions in its first section dealing with these five aspects: subject matter, vocabulary and structures, exercises, illustrations, and physical make-up.

To conclude, it is crucial to note that although there is extended amount of literature on criticizing ELT materials, there is not a sole method for evaluating EFL textbooks. The criticisms of the textbook one should include the Crescent textbook one's design, objectives, method of teaching, table of contents, distribution of units, lessons, selection of topics, grading of topics, number of words used, vocabulary, structures, exercises, illustrations, the treatment of skills (listening, speaking, reading, and writing), and the ways of assessment practices provided through the book.

Checklists will be selected as the main instrument of the study because it offered the most economical, valid and reliable means of reaching a decision concerning the relative suitability of the crescent textbook under usage.

Methodology of the Study

This study is a descriptive analytic, which is based on using an evaluation sheet to analyze the content of the English language textbook of seventh grade in Yemeni schools. Kirana (2010:26) says that descriptive research is designed to get information concerning the current status of problem.

Evaluation Criteria

Since the study would evaluate the content of the seventh grade English textbook, the researchers reviewed a number of the evaluation studies mentioned in the previous literature for the purpose of designing the evaluation sheet of the current study. As result, the evaluation sheet comprising thirteen categories for investigating textbooks was prepared as follows: general points of the content, language

skills, listening skill, speaking skill, reading skill, writing skill, vocabulary, grammar, Pupil's Book, Workbook exercises, listening cassette, Teacher's manual, and design and organization as shown in Table 1 below.

Table 1: A number of items are included within each category.

No	Category	Number of items
1	General points of the content	26
2	Language skills	3
3	Listening skill	6
4	Speaking skill	6
5	Reading skill	7
6	Writing skill	6
7	Vocabulary	9
8	Grammar	7
9	Pupil's Book	13
10	Workbook exercises	11
11	Listening cassette	4
12	Teacher's manual	13
13	Design and organization	7
Total		119

Data Collection Tools:

For the purpose of the study, an evaluation sheet was developed. It was validated by 3 experts in English departments, education faculties, in Sana'a and Arhab. Their comments, notes and modifications were taken into consideration. This tool was used for analyzing the Crescent English course one in Yemeni schools to find out the points of the strengths and weaknesses. Five options were used in the process of evaluating the textbook (Excellent, Good, Fair, Weak, and Poor). All the three researchers did the analysis of the textbook separately. The table below shows the average of the availability of the items in the English language textbook (Crescent 1).

Table 2: Average of the availability of the items in the English textbook (Crescent 1).

Availability	Poor	Weak	Fair	Good	Excellent
Average	0 - 20 %	21 – 40 %	41 – 60 %	61 – 80 %	80 – 100 %

Data Analysis and Results Discussion

The results of the textbook analysis were as follows:

A. General points of the content:

The highest average was laid in two items, a) the number of lessons within each unit are balanced, because each unit has 15 lessons, except the last one which contains 10 lessons only, and b) the period numbers in the year are suitable, since the school year days usually ranges between 140 and 150 functional days, in which English is taught every day since there are 5 periods a week, and the eight units contain 115 lessons (very few lessons are used for revision). Thus, there is enough time to be taught and revised in the year.

On the other hand, the lowest average was laid in items 2, 13, 15 and 19 since the textbook does not include appendices that provide extra material for demonstrating the units, the content is not a situational syllabus or task-based syllabus. Moreover, the content does not include pronunciation exercises.

Table 3: Average of the availability of general items of the content in the English textbook (Crescent 1)

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	The number of lessons within each unit are balanced.					√
2.	The textbooks include appendices that provide extra material for demonstrating the units	√				
3.	The subject matter is presented topically in a logical, organized manner.			√		
4.	The subject matter is presented functionally in a logical, organized manner.				√	
5.	The content helps the learners to know about target language culture.		√			

