

Assessment of Language Skill of ELT Textbooks of Secondary Schools: A Comparative Study of India and Yemen

Zuhra A. Almaqtari

Research Scholar, Department of English, Aligarh Muslim University, Aligarh, UP, India
Email - zuhramaqtari@gmail.com

Abstract: *The present study provides an assessment of language skill of ELT textbooks of secondary schools in India and Yemen. The sample of this study comprises 105 teachers of 11th and 12th grades of secondary schools in Yemen and 112 from India. The study utilizes a questionnaire survey which is consisted of 2 pages and 23 questions related to language components. All questions are scaled based on five point-Likert scales ranging from poor (1), fair (2), Average (3), enough (4), and good (5). The results showed that the language skills in secondary schools in India have enough contents however, the results revealed that ELT textbooks of secondary schools in Yemen have either fair or poor contents. The results from the present study have a scope for implantation policy makers and regulators, curriculum developers, teachers, and academicians.*

Key Words: *Listening ; Reading ; Writing ; Speaking ; Inida ; Yemen.*

1. INTRODUCTION:

Despite the importance of the design of English textbooks for teachers, and for the complete successful and better performance of teaching process as all, the literature shows that the majority of teachers are facing many problems, difficulties and challenges in English teaching. Not only in the primary and intermediate levels of English learning but even in the graduate and postgraduate stages of education. The weak level of university students in English, as a foreign language, is attributed to the poor performance in the early stages of education especially, primary and secondary schools. It is true that many studies have dealt with evaluating English language textbooks, but these are still inadequate (Abdelwahab, 2013). Techniques and strategies used in class, the problems that teachers encounter in teaching, and problems students face in learning English should be facilitated and considered while designing English textbooks.

From the researcher's experience in the field of teaching English in Yemeni schools, the researcher noticed the shortcomings of the English language book in terms of the comprehensiveness of the book and the lack of consideration of the characteristics in some aspects. The majority of students are facing many difficulties and challenges in learning and speaking English. Since then, the researcher has been in contact with some teachers who teach intermediate stage. Some often complain of the difficulties in dealing with the textbook; others are dissatisfied with the results of the students at the end of the year. Al-anisi (2015) indicates that teacher spend most of the class time on teaching grammar and vocabulary and almost ignoring the productive skills. This in turn affects their students who, after studying English for ten years at school level and college level, cannot speak English properly and communicate effectively in real-life situations. Al-zain (2017) confirms that, although teaching English as a foreign language has been implemented for about fifty years in Yemen and has a priority as the first foreign language used in the country, the outcome of English Language Teaching (ELT) looks somewhat unpromising at all levels.

The educational system in Yemen adopted several of the English language teaching textbooks, but none of these textbooks succeeded in achieving the desired English proficiency level. The main reason for this failure could be related to the designing factor of these textbooks. All the English textbooks that were and are still in use at the school level in Yemen are not based on a scientific and systematic investigation of the real situation in Yemen. They were designed either to be used in other countries for different learners or for commercial purposes. Even those textbooks, which were designed especially for Yemen, were designed not by specialized persons. The authors did not investigate the real English language-teaching situation before starting the development process. In the context of higher education, though English is a prerequisite for all students for which they have to clear at least two English courses (English 101 and English 102), they have the same problem; their English proficiency continues at a low level. It is also clear that even some students majoring in English are found lacking and unable to either understand or use English properly. A study conducted by Al-Mehwari (2005) reveal that the most significant problems faced by both students and teachers in teaching English at the university level were the course teaching methods, the course content, and the course assessment methods. However, many students prefer to study abroad.

Al-zain (2017) states that one of the main reasons to study abroad is their preference to be in a situation where English language is widely used for communication as in the case of India and Malaysia. A significant number of Yemeni students come from Yemen to study in India. They come with a hope that they would be more exposed to English language, as English is a second language in India, while English is a foreign language in Yemen. In Yemen, students receive only formal instruction in English in learning settings; they do not have chances to practice the language

in authentic social situations, as the Arabic language is the mother tongue and exclusively used as both the medium of instruction and a means of communication even in English classes. Thus, Yemeni students miss exposure to the English language even in classrooms. Therefore, students come to India in order to be in ESL situation where they are offered the opportunity to practice the language in authentic social situations, as English does serve internal communication functions in socio-political-cultural environment in India.

The researcher aims at evaluating textbooks in intermediate grad so that it can help teachers to meet the text designers' desires and interests. It can also help them deal with the different subjects in the textbook, and foster what is good about the book and the areas to be modified. It is true that many studies have dealt with evaluating English textbooks, but these are still inadequate, and to the best of the researcher's knowledge, this is the first comparative study to evaluate the English textbook of intermediate stage in Yemen and India.

The present study is organized as follows: section two presents literature review. Section three provides the research methodology. Section four introduces the results and discussion. Section five concludes.

2. LITERATURE REVIEW:

In India, several studies have been conducted in different areas of English learning teaching (ELT) (e.g., Raval, 2013; Nemati, 2009; Malini, 2011; Anjaneyulu, 2014; Sharma, 2018; Piller & Skillings, 2005). Prior studies in India in the field of ELT are more fragmented among different areas of research. While some studies investigated the design of ELT textbooks in secondary or primary schools, some other studies conducted on evaluation of ELT textbooks of university grades. Some studies indicate that English textbooks need some modifications. Raval (2013) indicate that all the lessons should be interesting enough to capture the student's attention. At least one lesson should be added containing the knowledge about new technologies and computer. Further, Nemati (2009) concluded that generally English textbooks are acceptable by 70% of the teachers. Results of vocabulary analysis showed that it is better to change and do some modification in the sequence of presenting the text. Malini (2011) reported that English textbook is weak in dealing with assessments and self-evaluations at end of unit, final tests, or even illustrations, type size, and layout. The textbook is not doing well in promoting cross-cultural awareness. Contradictory, Sharma (2018) stated that the content of NCERT Science Text Book has many obvious and hidden values in almost all the topics which may be taught while teaching learning process. Similarly, Anjaneyulu (2014) indicated 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.

