

Bridging the gap: A comparative study of primary school students' language needs and textbook suitability

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Abstract

This research project aimed at exploring the nexus between primary school students' English language learning needs and textbook contents. To achieve the research objective descriptive survey design was employed, and teachers' and students' samples were included by using a simple random sampling technique. Accordingly, 338 teachers and 783 students were selected for the study sample. The instruments of data collection were questionnaires, document analysis, and interviews. By using these methods of data collection, the findings were that the course contents in English textbooks were beyond students' level and their language needs as foreign language learners. Also, the various activities and the course contents were not graded well from simple to complex levels. Lastly, the textbook preparation did not significantly address students' English language needs at the lower cycle primary education level. In considering the findings of the study, the following recommendations were given. First, the textbook developers should prepare English textbooks for the first cycle of primary education in considering students' levels. Second, the textbook developers should assess the students' need for English Foreign Language in the first cycle of primary school. Finally, researchers should study further the status of teachers' efforts to minimize the gap between students' need of English learning needs and the textbook preparations.

Keywords: EFL needs; textbook preparation; primary education; text analysis

Introduction

The expansion of economic and political relations among the nations of the world is increasing due to globalization. Hence, there is a need for common means of communication, which makes English language important. English has become the medium of international communication for a variety of reasons. Within the context of education, there is an enormous reservoir of educational materials in all fields available in English. These provide an invaluable aid for education, particularly in relation to advancing industrial diversification and technology. Regarding to this, Beril and Engin (2018) explained that one of the consequences of the pervasive presence of English in various educational contexts and countries is the emergence and rapid development of English-medium instruction. Due to such significance of teaching English in various education levels, studying students' need in comparing with what is presented has a pivotal role in students' English Foreign Language learning.

In addition, Tzotzou (2014) explained that conducting needs analysis is essential to plan educational programs and curriculum development. Need analysis is used to collect

information about learners' needs, focusing on the study of learners' perceived and present needs, as well as their potential and unrecognized needs.

In other words, before we analyze learners' EFL needs, evaluating the strengths and weaknesses of the textbook is important. The process of textbook evaluation can be essential to develop our understanding of its significance and limitations when teachers and students use them. In doing so, it contributes to both acquisition theory and pedagogic practices. Concerning the necessity of quality textbooks, Alemi and Bagheri, (2013) stated that the educational quality of textbooks as the main source of input for English as a foreign language (EFL) learners is too significant for their learning progress.

Furthermore, it is realized that effective teaching and learning constitute functions of a combination of factors, which are the teacher, the material, the learner, and the learning situation (Ndukw, 2015). This scholar added that one of the fundamental principles underlying learner-centered systems of language learning is that teaching learning programs should be responsive to learners' needs. Currently, this is widely accepted as a principle of program design and development. Needs analysis is a vital prerequisite to the specification of language learning objectives.

The above discussion implies that to make the teaching learning process, consider the learners' needs in preparing what they will learn, can make its own contribution to creating good conditions for English Foreign Language learning.

English language teachers should understand the students' need of learning and the challenges they face in the teaching learning process (Harris, 2015). In the study country's context, secondary school students' English textbooks were not prepared with a good level of quality. For instance, some of the exercises were not designed for genuine communications; some of the skills were not presented in the way the learners needed; and significant numbers of topics and contents were not in harmony with the learners' interests and culture. For instance, Abebe (2016) studied on the quality of grade twelve English text books, and in his research study, it has been explained that teachers and students pointed to some weaknesses in textbook in terms of its glossary list, shortage of time to cover the stated objectives, lack of models for final achievement tests, placing listening texts in the text book which would have been put in the teachers' guide and missing to include pronunciation lessons.

Though such studies have been conducted in secondary schools, no studies on primary school level English textbook preparations and students' need for English Foreign Language learning in the study country context, as far as reading from the Internet, as well as from printed material. This gap led the researchers to conduct research on the gap between the learners' EFL needs and English textbook preparation. This research study can be a pioneer for other course subjects at the primary level of education in the study country context. The general objective of this research is to explore the nexus between primary school students' language learning needs and textbook contents. Specifically, the study aimed to: 1) To analyze students' need for EFL learning, 2) To evaluate the graded of contents presented in the

textbooks, and 3) To check if there is a gap between students' EFL learning need and what is being presented now to them.