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
6.	The content helps the learners to know about the Yemeni culture.			√		
7.	The content contains real life issues.			√		
8.	The content is interesting.			√		
9.	The content is suitable to numbers of periods in the year.					√
10.	The skills in the content are comprehensive				√	
11.	The basic knowledge in the content is comprehensive.				√	
12.	The content is a structural syllabus.				√	
13.	The content is a situational syllabus.	√				
14.	The content is a notional-functional syllabus.			√		
15.	The content is a task-based syllabus.	√				
16.	The content is multi-syllabi.				√	
17.	The book is efficiently graded from easy to difficult.				√	
18.	The content suits the individual differences of students.				√	
19.	The content includes pronunciation exercises.	√				
20.	The content matches the students' needs.			√		
21.	The content is suitable for the age of students.			√		
22.	The topics of the textbook are challenging.		√			
23.	The topics of the textbook motivate students to use the language.		√			
24.	The texts are various.				√	
25.	The content is related to demographical environment.	√				
26.	The content is related to geographical environment.	√				
Total average				√		

According to the result of the category (General points of the content) above, the total average of the items is fair.

B. Language Skills:

It is clear from the table below that the average of the availability of the items 1 and 3 is *good*, and item 2 as *fair* in the Crescent English textbook one. The content includes many lessons (grammar, vocabulary, listening, speaking, reading and writing), but less focus is given to pronunciation. According to both Pupil's book and Workbook, the reading and writing skills are approximately balanced and have more exercises than other skills, namely speaking and listening skills. The speaking skill and listening skill are not balanced. The speaking skill has more exercises than listening skill. They are ordered as reading, writing, speaking and listening respectively. Similarly, according to Teacher's Book, they are not balanced but the number of exercises for each skill are different from what was found in Pupil's book and Workbook together. Many lessons include more than one integrated skill as listening and reading or reading and writing. Many lessons include more than one integrated skill as listening and reading or reading and writing. However, in some other lessons they are taught separately.

Table 4: Average of the availability of language skills in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	The content is designed to include grammar, vocabulary, listening, speaking, pronunciation, writing and reading skills.				√	
2.	All language skills (Listening, Speaking, Reading and Writing) are balanced.			√		
3.	All language skills (Listening, Speaking, Reading and Writing) are integrated.				√	
Total average					√	

According to the result of the category (Language skills) above the total average of the items is good.

C. Listening Skill:

Listening skill exercises are suitable to the learners of 7th Grade level. Most of the exercises are easy and simple. In addition, there are about two cassette sections (CS) out of 45 cassette sections either meaningless or long. Regarding the selection of listening exercises, many of them are authentic. They

are the least exercises compared with other skills, so they should be increased to be in the same level of other skills, like writing so listening exercises are not sufficient and not always graded from simple to difficult. Many listening exercises are short and simple so they are suitable for the 7th grade.

Table 5: Average of the availability of listening skills in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	Listening skill exercises are suitable to the learners of 7th Grade level.				√	
2.	The selection of listening exercises is authentic.				√	
3.	Listening skill exercises are sufficient.			√		
4.	Listening is suitable for the age of students.					√
5.	Listening exercises are graded from simple to difficult.			√		
6.	Listening exercises are graded from known to unknown.				√	
Total average					√	

According to the result of the category (Listening skill) above the total average of the items is good.

D. Speaking Skill

Speaking skill exercises are suitable for the age of students and their level. They are highly sufficient, authentic and many known exercises are presented before unknown ones. However, some exercises are not graded from easy to difficult.

Table 6: Average of the availability of speaking skill in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	Speaking skill exercises are suitable to the learners of Grade 7th level.				√	
2.	Speaking exercises are authentic.				√	

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
3.	Speaking skill exercises are sufficient.				√	
4.	Speaking is suitable for the age of students.				√	
5.	Speaking exercises are graded from simple to difficult.		√	√		
6.	Speaking exercises are graded from known to unknown.				√	
Total average					√	

According to the result of the category (Speaking skill) above the total average of the items is good.

E. Reading Skill

It's clear that all reading texts are suitable for grade 7 and their level, because they are easy, clear, short and graded from known to unknown. Some reading exercises are not always graded from simple to difficult. However, the teachers are not given techniques for activating students' background knowledge (schema) before reading a text.