Several studies have evaluated English textbooks in Yemen (e.g., Abdullah & Ezzi, 2012; Al-Anisi, 2009). Ali and Bin-Hady (2019) stated that there is a big gap between the foreign environment and Yemeni environment which make problem in the process of teaching/learning English in Yemen.

Ahmed (2019) attempted a survey challenge of English language teaching in AL- Dhalea primary and secondary schools from the viewpoints of 20 EFL senior teachers and supervisors. The study tried to identify such challenges and suggesting some solutions and strategies for better English language teaching. The study reported that the major challenges that English language teaching in AL-Dhalea primary and secondary schools encounter are: large classes, lack of teaching aids and materials, teachers' low proficiency in English and English teaching, overemphasizing written skills over oral ones, lack of motivation to learn English and the cheating habits in the final years of the primary and secondary stages. The study suggested that the Yemeni ministry of education to a- limit the number of students in EFL classroom to 25 students, set proficiency test for the teachers of English when recruiting them for schools and sending those unqualified teachers who were teaching English in these schools though they were not English majors to English language education programs for qualifying them in English language, and organize workshops and training for concerned schools EFL teachers to refresh their knowledge and to provide them with new trends in language teaching. The study also recommended that visual ELT aids such as cassettes, recorder, computers, projectors, pictures, drawings, textbooks (English laboratories) should be provided to the concerned schools. Further, the study indicated the need to put an end for cheating habits in the ministerial exams, establishing new teaching classrooms for some schools to suit its population, and encourage applying communicative language techniques such as role-plays, group work, pair work and cooperative learning in teaching English and to include English subject within the curriculum starting from the first year of primary stage.

Alghaberi (2019) evaluated the teaching methods, approaches, techniques and activities used for teaching English speaking skill at Thamar Secondary Public Schools, Yemen. The study also attempted to investigate the utilization of instructional aides as well as technological resources and facilities available at schools in Thamar city. Three different data collection techniques were used, namely observation, questionnaire, and interview. Open and closed teachers and ended questionnaires were constructed. The questionnaire survey was distributed to students. The results of the study revealed that English teachers in Thamar still follow the traditional teaching methods. The study further indicated that speaking skill was almost neglected. Further, the lack of proper teaching methods and activities coupled with the absence of instructional aides stand behind students' deficiency in English speaking. The study recommended

that several training sessions for in-service teachers to be held in order to familiarize them with the methods, techniques, and activities used for teaching English speaking skill.

3. METHOD:

The population of this study includes secondary schools in Yemen and Yemen. The sample of this study comprises 105 teachers of 11th and 12th grades of secondary schools in Yemen and 112 from India. The study utilizes a questionnaire survey which is consisted of 2 pages and 23 questions related to language components. All questions are scaled based on five point-Likert scales ranging from poor (1), fair (2), Average (3), enough (4), and good (5). In 1997, Parahoo discussed the definition instrument as “a tool used to collect data. An instrument is a tool designed to measure knowledge, attitude, and skills.” Qualitative and quantitative are the two approaches that are used by most the researchers. In (2003) Burns and Grove have described the qualitative approach as a “systematic subjective approach used to describe life experiences and situations to give them meaning”. The concept, quantitative is known as a systematic method involving numerical data. Quantitative helps to recognize the relationship between dependent and independent variables and it is based on the collected information. In this study, the data were collected through a well-set questionnaire method. Questionnaires were filled in without any influence on the respondents by the researchers. Following is figure (1) that demonstrates the research framework:

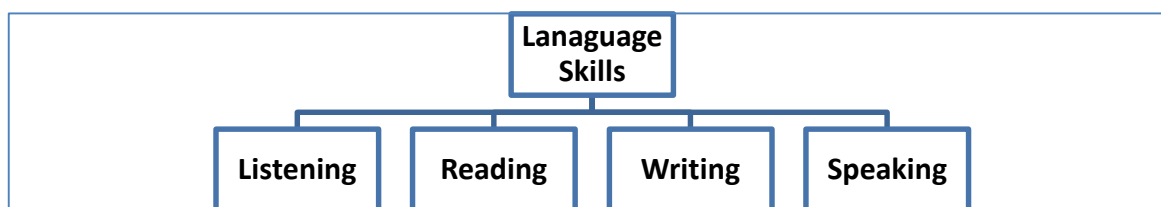


Figure 1. Research Framework

4. ANALYSIS AND DISCUSSION :

4-1. Respondents' profile

Table (1) demonstrates the respondents' profile that describes the characteristics of the sample collected. It shows the frequency percentage distribution for the dimensions of the demographic characteristics of the sample. Demographic characteristics of the sample include: gender, age, education, and experience. The respondents' profile provides frequency and percentage distributions for both India and Yemen.

4-2. Gender

Concerning gender, the results show that 77 respondents in the case of India are males with a percentage of 69% against 35 female respondents with a percentage of 31%. In the same context, the gender distribution in the case of Yemen shows that there are 54 male respondents against 51 female respondents with a percentage of 51% and 49%, respectively. This indicates that female respondents in India represent about one-third of the sample however, they represent about one-half of the sample in the case of Yemen. Figure (2) demonstrates a comparison of percentage of gender distribution between India and Yemen. Male respondents exhibit a higher percentage distribution in both countries however, male percentage distribution is higher in case of India than it is in Yemen, which indicates that female respondents' percentage distribution is higher in the case of Yemen than it is in India.