Methods of the study

Description of the study and the area

Based on the Ethiopian population projection of 2021, Awi Zone is expected to have a total population of 1.3 million people. 12 percent of the total population lives in urban areas, and 88 percent of the people live in rural areas. The study focuses on exploring the nexus between primary school students' language learning needs and textbook contents. Geographically, the study addressed primary schools in nine rural woredas and three administrative towns.

Research design

This part of the study briefly describes the research approach that has been followed, the way the study samples were selected, and the setting of the study. Thus, this study aimed to explore the nexus between primary school students' language learning needs and textbook contents.

In conducting this research study, the researcher applied a descriptive survey research design. This is due to the nature of the research, which was designed to analyze students' language in comparison with their textbook preparations. Based on the data that was collected, the research type is mainly qualitative research supported by quantitative data, as there was data which were analyzed through words as well as in numbers.

Population, sample size, and sampling

The study zone has 554 primary schools, and about 2214 English teachers who were teaching from grade one up to four. The study schools were selected randomly from nine administrative woredas and three towns clustered randomly by using a simple random sampling technique. Within nine rural woredas and three administrative towns, a total of thirty-five primary schools were included in the sample. To determine the teachers' sample size, the following sampling formula ($n = \frac{N}{1+N(e^2)}$, where n = sample size; N = population and e = estimated error) was used. Using this formula, we estimated a total of 338 teachers.

To estimate the students' sample size, we employed the formula $[n = \frac{Za/2^2 pq}{W^2}]$ where n = the minimum sample size; Za/2 = level of confidence (95% = 1.96; P = the proportion of PI practice in the area, assuming 50%; Q = 1-p (50% and W = margin of error (5%)). By using the above sampling equation, the minimum sample size for this study is 384 students. However, by considering the multistage cluster nature, if the researchers used a design effect of 2 and took 2% non-response rate and the final sample size would be 783 students. In sum, 338 teachers and 783 students were included in this research study.

Data collection tools

In order to gather relevant information and to accomplish the objective of this study, the researchers used different instruments such as questionnaires, document analysis, and interviews. Questionnaires and document analysis were the main tools of the study, whereas the interview was used as a supplementary data collection tool in the study.

Questionnaires

Two different questionnaires were designed and administered to teachers and students separately to collect quantitative survey data. Most of the survey questionnaires were closed-ended with five-level Likert scale items from “Strongly Disagree (coded as 1) to “Strongly Agree (coded as 5) while some questionnaires were open-ended items. The items that were designed by the researchers were commented on by other EFL experts and piloted in primary schools of the study town.

The variable to be studied by using the questionnaires was students’ EFL learning needs. Hence, the questionnaires included items that offer brief information about the primary school students’ need for English language learning. Also, the questionnaires measured whether or not a gap exists between students’ needs and the presented lessons in their textbooks. Regarding the gap between the students’ English Language learning needs and the presented content, the students were asked in the questionnaire items, and they responded directly to the given questions.

Document analysis

The document analysis is the second main data collection instrument. It concerns students’ textbooks by using appropriate evaluation criteria. These criteria were adapted from literature, like as Mukundan et al (2011), and from other international experts on foreign language. Further, the evaluation checklists were evaluated and checked by other English Foreign Language teachers who were teaching at the university level. Based on those evaluation criteria, the occurrences were rated by tallying them.

Interview

The interview was used as a supplementary tool, and it helped to collect detailed information regarding the students’ EFL learning needs and the gap with what is presented in their textbook. To do this, a semi-structured interview was set to ask the respondents detailed information. Since the interview was conducted to triangulate the data obtained from questionnaires and document analysis, ten respondent teachers from every sample school were selected.

Data collection procedures

In the data collection process, questionnaire items and document analysis criteria were designed based on the ideas found in the literature. After the questionnaire items were set, they were trialed in three primary schools of the study Administrative Town. In continuing this, some expressions of the questionnaire items were identified to be modified. The analysis result of chron batch alpha coefficient was 0.75. Next, the questionnaires were administered

for the sample study. In addition, in the document analysis procedures, students' English textbooks starting from grade one up to grade four were reviewed by using textbook evaluation criteria. To supplement the data that was obtained by using questionnaires, interviews were conducted.