Table 7: Average of the availability of reading skill in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	The teachers are given techniques for activating students' background knowledge (schema) before reading a text	√				
2.	Reading skill exercises are suitable to the learners of 7th Grade level.					√
3.	Reading exercise are authentic.					√
4.	Reading skill exercises are sufficient.					√
5.	Reading is suitable for the age of students.					√
6.	Reading exercises are graded from simple to difficult.			√	√	
7.	Reading exercises are graded from known to unknown.					√

No. Evaluation Sheet items	Average range				
	Poor	Weak	Fair	Good	Excellent
Total average					√

According to the result of the category (Listening skill) above the total average of the items is good.

F. Writing Skill

The highest average was laid in the items 3, because there are a lot of exercises. They include writing words, sentences, short paragraph and so on. For items 1, writing skill exercises are suitable to the learners of 7th Grade level as they are simple and have a few vocabularies. In the case of item 4, many writing exercises are suitable for the age of students. Regarding the item 6, writing exercises are highly graded from known to unknown. For example, some exercises about numbers, colors. Similarly, writing exercises about family come before writing exercises about friends, and so on.

On the other hand, the fair average was laid in items 2 and 5. For the item 2, the selections of writing exercise are medially authentic, since learners were involved to use the new grammatical point. Although it is not communicative in nature, they did not have a real purpose and as suggested by Ellis (2010) the data for consciousness raising tasks should be authentic, mostly oral and should involve learners in meaningful conversation using grammar as the medium and not the goal. However, Learners were asked to write isolated sentences and this usually involved using associated vocabulary and grammatical structures. In case of item 5, some of writing exercises are not graded from simple to difficult, as the crossword puzzle exercise

Table 8: Average of the availability of writing skill in the English textbook (Crescent 1).

No. Evaluation Sheet items	Average range				
	Poor	Weak	Fair	Good	Excellent
1. Writing skill exercises are suitable to the learners of 7th Grade level.				√	
2. Writing exercise are authentic.			√		
3. Writing skill exercises are sufficient.					√
4. Writing is suitable for the age of students.				√	

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
5.	Writing exercises are graded from simple to difficult.			√		
6.	Writing exercises are graded from known to unknown.				√	
Total average					√	

According to the result of the category (Writing skill) above the total average of the items is good which indicates the acceptability of these items.

G. Vocabulary

It is clear from the table below that the highest average was laid in the items 1, 4, 5 and 8 as excellent. For item 1, most vocabularies are appropriate and are not higher in level for the learners. Moreover, the number of new words are 397 ones in addition to letters and numbers. Regarding item 4, the number of new words in each lesson is appropriate to 7th Grade level as well. They are found in about 94 lessons out of 115 lessons (82%) in which seven new words or less are used in a lesson. Concerning item 5, the new words are adequate. There are about 397 words in addition to letters and numbers. For item 8, there is a review section of vocabulary list. They are revised in five units out of eight units as a revision at the end of each unit. Items 2, 6 and 7 are highly available so they are viewed as good. For item 2, the new words are highly clarified using colored pictures. However, some words are not put in contexts to illustrate their meaning. Concerning item 6, words are highly graded from simple to difficult, but in some lessons they are not since easy words in some lessons can come after a little bit difficult lessons. In the item 7, the words are highly graded from known to unknown. Concerning item 3, the new words are medially repeated in subsequent lessons to reinforce their meaning and use. However, some words are presented at the beginning of units, but rarely repeated again.

On the other hand, the lowest average was laid in items 9 since there is no a word glossary telling the reader in which page(s) he or she can find a specific word, i.e., the place of the page(s) and the number of times each word is reoccurred.

Table 9: Average of the availability of vocabulary in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range
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	Poor	Weak	Fair	Good	Excellent
1. The vocabulary items are appropriate to students' level in general.					√
2. The new words are clear.				√	
3. The new words are repeated in subsequent lessons to reinforce their meaning and use.			√		
4. The number of new words in each lesson is appropriate to 7th Grade level.					√
5. The new words are adequate.					√
6. The words are graded from simple to difficult.				√	
7. The words are graded from known to unknown.				√	
8. There is a review section of vocabulary list.					√
9. There is a word glossary telling the reader in which page(s) he or she can find a word and how many times it is reoccurred.			√		
Total average					√

According to the result of the category (Vocabulary) above the total average of the items is good which indicates the acceptability of these items.