Table 1. Respondents' profile

Dimensions	Particulars	India		Yemen	
		Frequency	Percent	Frequency	Percent
Gender	Male	77	68.75	54	51.4
	Female	35	31.25	51	48.6
	Total	112	100	105	100.0
Age	Less than 29 Years	19	17	22	21.0
	30 to 35 Years	36	32	41	39.0
	36 to 42 Years	32	29	25	23.8
	Above than 42	25	22	17	16.2
	Total	112	100	105	100.0
Education	B.Ed	52	46%	59	56.2
	M.Ed	34	30%	12	11.4
	Ph.D	7	6%	10	9.5
	Other	19	17%	24	22.9

	Total	112	100	105	100.0
Experience	Less than 6 Years	90	80.36	46	43.8
	6 to 10 Years	10	8.93	25	23.8
	11 to 15 Years	4	3.57	12	11.4
	16 to 20 Years	3	2.68	6	5.7
	More than 20 Years	5	4.46	16	15.2
	Total	112	100	105	100.0

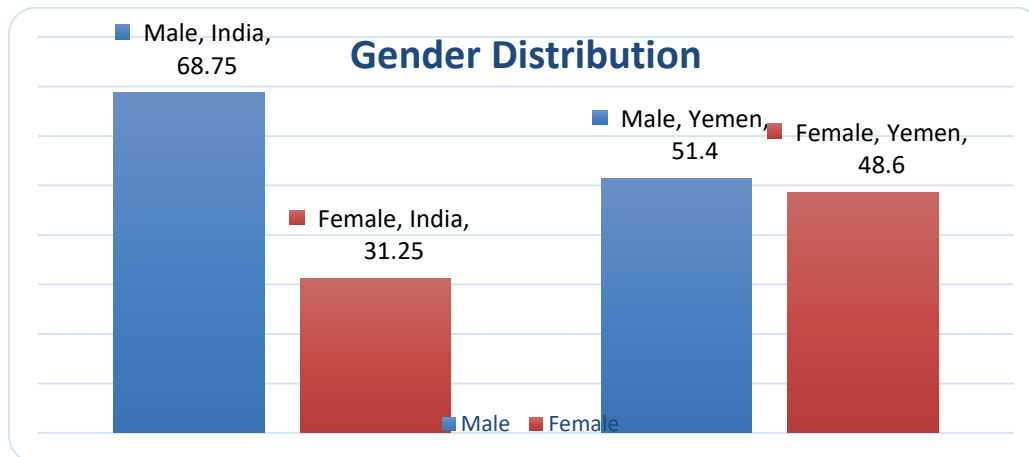


Figure 2. Gender Percentage Distribution

4-3. Age

With regards to age distribution, the results show that there are four age groups. In the first group that includes the respondents who have age of less than 20 years, the results show that there are 99 respondents in the case of India against 22 respondents in the case of Yemen, which constitutes about 88% in the case of India and 21% in the case of Yemen. Similarly, the age group of 30 to 35 years respondents has a frequency distribution of 6 respondents in the case of India (5%) against 41 respondents in the case of Yemen (39%). Further, the results show that the age group of 36 to 42 years old has a frequency distribution of 3 respondents in the case of India and 25 respondents in the case of Yemen. This represents 3% in the case of India and 24% in the case of Yemen. Finally, the results show that there are four respondents (4%) from the age of above than 42 years old in the case of India and 17 respondents in the case of Yemen (16%). Figure (3) illustrates a percentage distribution of age groups in India and Yemen. The results show that the age group of less than 29 years old has the highest percentage distribution in the case of India however, the age group of 30 to 35 years old has the highest percentage distribution in the case of Yemen. On the other hand, the age group of 36 to 42 years old has the lowest percentage distribution in the case of India, but in the case of Yemen, the age group of above than 42 has the lowest percentage distribution.