Data analysis procedures

In the data analysis procedure, the data were categorized into two parts. The first category was the qualitative data, which was obtained from the open-ended questionnaire, the interview, and the information obtained from the document analysis. The second category was the quantitative data that was obtained from closed-ended questionnaires.

The information collected regarding students' EFL needs and the gap between the presented contents and their learning needs was tabulated and typed into SPSS version 23 based on the questionnaire item types. This was analyzed by using item analysis through descriptive statistics, specifically the mean.

After interpreting the analysis result, the qualitative results were summarized and discussed. Lastly, conclusions of the findings were made with reasonable recommendations.

Results

Teachers' responses

This section contains teachers' responses on quality textbook preparations, the presented activities in the textbook, about vocabulary contents, the pronunciation lessons, the textbook preparations in comparison with students' needs, and the textbook preparation in consideration of students' level.

Table 1: Teachers' Response to the Quality of Textbooks

No	Item	N	Mean	Std. Deviation
1	The textbooks are suited to students' interests	338	2.1	1.19
2	The textbook contains sufficient text and pictures	338	3	1.19
3	The activities are good	338	1.9	0.97
4	The activities in the textbook are graded from simple to complex	338	1.9	1.02
5	Activities are prepared to initiate meaningful communication	338	2.2	1.03
6	Activities are suitable for individual, pair, and group work	338	2.5	1.18
7	The activities are graded based on levels of difficulty	338	2.25	1.1
8	The objectives are achievable	338	2.25	1.07902
9	The activities are good	338	1.9722	0.9706
10	The textbook contains important listening activities with clear objectives	338	2.0833	0.96732

As can be seen in the above table, the teachers were asked if the textbooks were suitable for the students' interests. For this item, the teachers responded with a mean value of 2.1 with a standard deviation of 1.19. In addition to this, the teachers answered with a mean value of 3.0 for the questions they were asked to answer about whether the textbook contained sufficient text and pictures, with a standard deviation of 1.19. The mean values were found from five Likert scale response items. The result indicated that the English textbooks contained sufficient text and pictures. However, the English textbooks were not significantly suited to the students' interests.

Item 3 asked the teachers whether the activities were good, and they reacted with a mean value of 1.9, and the standard deviation of this mean was 0.97. Further, they were asked to respond if the activities in the textbook were graded from simple to complex. They reacted with a mean value of 1.9 and a standard deviation of 1.02. Also, the teachers were asked if the activities were prepared to initiate meaningful communication. Accordingly, they responded with the mean value of 2.2 and the standard deviation of 1.03. Finally, by item 6, the teachers were asked if the activities were suitable for individual, pair, and group work. They answered with the mean value of 2.5 and the standard deviation of 1.18.

Hence, the result showed that the English textbooks were not significantly good, graded from simple to complex, and initiated meaningful communication.

In the above table, item 7 asked the students if activities were graded based on levels of difficulty, and the teachers replied with the mean value of 2.25 and with the standard deviation of 1.1. This result implies that the activities in the textbook were not graded from simple to complex. They were also asked whether the objectives are achievable or not. They responded with the mean value of 2.2500 and the standard deviation of 1.07902. Moreover, the researchers asked the participants whether the activities were good or not in item 9. And the teachers answered this question with the mean value of 1.9722 and standard deviation of 0.97060. And they were asked about the apparent aims of listening activities in the students' textbook at item 10 in the above table. They responded that the mean value of 2.0833 with a standard deviation of 0.96732. The results indicated that there was no significantly achievable course objective; the activities were not significantly good, and the textbooks did not contain important listening activities with clear objectives.

Table 2: Teachers' Response to Vocabulary and Pronunciation Activities

No	Item	N	Mean	Std. Deviation
11	Reading activities are graded from simple to complex	338	2.5	1.2
12	The reading activities are interesting	338	2.2	1.1
13	Activities have achievable objectives that consider students' level of understanding	38	1.9	0.94
14	Activities are interesting	338	2	1
15	Vocabulary in every section of the lesson is appropriate to the level	338	2	0.94
16	Vocabulary activities are graded from simple to complex across the chapters	338	2.2	1.01
17	Vocabularies are repeated well	338	2.4	1.13
18	The pronunciations are contextualized	338	2.08	0.96
19	The pronunciation is clear for the students	338	1.94	0.95

As shown in the above table, the teachers responded to item 11 with the mean value and standard deviation of 2.5 and 1.2, respectively. Besides, the teachers were asked, focusing on reading activities, whether they are interesting or not at item 12 in the above table 4. For this, they replied with the mean value of 2.2 and with the standard deviation of 1.1. The mean value of 1.9 and the standard deviation of 0.94 are seen at item 13, where the researchers asked the teachers whether the activities have feasible objectives that take into account students' level. And they responded with the mean value of 2.0 and standard deviation of 1.0 for the above item 14 in table 4. The obtained result implied that the reading activities were not significantly graded from simple to complex, interesting, and did not have achievable objectives.