H. Grammar

The highest average was laid in two items 1, 2, 3, 6, and 7 as excellent. For item 1, the Grammar items are appropriate to students' level mostly. Regarding item 2, the grammar items are explained within the lessons clearly and found at the end of six units as well. Concerning item 3, the grammar rules are suitable for the age of the students as they are simple, easy and short as well. For item 6, the grammar rules are graded from known to unknown. For example, the known present continuous tense is presented in some lessons before the unknown past simple tense. In the item 7, there are six language reviews found at the end of six units, except the second units. However, the first unit is about letters and numbers, so there are no grammatical rules within or at the end of this unit. However, the grammatical points and structures are not consolidated with enough exercises.

The lowest average was laid in items 4 and 5, but they were considered as good. For item 4, a large number of grammatical rules are ordered logically. For item 5, many grammar rules are highly graded from simple to difficult. They are presented in an increasing order of difficulty in many lessons.

Table 10: Average of the availability of grammar in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	The Grammar items are appropriate to students' level.					√
2.	The Grammar items are clear.					√
3.	The grammar rules are suitable for the age of the students.					√
4.	The grammar rules are presented in a logical manner.				√	
5.	The grammar rules are graded from simple to difficult.				√	
6.	The grammar rules are graded from known to unknown.					√
7.	There is a review section of grammar.					√
Total average						√

According to the result of the category (Grammar) above the total average of the items is excellent which indicates the full acceptability of these items.

I. Pupils' book

It is clear from the table below that the highest average was laid in the items 5 and 13 as excellent. For item 5, the texts make comprehension easier by addressing one new concept at a time instead of multiple new concepts, and for item 13, the texts are graded from known to unknown. For example, the use of the known present continuous tense comes before the past simple tense. The items 2, 3, 4, 7, 8, 11 and 12 are highly available so they are viewed as good. For item 2, there are many texts which include vocabulary the learners need to communicate in some situations. For item 3, most texts include clear vocabulary introduced with pictures. They are repeated in the following texts, and if they are not found in the lesson of vocabulary, they might have pictures inside texts or explanations. Concerning item 4, the texts are highly authentic as they are related to the real life of people. Regarding item 7, the texts are highly considered as meaningfully communicative. Many texts prepare and qualify the learners for communication. They focus on the functions and use of language. In item 8, the texts are highly interesting as many of them are related to real life purposes. In the case of item

11, many lessons can be taught by using either Grammar Translation Method, Direct Method, Audio-Lingual Method, or any other method. For item 12, the texts are highly graded from simple to difficult. In the case of item 10, the texts can medially promote critical thinking of the text.

On the other hand, the weak average was laid in items 1 and 6. In item 1, the titles of the table of contents are sometimes the same titles of the lessons. The availability differs from a lesson to another, but in the majority of lessons they are different. For example, the language functions were sometimes listed in the table of contents as part of the units were not labeled inside the units/lessons. Similarly, for item 6, some texts do not mention the title of the lesson clearly. The lowest average was laid in item 9, since there are no balanced exercises in individual response, pair work and group work. The texts focus more on individual responses, but pair works and group work are neglected, especially the group work. Hughes (2010) suggests through pair work and group work effective speaking skills could be promoted based on collaboration among language users.

Table 11: Average of the availability of Pupils' book in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	The titles of the table of contents are the same titles of the lessons.		√			
2.	There are interactive and task-based texts that require students to use new vocabulary to communicate.				√	
3.	The vocabulary of the texts is clear.				√	
4.	The texts are authentic.				√	
5.	The texts make comprehension easier by addressing one new concept at a time instead of multiple new concepts.					√
6.	The titles of the lessons are clearly defined making the text comprehension easier		√			
7.	The texts are meaningfully communicative.				√	
8.	The texts are interesting.				√	
9.	There are balanced exercises (individual response, pair work and group work) stated clearly.	√				

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
10.	The texts promote the critical thinking of the text.			√		
11.	The texts work well with methodologies in English Language Teaching.				√	
12.	The texts are graded from simple to difficult.				√	
13.	The texts are graded from known to unknown.					√
Total average					√	

According to the result of the category (Pupils' book) above the total average of the items is good which indicates the acceptability of these items.