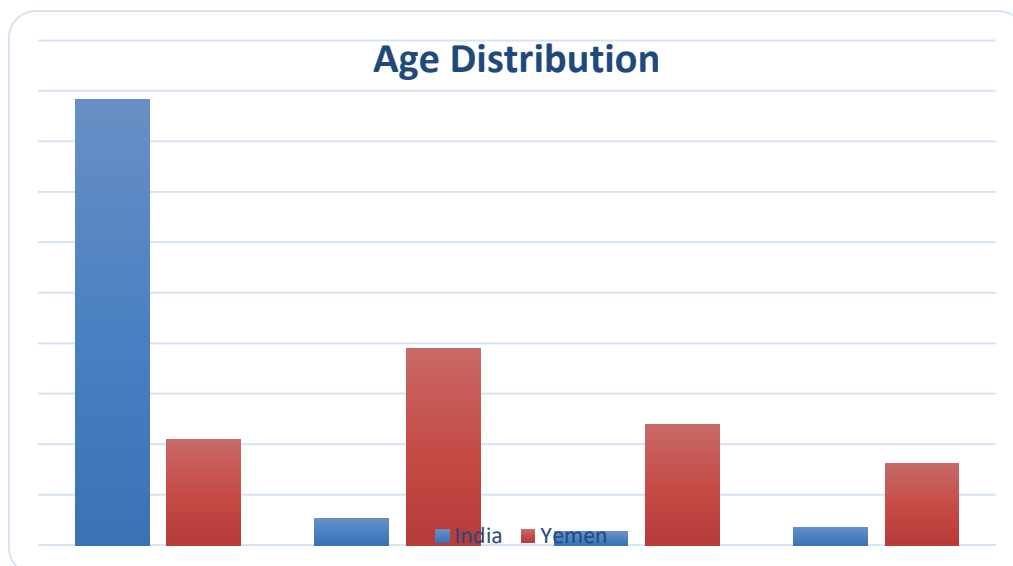


Figure 3. Age Percentage Distribution

4-4. Education

The education section comprises of four groups. It has been divided gradually started from the minimum qualification that the respondents may have (B.Ed) to the maximum qualification (Ph.D) giving space and an option to the respondents that have another educational and qualification backgrounds. In the first category of education demographic variable, the results show that there is 69 respondents that have B.Ed qualification which constitutes about 62% of the sample in the case of India against 59 respondents with a percentage of 56 % in the case of Yemen. Similarly, there are 3 respondents that have M.Ed qualification in the case of India against 12 respondents in the case of Yemen with a percentage of 3% and 11%, respectively. Further, the results show that there are 7 respondents that hold a PhD degree in the case of India constituting about 6% from the total sample in India against 24 respondents in the case of Yemen constituting about 23% from the sample in Yemen. Finally, there are 33 respondents in the case of India that have another qualification degrees such as M.A English, M.A linguistics and other qualifications against 10 respondents in the case of Yemen which constitutes about 30% and 10%, respectively. Figure (4) provides percentage distribution for education groups of the respondents from India and Yemen. The results demonstrate that in both countries the respondents that have a B.Ed qualification degree have the highest percentage distribution followed by the respondents that have other qualification degree such as M.A English in the case of India, but it is followed by the respondents that have a Ph.D degree in the case of Yemen.

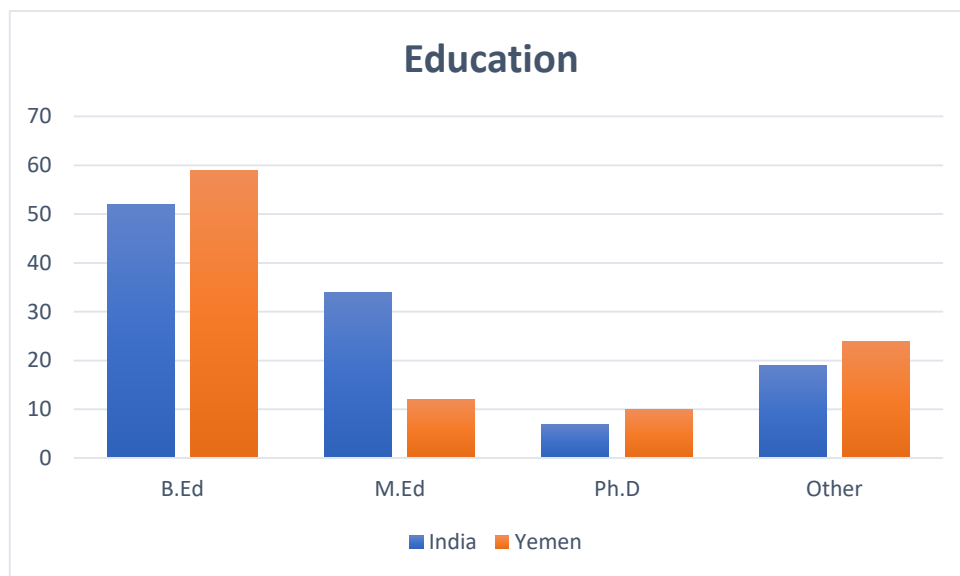


Figure 4. Qualification Percentage Distribution

4-5. Experience

As far as the experience demographic variable is concerned, the results show that there are 5 groups that describe the experience demographic variable. In the first group that includes those teachers who have an experience of less than 6 years, the results show that there are 90 respondents from India who have an experience of less than 6 years against 46 respondents in the case of Yemen. This constitutes about 80% of the sample in the case of India against 44% of the sample in the case of Yemen that have an experience of less than 6 years. In the same context, there are 10 respondents in the case of India who have an experience of 6 to 10 years representing 9% of the sample against 25 respondents in the case of Yemen constituting 24% of the sample having an experience of 6 to 10 years. The results also show that there are 4 respondents (4%) who have an experience of 11 to 15 years in the case of India against 12 respondents (11%) in the case of Yemen. The results also show that there are 3 respondents (3%) who have an experience of between 16 to 20 years in India against 6 respondents constituting 6% of the sample in the case of Yemen. Finally, there are 5 respondents (5%) that have an experience of more than 20 years in the case of India against 16 respondents in the case of Yemen (15%). Figure (5) shows a percentage distribution for experience demographic variable of the respondents from India and Yemen. The results show that the group of less than 6 years old has the highest percentage distribution against a lowest percentage distribution for the group of 16 to 20 years in both countries.