As can be seen in the above table, the teachers were asked if the words were proper for every section of the lesson. Accordingly, they responded with the mean value of 2.0 and with the standard deviation of 0.94. Item 16 emphasized whether the activities that were designed to progress vocabulary were arranged from simple to complex throughout the chapters. Regarding this, they replied with the mean value of 2.2 and with the standard deviation of 1.01. In addition, the findings from teachers' interviews supported that the textbooks were not graded from simple to complex level. Based on these findings, it can be concluded that the vocabulary activities were not graded from simple to complex across chapters of the English textbooks. For item 17 in the above table, the teachers were asked if vocabularies are repeated well in the English textbooks, and they responded with a mean value of 2.4 and a standard deviation of 1.13.

Students were asked to know if the pronunciations were well contextualized, and they gave their reaction to this item with a mean value of 3.2 and a standard deviation of 1.06.

As can be inferred from item 18 in the above table, the teachers responded with a mean value of 2.08 and a standard deviation of 0.96. In addition, the current researchers provided the item

that concerns the clarity of pronunciation for the students on item 19. For the presented question, the teachers replied with the mean value of 1.94 and the Std. deviation of 0.95. In sum, the result indicated that the pronunciation lessons were not contextualized, and they were not clear to the students.

Table 3: Teachers' Response to the Textbook Preparations in Relation to Students' Needs and Level

No	Item	N	Mean	Std. Deviation
20	The textbook contains appropriate English content	338	2.25	1.15
21	The course contents fit with students' needs to develop their English skills	338	2.05	1.12
22	The course contents fit with students' need to know the expected language skills to the level	338	2.05	0.95
23	The English language inputs in the textbook are good input for the next level of education	338	2.41	1.31
24	The activities are necessary for the students' level and are achievable	338	1.83	0.91

In item 20, the teachers were asked to answer if the textbook contained appropriate English content, and they reacted with a mean value and standard deviation of 2.25 and 1.15, respectively. However, item 21, which was accentuating whether the contents of the textbook fit students' need so as to enhance language skills, was provided for the teachers. In relation to this, the mean value indicated that 2.05 and 1.12 are the standard deviations. Furthermore, as it is figured out at item 22 in the above table, the mean value showed that 2.05 and 0.95452 are the standard deviations. It can be summarized that the textbook did not contain appropriate English content, and it was not suitable for students' needs to develop their English skills. Also, the course contents did not fit with students' need to know the expected language skills to the required level.

During the interview, the teachers gave explanations that much course contents in the textbooks were not prepared considering what English content were needed at students' graded levels. They explained that overall, such lesson contents made the students pessimistic in their English Language learning. Hence, they are not interested to learn the English subjects.

As it is indicated in item 23, which asked whether the inputs of English language in the textbook were good for the next educational level or not, had a 2.41 mean value. In addition, the teachers were asked whether the activities were important and achievable for the students. For this item, they responded with the mean value of 1.83, and the standard deviation was 0.91. Regarding the achievability of the activities, the teachers explained during the interview that the activities did not consider students' level. The experienced teachers added that most students faced difficulty in participating in the classroom activities.

In concluding, the English language inputs in the textbook were not a significant improvement for the next level of education. The activities were not necessary for the students' level and were not achievable.

Students' responses

Students were asked if the activities were prepared to initiate communication, and they reacted with a mean value of 3.2 and a standard deviation is 0.96. In addition, students were asked if the activities were suitable for pair and group work. For this item, they responded with the mean value of 2.5 and the standard deviation of 2.5.