A. Workbook Exercises

It is clear from the table below that the highest average was laid in the item 4 as excellent as most lessons make the comprehension easier by addressing one concept. Items 3, 9, 10 and 11 are highly available so they are viewed as good. For item 3, many exercises are authentic as they include many authentic texts and pictures used in our life. For item 9, the exercises can be taught using many types of methods as there are varied exercises. However, the natural methodology in English language teaching that follows a special way to start with listening, speaking, reading and writing do not work well as the skills are not ordered naturally. For item 10, many exercises are highly graded well from simple to difficult, but some of them are not. In the case of item 11, many exercises presented at the beginning are graded well from known to unknown that go from the exercises about letters and numbers to some unknown exercises.

In the case of items 2 and 6, they are considered fair. For item 2, the vocabulary of the exercises is medially clear. Vocabulary lessons include words related to specific action or topic. They can be understood easily by bright students. However, most of them lack excellent instructions and the first example of each exercise is not done for students as an example. For item 6, some exercises do not attract students. They are general and do not include group work. As a result, students do not enjoy the learning as it should be.

On the other hand, the weak average was laid in item 8. The exercises do not sometimes promote critical thinking of the text since some of them are about direct questions, read and write and complete the following. Only a few exercises promote critical thinking as in the exercises about a crossword

and finding the words from given letters. The lowest average was laid in items 1, 5, and 7. For item 1, there are rarely interactive exercises that require students to use new vocabulary to communicate. There are about 11 out of 115 that are interactive exercises. Concerning item 5, many exercises are not meaningfully communicative. Concerning item 7, the individual response, pair work and group work exercises are poorly balanced. The individual responses are more available. There are few pair work exercises, but for group work, there are not any recognized exercise stated clearly. As a result, they are not balanced.

Table 12: Average of the availability of Workbook exercises in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	There are interactive exercises that require students to use new vocabulary to communicate.	√				
2.	The vocabulary of the exercises is clear.			√		
3.	The exercises are authentic.				√	
4.	The texts make comprehension easier by addressing one new concept at a time instead of multiple new concepts.					√
5.	The exercises are meaningfully communicative.	√				
6.	The exercises are interesting.			√		
7.	There are balanced exercises (individual response, pair work and group work).	√				
8.	The exercises promote the critical thinking of the text.		√			
9.	The exercises work well with methodologies in English Language Teaching.				√	
10.	The exercises are graded from simple to difficult.				√	
11.	The exercises are graded from known to unknown.				√	
Total average				√		

According to the result of the category (Workbook exercises) above the total average of the items is fair, so the modification should be made.

B. Listening cassette

It is clear from the table below that there is no point considered as excellent. For item 2, it was considered high. The cassette exercises are highly comprehensive. Many lessons in the Pupil's Book are presented with listening as songs, poems, reading texts, stories, task-based exercises and others. Item 1 is fair since the cassette is not highly audible enough. In addition, many words cannot be heard well because the original copies are not clear some sections of it are full of noise might be because the original cassettes are not available.

The lowest average was laid in items 3 and 4. For item 3, the cassette is not available and attached to the textbooks, even for a lot of teachers specially in the countryside. Even though the teachers got the cassettes, they will not be able to use it because many schools have no facilities like electricity and recorders. Concerning item 4, the cassette is designed in old fashion. If teachers look for the specific section, they have to play the cassette, go back or forward until they find the required section. However, nowadays Mp3 is common and the cassette recorder is probably left a side. In addition, the cassette is not divided or transformed into Mp3 tracks (sections) that help teacher to see the specific section among other options easily.