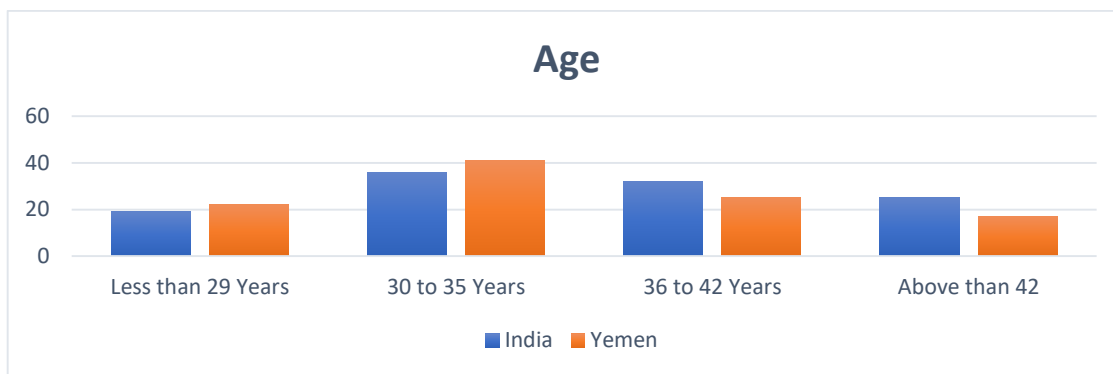


Figure 5. Experience Percentage Distribution

4-6. Frequency Analysis for Listening

In the third dimension of the questionnaire "Language Skills", the respondents (teachers) were asked 5 questions to give their opinion about Listening Skill in English textbooks of intermediate schools of India and Yemen, which have the items' sequence from 16 to item 20. In the context of Indian English textbooks' Listening Skill, results in table (2) show that regarding item 16, 38.4 percent of respondents perceive "average" frequent use of CD / Cassettes for listening skill that expose students to the voices and pronunciation of the native accent and fluency. However, in the case of items 17, 37.5 percent of the respondents perceive "average" listening exercises that often focus on stress, rhythm, and intonation which help comprehension. Similarly, 44.6 percent of the respondents perceive "average" Sufficiency of time allotted for listening skill in their English textbooks. In the same line, in case of item 19, 43.8 percent of the respondents believe that in "average" the materials of listening skill focus on the real -life world and realistic contexts. On the contrary to previous items, 27.7 percent of the respondents perceive "enough" appropriateness of listening skill materials for the students' level and other 27.7 percent of the respondents perceive "fair" appropriateness of listening skill materials for the students' level. Overall, the results in table (2) reveal that Indian teachers perceive average for the 5 items (from 16 to 20) of Listening Skill in English textbooks that they teach in their schools as indicated by the overall mean value 2.91 which lies between 2.61 and 3.40.

Concerning the evaluation of English textbooks in Yemen in terms of Listening Skill, the results reveal that the majority of the respondents perceive "poor" Listening Skill in the 5 items (from 16 to 20). In case of item 16, the results show that 53 percent of respondents perceive poor usage of CD / Cassettes for listening skill that expose students to the voices and pronunciation of the native accent and fluency. Further, the results of item 17 indicate "poor" listening exercises that often focus on stress, rhythm, and intonation which help comprehension; this result is perceived by 51 percent of the respondents. Similarly, 53 percent of the respondents perceive "poor" Sufficiency of time allotted for listening skill. In the same vein, 49 percent of Yemeni teachers believe of poor materials of listening skill that focus on the real -life world and realistic contexts. Finally, 39 percent of the respondents view "poor" appropriateness of listening skill materials for the students' level. The overall results in the Yemeni context reveal that Yemeni teachers advocate that Listening Skills in English textbooks that they teach in their schools are fair; this result is supported by the overall mean value which lies between 1.80 and 2.60.

Therefore, it can be concluded that in terms of Listening Skill, Indian teachers perceive average Listening Skills in their English textbooks as indicated by their mean values which are near to 3, while, Yemeni teachers believe that Listening Skills in their English textbooks are fair as indicated by the mean values which are near to 2. Following is table (2) and figure (6) which show frequency analysis of listening skill.

Table 2. Frequency analysis for Listening

Items	India												Mean	Rank
	Poor		Fair		Average		Enough		Good		Total			
	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%		
item16	17	15.2	30	26.8	43	38.4	8	7.1	14	14.0	112	100	2.75	5
item17	12	10.7	29	25.9	42	37.5	14	12.5	15	15.0	112	100	2.92	2
item18	14	12.5	21	18.8	50	44.6	17	15.2	10	10.0	112	100	2.89	3
item19	9	8.0	29	25.9	49	43.8	17	15.2	8	8.0	112	100	2.88	4
item20	10	8.9	31	27.7	24	21.4	31	27.7	16	16.0	112	100	3.11	1
Overall Mean													2.91	
Yemen														

item16	56		18	17	17	16	7	7	7	7	105	100	1.96	3
item17	54	51	23	22	14	13	7	7	7	7	105	100	1.95	4
item18	56	53	26	25	11	10	6	6	6	6	105	100	1.86	5
item19	51	49	20	19	21	20	7	7	6	6	105	100	2.02	2
item20	41	39	31	30	18	17	7	7	8	8	105	100	2.14	1
Overall Mean													1.986	