Table 4: Students' Response to Activities Presented in the Textbook

No	Item	N	Mean	Std. Deviation
1	Activities are prepared to initiate communication.	783	3.2	0.96
2	Activities are suitable for pair and group work.	783	2.5	0.97
3	Reading activities can be done by students	783	2.2	0.99
4	Writing activities have achievable objectives and consider the learners' level	783	2.75	0.93
5	Activities are suitable for group work	783	2.45	1.04

Also, item 3 asked the students if reading activities could be done by them, and they gave the answers with a mean value of 2.2 and a standard deviation of 0.99. Item 4 was given to know if writing activities had achievable objectives and considered the learners' level, and they responded with a mean value of 2.75. Item 5 asked the students if activities are suitable for group work. Hence, the result indicated that activities were prepared to initiate meaningful communication, and they were suitable for pair and group work. The data shows that writing activities had achievable objectives and considered the learners' level. However, the result implied that reading activities could not be done by students, and the reading activities were not significantly suitable for group work.

Table 5 Vocabulary Lessons and the Grading of Activities

No	Item	N	Mean	Std. Deviation
6	The number of vocabulary words in the course content is appropriate for our levels	783	3.1	0.95
7	Course contents are graded from simple to complex levels	783	2.8	1.18
8	Vocabularies are repeated in the course content	783	4.1	1.03

As can be seen in the table, item 6 asked to know the amount of vocabulary in the course content appropriate to their levels, and they reacted with a mean value of 3.1 and a standard deviation of 0.95. Item 7 asked the students if the course contents were graded from a simple to a complex level. They responded to this with the mean value of 2.8 and the standard deviation of 1.18. Item 8 asked the students to know if vocabularies were repeated in the course content. They answered with the mean value of 4.1 and standard deviation of 1.03.

Table 6: Students' Response to Grammar Activities

No	Item	N	Mean	Std. Deviation
9	Grammar activities are achievable	783	2.65	0.92
10	The grammar section has been contextualized	783	3.2	1.2
11	The grammar activities are clear and achievable	783	2.51	1

In the above table, item 9 asked students if grammar activities were achievable, and they responded with the mean value of 2.65 and with the Std. deviation 0.92. In addition, by item 10, the students were asked if the grammar section had been contextualized. They gave answers with a mean value of 3.2 and with a standard deviation of 1.2. Next, item 11 asked the students if grammar activities were clear and achievable, and they answered with a mean value of 2.51 and a standard deviation of 1.0. From the above result, it can be concluded that grammar activities were achievable and contextualized. In addition, the grammar activities were clear and achievable.

Document analysis results

English textbooks from grade one up to grade four had been reviewed by the researchers using prescribed criteria. Overall, the textbooks, the listening texts were presented in students' textbooks. In this situation, teaching listening skills was too difficult; students were reading the listening text while the teachers were ordering them to listen to the teachers' oral reading.

Accordingly, it was found that in the grade one English textbook, each unit of the textbook does not clearly distinguish major and minor topics, and it lacks precise instructions. Hence, it is tricky to engage in the activities due to the absence of the necessary activities. Not only difficulty for the students but also the junior teachers were confused about what to do by using such parts of the textbook without the appropriate instruction.

The titles of the units were not contextualized. They were talking about two/more different parts. In a sense, there was no logical relationship between the overall aim of the unit and the activities. For example, under unit 12 on page 73, it is about command, but the tasks are not about commanding.

Moreover, it was improved that in the grade one textbook, the lesson contents and the activities were not graded from simple to complex. For instance, the textbook in the first unit starts with a short paragraph and words. Next to this, the content progressed to letter and number counting. This indicated that there were lessons outside the given context of the unit.

In the same way, the researchers reviewed a grade two English textbook. It was reviewed that, as a limitation, there were no lesson objectives for each unit, nor were there subtopics for each lesson. Also, the book was not compiled with the appropriate teaching methodology. For example, on pages 69 and 73, the activity invited the learners to learn only speaking and listening language skills. Some of the vocabulary in the book was difficult for grade two students, and it was difficult to teach by locally contextualizing it for the students' level. For instance, the vocabulary presented on page 97 includes "recites" and "chants". Hence, the textbook preparation lacked contextualized to the study country context, and the textbook led the teachers and students to feel difficulty with words. In addition, the textbook ordered the teachers to practice their students' listening, but the listening text had been presented in the students' textbook. Grammatical errors occur; for instance, in a reading comprehension passage, it says, "Desta and Andaregech go to Addis Abeba with their family". Such a grammatical error would lead students to learn the wrong pattern of English. In Unit Two of the grade three English textbook, the lessons and activities were not graded from simple to complex across units. In the same way, the distribution of vocabulary is not simple to complex. In addition, the textbooks contained various interpretations of pictures, graphs, and symbols. This might be difficult at this grade level. Furthermore, some tasks were difficult for those with a lower level of education. For example, reading a poem was not relevant in the beginner level of a foreign language class. These presentations of course content mismatched with the theory of language learning, which claims that the learner learn the language by adding what they had in their initial knowledge (i+1).