Table 13: Average of the availability of listening cassette in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	The cassette is clear.			√		
2.	The cassette exercises are comprehensive.				√	
3.	The cassette is available and attached to the textbooks.	√				
4.	The cassette is designed well.	√				
Total average			√			

According to the result of the category (Listening cassette) above the total average of the items is weak, so an urgent modification or change should be made.

C. Teacher's Guide

It is clear from the table below that there is no point considered as excellent. Items 1, 2, 3, 7, 10 and 13 are considered highly available. For item 1, the general skill goals of the content are presented at the beginning of the Teacher's Book separately. For item 2, reading and writing goals of the text book

match the aims of teaching curriculum, but for listening and speaking they are fair. Concerning item 3, there are many clear goals, called objectives in TB, presented at the beginning of each unit. However, few of them are not clear because they are general as in this goal to "recognize unit 1 and 2 words, statements and questions". In the case of item 7, the objectives are highly comprehensive since all skills are presented. The cognitive objectives are mentioned for approximately all lessons and the psychomotor objectives are mentioned highly. However, some lessons have only one aim and most of them lack the affective objectives. Regarding item 10, the manual suggests a method for teaching the lesson, but the instructions do not provide teachers with various activities and games to illustrate the process. For item 13, the manual is useful for teachers and they can get benefit from. It presents general objectives, some methods and instructions for the lessons, but it does not provide teachers with varied exercises or tests.

Items 4, 5, 6, and 9 are medially available. Regarding item 4, the cognitive and the psychomotor objectives are fairly clear for teachers. They are mentioned in the manual at the beginning of each lesson, but some of them cannot be assessed easily. However, most lessons lack the affective objectives. Concerning item 5, the objectives are systematically organized according to the type objective domains medially. In some other lessons, they are ordered differently or they have either one or two objectives. For item 6, the objectives of the content are not organized or presented in the same systematic way. For item 9, the objectives presented in the manual claim that the learners will be able to use the language outside the class and in different situations for daily life to qualify them to communicate effectively. In reality, however, it is fairly found.

Item 8 is considered weak since the social needs are addressed in some lessons, while the social problems are not addressed at all. The lowest average was laid in items 11 and 12. For items 11 and 12, it is obvious that there is not any sign for additional exercises to practice, test or review vocabulary words or grammar rules in the class. The manual does not help teachers in this regard.

Table 14: Average of the availability of Teacher's guide in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	The skill goals of the textbook are mentioned separately and clearly.				√	
2.	The goals of the textbook correspond closely with the aims of teaching curriculum.				√	

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
3.	The goals of the units are mentioned clearly.				√	
4.	The objectives of the lessons are mentioned clearly.			√		
5.	The objectives are systematically organized according to the type objective domains.			√		
6.	The objectives are systematically organized according to skills.			√		
7.	The objectives are comprehensive.				√	
8.	The objectives take into consideration the social needs and problems.		√			
9.	The objectives meet the learners' communicative needs.			√		
10.	The manual suggests a clear, concise method for teaching each lesson.				√	
11.	The manual provides teachers with additional exercises to practice, test, and review vocabulary words.	√				
12.	The manual provides teachers with additional exercises to practice, test, and review grammar rules.	√				
13.	The teacher's manual is appropriate for teachers.				√	
Total average				√		

According to the result of the category (Teacher's Guide) above the total average of the items is fair, so it needs some modifications.

D. Design and Organization

It is clear from the table below that there is no point considered as excellent. Item 3 is considered good as it is highly available since the layout and design in term of pictures, color, and so on are highly known and appropriate in both Pupil's Book and Work Book one. Items 1 and 2 are considered fair. For item 1, the cover of the book is fairly appealing. The quality of the cover is good and related to the Yemeni culture, but it does not contain a picture of real students or schools. in addition, it is not clear, not well-colorful and not close to the age level of grade 7. However, the picture is to somehow

attractive for students in their first year to study English. In the case of item 2, the layout and design in term of pictures, color, and so on are medially clear. The pictures and colors are good in Pupil's Book. However, the pictures look lackluster. Regarding Workbook, pictures are fairly clear, but they are not colorful at all, so they do not attract the learners.