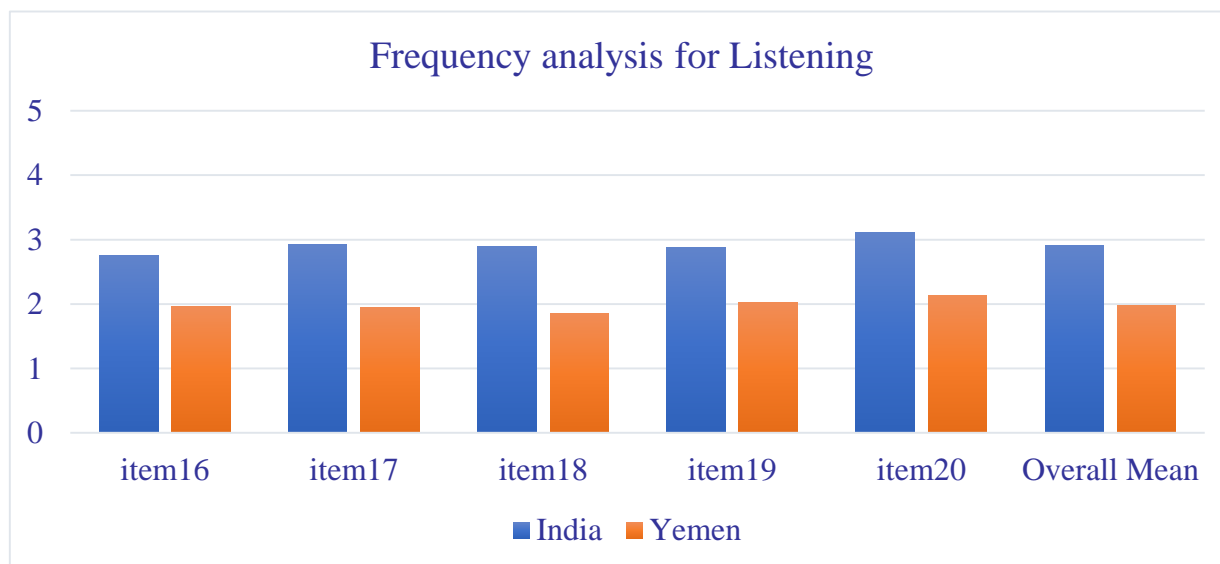


Figure 6. Frequency analysis for Listening

4-7. Frequency Analysis for Reading

In the third dimension of the questionnaire "Language Skills", teachers in India and Yemen were asked 5 questions to give their perceptions about reading Skills in English textbooks that they teach in their schools, which have the items' sequence from 21 to item 25. In respect to Indian teachers' perception, the results in table (3) show that 48 Indian teachers believe that there is "good" variety of contents of the reading skill materials in English text books and 27 and 22 teachers believe of "enough" and "fair" variety. On the contrary, only 3 teachers believe of "poor" variety. Similarly, 42 respondents perceive item 25 that states "There are adequate materials and activities for reading skill" as "good" and 27, 22 and 18 respondents perceive the item as "enough", "average" and "fair" respectively. The overall results of items from 21 to 25 indicate that Indian teachers believe that reading skills in their English textbooks are enough; this result is supported by the overall mean of the 5 items which is 3.52.

In the Yemeni context, the results in table (3) reveal that 36 Yemeni teachers believe that there is "fair" variety of contents for reading skill materials in English textbooks and 29 and 16 teachers believe of "average and "enough" variety. In contrast, 9 teachers believe of "good" variety. Moreover, 31 respondents perceive item 25 that states, "There are adequate materials and activities for reading skill" as "poor" and 28 and 29 perceive it as "fair" and "average", whereas, 31 respondents perceive it as "good". To sum up the results of all items from (21 to 25), it can be said that the Yemeni respondents believe that there is "fair" reading skills in their English textbooks as indicated by the overall mean of all items which lies between 1.80 and 2.61.

Thus, the results in table (3) show that Indian teachers believe that reading skills in their English textbooks are enough, while Yemeni teachers believe that there are fair reading skills in their English textbooks; these results are supported by the mean values of the 5 items which are near to 4 and 3, respectively. Following is table (3) and figure (5.10) which show frequency analysis for reading.

Table 3. Frequency analysis for Reading

Items	India												Mean	Rank
	Poor		Fair		Average		Enough		Good		Total			
	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %		
item21	4	3.6	25	22.3	23	20.5	36	32.1	24	24.0	112	100	3.46	3
item22	1	0.9	43	38.4	24	21.4	22	19.6	22	22.0	112	100	3.19	5
item23	5	4.5	18	16.1	45	40.2	20	17.9	24	24.0	112	100	3.36	4
item24	3	2.7	22	19.6	12	10.7	27	24.1	48	48.0	112	100	3.85	1

item25	3	2.7	18	16.1	22	19.6	27	24.1	42	42.0	112	100	3.78	2
Overall Mean													3.52	
Yemen														
item21	17	16	37	35	33	31	9	9	9	105	100	2.58	2	
item22	28	27	37	35	25	24	8	8	7	7	105	100	2.32	5
item23	24	23	34	32	23	22	11	10	13	12	105	100	2.57	3
item24	15	14	36	34	29	28	16	15	9	9	105	100	2.70	1
item25	31	30	28	27	25	24	12	11	9	9	105	100	2.43	4
Overall Mean													2.52	

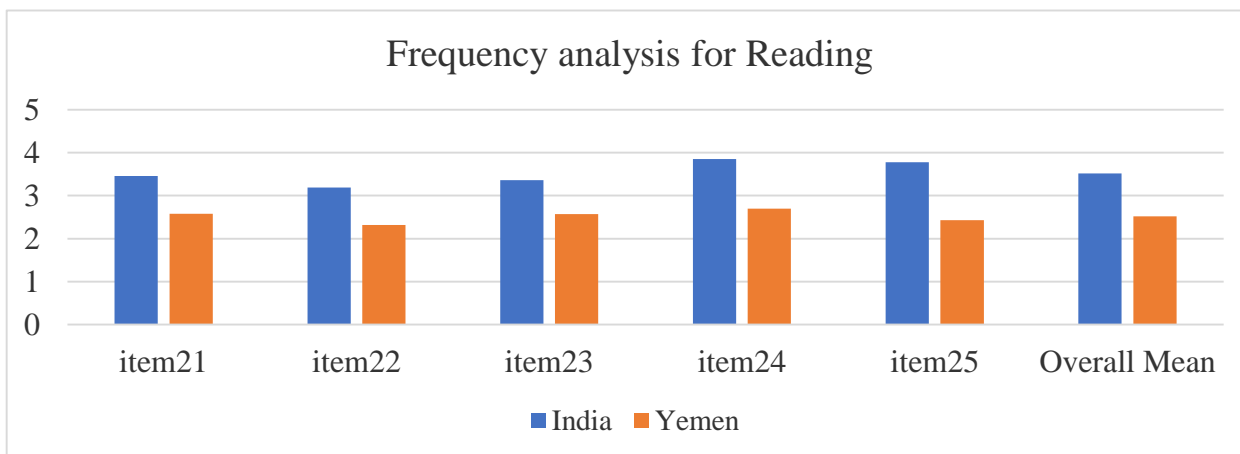


Figure 7. Frequency analysis for Reading

4-8. Frequency Analysis for Writing

In the third dimension of the questionnaire "Language Skills", 5 questions were asked to know the perceptions of Indian and Yemeni teachers about writing Skills in English textbooks, which have the items' sequence from item 26 to item 30. In the Indian context, the results in table (4) reveal that 37 of the Indian respondents believe that there is "enough" consideration of controlled, guided or free writing tasks, while 28, 26, and 15 respondents believe that there is "average", "fair" and "good" consideration, respectively. Further, 40 respondents believe that there is "enough" sufficiency of time allotted for writing skill in English text books, while 31, 20 and 16 respondents believe that is "average", "fair" and "good" sufficiency respectively. Moreover, 39 respondents perceive item 28 "Adequacy of materials and supporting materials needed for writing skill" as "good". Same number of respondents perceive item 29 "Exposure of writing materials to the native speakers of English" as "average". Finally, 38 respondents perceive item 30 "Suitability and easiness of writing materials" as "enough". To sum up, the results in table (4) regarding items from 26 to 30 reveal that Indian teachers believe that there is "average" wording skills in their English textbooks as indicated by the means of the 5 items which range between 2.61 and 10 to 3.40.