Lastly, grade four English textbook activities were difficult at this level. For example, in this grade level, students were asked to practice and write letters. Also, tasks were not graded from simple to complex. Activities were not learner-friendly since activities contain many unfamiliar words and complex lessons. Overall, the textbooks were prepared approximately to the mother tongue speaker of English learning material. Hence, it created anxiety in learners, and they considered English a difficult course subject.

Discussion

The primary aim of this study was to explore the alignment between English language learning needs of first-cycle primary school students and the contents of the English textbooks used in schools found Awi Administrative Zone. The findings indicate a significant mismatch between students' English language learning needs and the content, structure, and pedagogical design of the textbooks.

First, the data obtained from both teachers and students consistently showed that the English textbooks did not sufficiently address the learners' language levels and needs. Teachers particularly highlighted that the materials were not adequately contextualized to the students'

cultural and linguistic backgrounds and that much of the content appeared to have been prepared with assumptions appropriate for first-language English learners. This supports earlier claims made by scholars such as Harris (2015) and Abebe (2016), who also found Ethiopian English textbooks misaligned with the learners' local realities and learning levels.

Second, the findings revealed that the textbooks lacked proper grading of content and activities from simple to complex. Both qualitative and quantitative data, including document analysis and responses from teachers, showed that the activities were often poorly sequenced, leading to difficulty in comprehension and participation among students. This violates one of the core principles of effective curriculum design in foreign language teaching, which advocates for scaffolding learning experiences based on learners' proficiency levels (Tzotzou, 2014). The document analysis especially confirmed inconsistencies in the logical progression of units and activities, and in many cases, key language skills such as listening and pronunciation were presented in impractical formats, undermining their pedagogical effectiveness.

Moreover, the vocabulary and grammar sections were found to be inadequately designed. Although students reported higher satisfaction in areas like vocabulary repetition, both teachers and textbook analysis suggested that the lexical and grammatical content was not age or level-appropriate. This reflects Alemi and Bagheri's (2013) assertion that textbook quality, especially in terms of content alignment with learners' capacity which is crucial for meaningful EFL learning.

Additionally, the study found a lack of clear and achievable learning objectives across the textbooks. This issue was emphasized by teachers, who observed that many students could not effectively engage with textbook tasks due to difficulty levels and unclear instructional design. The absence of attainable goals is a serious flaw, as it demotivates learners and contradicts the principle of learner-centered education (Ndukwe, 2015).

Students' perspectives added further weight to the concern. While they acknowledged some features of the textbooks, such as vocabulary repetition, they reported that reading and group activities were difficult to manage, and some tasks did not align with their capabilities. These findings underscore the importance of involving learner feedback in curriculum and material development, as emphasized by Beril and Engin (2018).

Taken together, the findings point to systemic issues in the development of English textbooks for primary education in the region. The mismatch between curriculum content and learner needs not only hampers students' motivation and performance but also places additional burdens on teachers who must mediate between the prescribed material and the learners' actual capacities.

Conclusions

Based on the findings, it has been concluded that the course contents in English textbook were beyond students' level and their language needs as foreign language learners; the textbooks did not match the local context. The various activities and the course contents were not graded well from the simple to the complex level. Finally, based on the results obtained from the teachers' questionnaires, the textbook preparations did not significantly address students' English language needs at the study grade levels. Simply, it looks like the English textbook for first language speakers of English, and it was beyond the foreign language learners' level.

Declarations

The authors declare that this research manuscript has been researched and composed by ourselves, and it has not been submitted elsewhere and is not under consideration for publication. Moreover, the following issues are declared.

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Conflict of interest

In this research study, there are no financial and non-financial competing interests; it is university-sponsored work.

Availability of data

The authors declare and confirm that the data and detailed information are available for the presented research problems and findings if it is needed to present. Further, the researchers would like to confirm that data sharing is applicable in this research article.

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