Item 5 is considered weak since the textbook is not organized effectively (e.g. according to topics and skills, and so on) and it doesn't follow a systematic way of presenting the topics and skills in many lessons.

The lowest average was laid in items 4. The layout and design, in term of pictures, color, and so on, are not authentic. All pictures are drawn by artists, so they are not real pictures. In addition, they are dim in both Pupil's Book and Work Book one.

Table 15: Average of the availability of design and organization in the English textbook (Crescent 1).

No.	Evaluation Sheet items	Average range				
		Poor	Weak	Fair	Good	Excellent
1.	The cover of the book is appealing.			√		
2.	The layout and design (in term of pictures, color, and so on) are clear.			√		
3.	The layout and design (in term of pictures, color, and so on) are appropriate.				√	
4.	The layout and design (in term of pictures, color, and so on) are authentic.	√				
5.	The textbook is organized effectively (e.g. according to topics and skills, and so on).		√			
Total average				√		

According to the result of the category (Design and Organization) above the total average of the items is fair, so the crescent textbook needs some improvements.

Findings and Conclusions of the Study

The Crescent English Course One for Yemen is suitable above the medium. The results of the analysis highlighted the points of strengths, weaknesses, and the suggestions for improving the course as follows:

Areas of Strengths and weaknesses in Crescent English Language Textbook One

The strengths of the textbook one motivate or encourages learners to use English language. On the other hand, the weaknesses of the textbook one hinder students' progress and the teaching of English in Yemen in general. Therefore, to answer the first question, the main areas of strengths were mentioned before those of weaknesses in English Language Textbook One within each category as follows:

General points of the content. Regarding the areas of Strengths, the number of lessons within each unit are balanced and they are suitable to numbers of periods in the year and fairly suitable for the age of students. The skills and basic knowledge in the content are comprehensive and presented functionally in a logical, organized manner. The content is multi-syllabi, mainly structural and notional-functional. The content is efficiently graded from easy to difficult and suits the individual differences of students. The texts are various and fairly interesting. It contains real life issues and helps the learners to know about the Yemeni culture. It matches the students' needs.

On the contrary, regarding the weaknesses, the textbooks do not include appendices that provide extra material for demonstrating the units. It does not include pronunciation exercises as well. The content does not contain topics related to demographical or geographical environment. The content weakly helps the learners to know about target language culture. Similarly, the topics of the textbook sometimes challenge and motivate students to use the language.

Language skills. The content in Pupil's book, Work book and Teacher's guide is designed to include grammar, vocabulary, listening, speaking, pronunciation, writing and reading skills and all language skills are integrated in an excellent way. All language skills are highly balanced. There are no weaknesses, however.

Listening skills. They are suitable for the age of students excellently, and highly graded from known to unknown. They are authentic and suitable to the learners of 7th Grade level. However, there are no areas of weaknesses.

Speaking skills. They are authentic and sufficient. They are suitable to the learners of Grade 7th level and for the age of students. They are graded from known to unknown.

Speaking skill exercises are suitable to the learners of Grade 7th level. However, there are no areas of weaknesses.

Reading skills. They are authentic and sufficient in an excellent way. They are suitable to the learners of 7th Grade level and for their age, and are highly graded from known to unknown as well. However, teachers are not given techniques for activating students' background knowledge (schema) before reading a text

Writing skills. They are excellently sufficient. They are highly suitable to the learners of 7th Grade level and their age. They are graded from known to unknown as well. However, no areas of weaknesses were revealed.

Vocabulary items. The number of new words in each lesson are excellently appropriate to students' level in general. They are adequate, and there is a review section of vocabulary list. However, there is no word glossary telling the reader in which page(s) he or she can find a word and how many times it is reoccurred.

Grammar items. They are clear and graded from known to unknown in an excellent way. They are appropriate to students' level and to the age of the students as well. There is a review section of grammar. The grammar rules are highly presented in a logical manner, and graded from simple to difficult. However, no areas of weaknesses were revealed.