On the other hand, in the Yemeni context, the results in table (4) concerning item 26 show that 38 of the respondents believe that there is "poor" consideration of controlled, guided or free writing tasks, while 28, 25, and 9 respondents believe that there is "fair", "average" and "enough" consideration respectively. Further, 36 respondents believe that there is "fair" sufficiency of time allotted for writing skill in English text books, while 34, 22 and 10 respondents believe that there is "poor", "average" and "enough" sufficiency, respectively. Moreover, 34 respondents perceive item 28 "Adequacy of materials and supporting materials needed for writing skill" as "poor" and "fair". Same number of the respondents perceive item 29 and 30 "Exposure of writing materials to the native speakers of English" and "Suitability and easiness of writing materials" as "poor". Following is table (4) and figure (8) that show frequency analysis for writing.

Table 4. Frequency analysis for Writing

Items	India												Mean	Rank
	Poor		Fair		Average		Enough		Good		Total			
	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %		
Item 26	6	5.4	26	23.2	28	25.0	37	33.0	15	15.0	112	100	3.26	4
Item 27	5	4.5	20	17.9	31	27.7	40	35.7	16	16.0	112	100	3.38	3
Item 28	5	4.5	23	20.5	21	18.8	24	21.4	39	39.0	112	100	3.62	1
Item 29	9	8.0	27	24.1	39	34.8	18	16.1	19	19.0	112	100	3.10	5
Item 30	6	5.4	24	21.4	20	17.9	38	33.9	24	24.0	112	100	3.45	2
Overall Mean													3.36	
Yemen														
Item 26	38	36	28	27	25	24	9	9	5	5	105	100	2.19	4

Item 27	34	32	36	34	22	21	10	10	3	3	105	100	2.16	5
Item 28	34	32	34	32	21	20	10	10	6	6	105	100	2.24	3
Item 29	34	32	30	29	27	26	9	9	5	5	105	100	2.25	2
Item 30	34	32	32	30	20	19	9	9	10	10	105	100	2.32	1
Overall Mean													2.23	

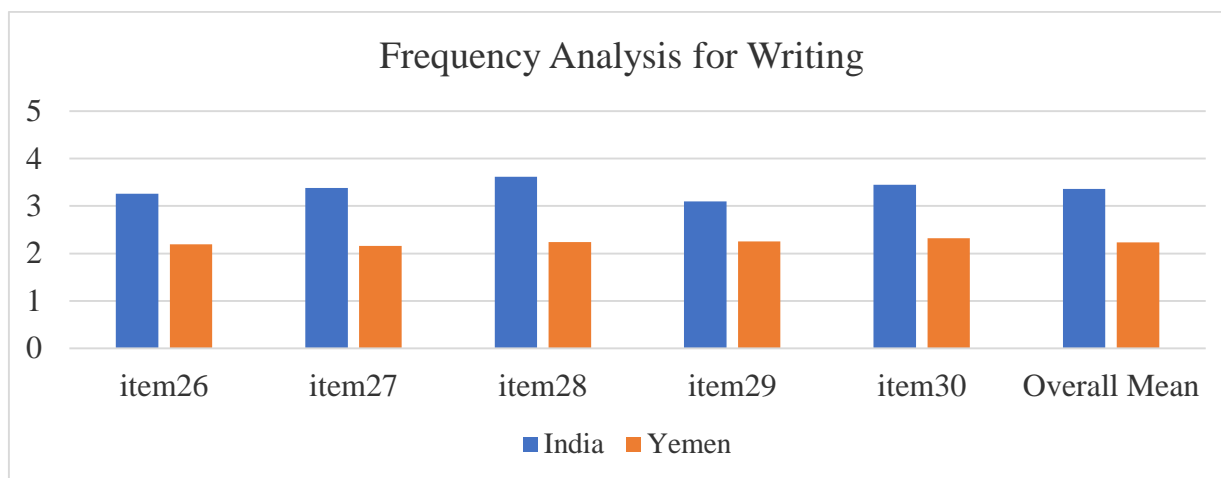


Figure 8. Frequency analysis for Writing

4-9. Frequency Analysis for Speaking

In the third dimension of the questionnaire "Language Skills", Yemeni and Indian teachers were asked 5 questions to know their perceptions about speaking Skills in English textbooks, which have the items' sequence from 31 to item 35. Concerning Indian teachers' perceptions about speaking Skills, results in table (5) reveal that most of respondents scaled item 32, 33 and 34 as "good" except item 31 as "enough", which means that most of the Indian teachers believe that there are good speaking skills in English textbooks. The overall evaluation of this skill is indicated by the overall mean value of the 5 items which lies between 3.41 and 4.20 which means that there are "Enough" writing skills in Indian English textbooks.

Regarding Yemeni teachers' perceptions about speaking Skills in English text books, results in table (5) show that most of the respondents scaled item 31, 32 and 33 as "fair" except items 34 and 35 as "poor", which means that most of Yemeni teachers believe that there are poor and fair speaking skills in English textbooks. The overall evaluation of the Yemeni teachers for this skill is "fair", this result is supported by the overall mean value of the 5 items which lies between 1.81 and 2.60 which means that there are "fair" writing skills in Yemeni English textbooks.