Pupil's book. The texts are graded from known to unknown and make comprehension easier by addressing one new concept at a time instead of multiple new concepts in an excellent way. There are highly interactive and task-based texts that require students to use new vocabulary to communicate. The vocabulary of the texts is highly clear, authentic, interesting, and meaningfully communicative as well. The texts are highly graded from simple to difficult, and work well with methodologies in English Language Teaching.

On the contrary, the titles of the table of contents are sometimes the same titles of the lessons. They are sometimes clearly defined to make the text comprehension easier as well. The individual response, pair work and group work are not balanced clearly.

Workbook. Most of the texts make comprehension easier by addressing one new concept at a time instead of multiple new concepts. The Pupil's book exercises are highly authentic and are graded from simple to difficult and from known to unknown. They work well with methodologies in English Language Teaching. Regarding the clarity and the interest of the Work book exercises, they are moderate.

On the contrary, the exercises sometimes promote the critical thinking of the text. The exercises are not meaningfully communicative and the interactive exercises do not require students to use new vocabulary to communicate. In addition, individual response, pair work and group work exercises are not balanced.

Listening cassette exercises. They are highly comprehensive, but mid in clarity. However, the cassette is not designed well and is not available or attached to the textbooks.

Teacher's Guide. The goals of the textbook and of the units are highly mentioned separately and clearly. The skill goals of the textbook correspond closely with the aims of teaching curriculum in a

good way. Most of the objectives of the lessons are comprehensive and the manual is highly appropriate for teachers and suggests a clear, concise method for teaching each lesson. The objectives of the lessons are mid in clarity and in their organization according to the type of objective domains systematically according to skills. They medially meet the learners' communicative needs.

On the contrary, the objectives sometimes take into consideration the social needs and problems, but the manual does not provide teachers with additional exercises to practice, test, and review vocabulary words. In addition, the manual does not provide teachers with additional exercises to practice, test, and review grammar rules. They are correspondent to Hasser (2009).

Design and Organization. The layout and design, in term of pictures, color, and so on, are highly appropriate, but the layout and design, in term of pictures, color, and so on, are mid in clarity. The cover of the book is also mid in appealing.

On the other hand, the layout and design, in term of pictures, color, and so on, are weakly authentic, while the textbook is not organized effectively, e.g. according to topics and skills, and so on.

Recommendations for Improving the English language Textbook One (Crescent)

To answer the second question, the possible improvements for overcoming the points of weaknesses of the seventh grade English language textbook in Yemeni schools are clearly stated. The textbooks should include appendices that provide extra material for demonstrating the units, and should include pronunciation exercises as well. The content should contain topics related to demographical or geographical environment. The content should have lessons that help the learners to know about target language culture. Similarly, the topics of the textbook should challenge and motivate students to use the language. The teachers should be given techniques for activating students' background knowledge (schema) before reading a text. A word glossary telling the reader in which page(s) he or she can find a word and how many times it is reoccurred should be incorporated. The titles of the table of contents should be the same titles of the lessons. They should be clearly defined to make the text comprehension easier as well. The pair work and group work should be more and should be balanced clearly. The Workbook exercises should be meaningfully communicative and promote the critical thinking of the text. The interactive exercises should get students to use new vocabulary to communicate. The cassette should be designed well, and should be available and attached to the textbooks. The objectives of the lesson should take into consideration the social needs and problems. Moreover, the manual should provide teachers with additional exercises to practice, test, and review skills, vocabulary words and grammar rules. The layout and design, in term of pictures, color, and so on, should be authentic, organized effectively, e.g. according to topics and skills.

Suggestions for further studies

The researchers suggested the following studies:

1. Conducting a similar study to evaluate the Crescent English textbooks for Yemen for grades 8, 9 of the upper primary stage and the grade 1 of the secondary stage.
2. Integrating the Pupil's Book and Workbook into one course book.
3. Investigating the English language needs of seventh Grade students in Yemen.
4. Investigating the English language needs of society in Yemen.
5. Designing general aims for the Ministry of Education in Yemen based on the investigated needs

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