Accordingly, comparing Indian and Yemeni English textbooks in terms of speaking skills, the results in table (5) show that Indian English textbooks have "Enough" writing skills, but the Yemeni English textbooks have "fair" writing skills. Following is table (5) and figure (9) that shows demonstrates frequency analysis for speaking.

Table 5. Frequency analysis for Speaking

Items	India												Mean	Rank
	Poor		Fair		Average		Enough		Good		Total			
	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %	Freq.	Per. %		
item31	11	9.8	23	20.5	29	25.9	31	27.7	18	18.0	112	100	3.20	5
item32	11	9.8	24	21.4	22	19.6	18	16.1	37	37.0	112	100	3.41	4
item33	14	12.5	21	18.8	20	17.9	14	12.5	43	43.0	112	100	3.46	2
item34	11	9.8	26	23.2	18	16.1	14	12.5	43	43.0	112	100	3.46	3
item35	11	9.8	25	22.3	13	11.6	19	17.0	44	44.0	112	100	3.54	1
Overall Mean													3.41	
Yemen														
	33	31	36	34	22	21	7	7	7	7	105	100	2.23	4
	26	25	39	37	23	22	9	9	8	8	105	100	2.37	1
	27	26	38	36	21	20	12	11	7	7	105	100	2.37	2
	41	39	26	25	26	25	7	7	5	5	105	100	2.13	5
	36	34	34	32	15	14	12	11	8	8	105	100	2.26	3
Overall Mean													2.27	

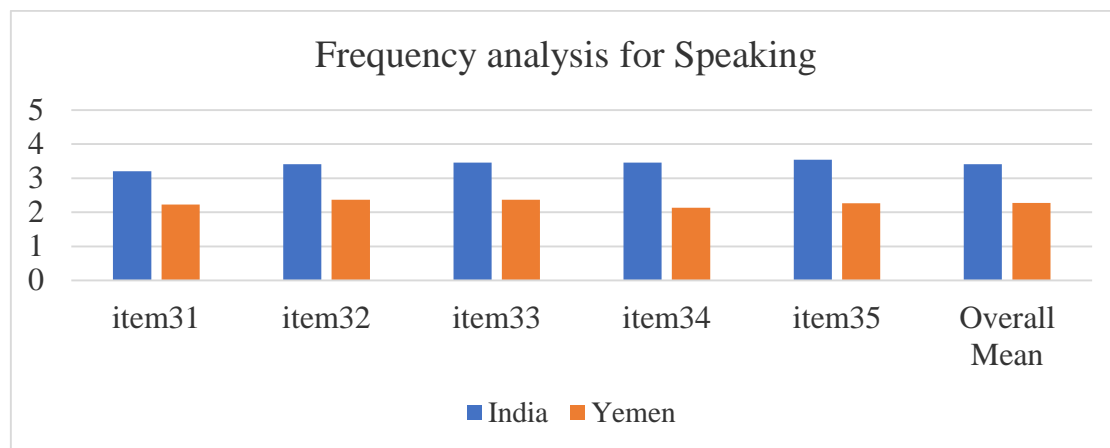


Figure 9. Frequency analysis for Speaking

5. CONCLUSION :

The present study provides an assessment of language skill of ELT textbooks of secondary schools in India and Yemen. The sample of this study comprises 105 teachers of 11th and 12th grades of secondary schools in Yemen and 112 from India. The study utilizes a questionnaire survey which is consisted of 2 pages and 23 questions related to language components. All questions are scaled based on five point-Likert scales ranging from poor (1), fair (2), Average (3), enough (4), and good (5). The results showed that the overall results of items from 21 to 25 indicated that Indian teachers believe that reading skills in their English textbooks are enough; this result is supported by the overall mean of the 5 items which is 3.52. In the same context, the results revealed that 36 Yemeni teachers believe that there is "fair" variety of contents for reading skill materials in English text books and 29 and 16 teachers believe of "average and "enough" variety. In contrast, 9 teachers believe of "good "variety. The results also revealed that 31 respondents perceive item 25 that states, "There are adequate materials and activities for reading skill" as "poor" and 28 and 29 perceive it as "fair" and "average", whereas, 31 respondents perceive it as "good". The results of all items from (21 to 25), showed that Yemeni respondents believe that there is "fair" reading skills in their English text books as indicated by the overall mean of all items which lie between 1.80 and 2.61.

The results revealed that Indian teachers perceive average for the 5 items (from 16 to 20) of Listening Skill in English textbooks that they teach in their schools as indicated by the overall mean value 2.91 which lie between 2.61 and 3.40. The overall results in Yemeni context revealed that Yemeni teachers perceive that Listening Skills in English textbook that they teach in their schools are fair; this result is supported by the overall mean values which lie between 1.80 and 2.60. The results revealed that Indian teachers believe that there is "average" wording skills in their English textbooks as indicated by the means of the 5 items which range between 2.61 and 10 to 3.40. Overall, for the items from 26 to 30, the results indicated that Yemeni teachers believe that English text books in Yemen contain "fair" writing skills as indicated by the overall mean value of all items from 26 to 30 which is between 1.81 and 2.61. The overall evaluation of this skill is indicated by the overall mean value of the 5 items which lies between 3.41 and 4.20 which means that there are "Enough" writing skills in Indian English textbooks. Regarding the speaking skill, the results showed that most of respondents scaled item 31, 32 and 33 as "fair" except item 34 and 35 as "poor", which mean that most of Yemeni teachers believe that there are poor and fair speaking skills in English textbooks. The overall evaluation of Yemeni teachers for this skill was "fair", this result is supported by the overall mean value of the 5 items which lies between 1.81 and 2.60 which means that there are "fair" writing skills in Yemeni English textbooks. Thus, the results from the present study have a scope for implantation policy makers and regulators, curriculum developers, teachers, and academicians.

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