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The Analysis of 'English for First Year' Textbook Explicit Nature for a Suitable English Learning in Burkina Faso

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Abstract

The present research is conducted to examine the explicit nature of the materials of an English language textbook 'English for First Year', used at Secondary School in Burkina Faso in class of 6e. The study aims to identify the external aspects of the textbook materials that favor or disfavor the teaching and learning process. To achieve this aim, some aspects of the administrative concerns, physical make-up, and internal organization, essential in a pedagogical viewpoint from the textbook were selected. The research used a simplified version of A. Littlejohn's (2011) analysis of materials procedure. Besides, a questionnaire was addressed to 60 EFL teachers. In addition, 12 students and 4 pedagogical supervisors were interviewed. The results revealed that 'English for First year' is the main and only textbook prescribed for English learning and teaching in the related classroom. However, its physical make-up is not attractive and, more critically, it is free of a standard pedagogical methodology. The evaluation process revealed that the deficiencies of the textbook prevailed over the benefits. Though accessible with a certain clarity of the content, the textbook failed to inform about its aims, approaches and methods, to promote autonomous use and learning, provide supplemental materials, and manage visuals, colors, cultural sources and learning procedure. These shortcomings take teachers away from using the textbook and jeopardize the process of English learning and teaching in 6e classroom. As a conclusion, the textbook is not suitable for the related learning context, then, it should be withdrawn.

Key words: content analysis, explicit nature, materials, and Textbook.

L'analyse de l'anglais de nature explicite de manuel pendant première année 'pour une étude anglaise appropriée dans Burkina Faso

Résumé

Cette présente recherche est conduite pour examiner la nature explicit des supports didactiques d'un manuel de langage 'English for First Year', utilisé dans l'enseignement secondaire en classe de 6e au Burkina Faso. L'étude a pour objectif d'identifier les aspects externes des supports didactiques du manuel qui favorisent ou défavorisent le processus de l'enseignement et de l'apprentissage. Pour atteindre cet objectif, des aspects externes liés aux questions administratives, à l'apparence physique et à l'organisation interne essentiels d'un point de vue pédagogique du manuel ont été analysés. La recherche a utilisé une version simplifiée de la procédure d'analyse des supports didactiques de A. Littlejohn (2011). En outre, un questionnaire a été adressé à 60 professeurs d'Anglais. Aussi, 12 élèves et 4 encadreurs pédagogiques ont été interviewés. Les résultats ont révélé que 'English for First Year' est le principal et seul manuel prescrit pour l'apprentissage et l'enseignement de l'Anglais dans la classe concernée. Cependant, son apparence physique n'est pas attrayante et encore plus

critique, il ne suit pas une méthode pédagogique standard. L'évaluation a révélé que les déficits l'emportent sur les atouts. Bien qu'accessible, avec une certaine clarté au niveau du contenu, le manuel n'a pas pu communiquer ses objectifs, approches et méthodes, promouvoir une autonomie d'utilisation et d'apprentissage, fournir des compléments didactiques, et accommoder les sources visuelles, couleurs, sources culturelles et le processus d'apprentissage. Ces insuffisances éloignent les professeurs de l'utilisation du manuel et mettent en danger le processus de l'apprentissage et de l'enseignement de l'Anglais dans la classe de 6e. En conclusion, le manuel n'est pas approprié au contexte d'apprentissage, et comme décision finale, l'étude propose son retrait.

Mots clés : analyse du contenu, aspects externes, manuel scolaire, supports didactiques.

Introduction

A textbook is part of any teaching and learning curriculum. It is one of the greatest contributors in languages learning in classrooms. In English as Foreign Language (EFL) classrooms, it is one of the most popular teaching and learning materials, including photocopied texts and exercises, tape-recorders, grammar books, dictionaries, Computer Assisted Language Learning (CALL), and Digital Audio-Visual Aids (DAVA). L. E. Sheldon (1988, p. 237) symbolizes it « as the visible heart of any EFL classroom for both teachers and students ». ELT textbooks are the main source that contains what needs to be learned or to be taught. P. Ur (1996, p. 183) writes that, « a textbook is a book of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course ». In EFL classrooms, both students and teachers need materials that would make the learning and teaching process pleasant. Textbooks attempt to provide students with systemic knowledge and schematic knowledge about English language deemed necessary to make them feel like if they are evolving in an English community preparing them for interaction for authentic purpose. ELT textbooks are vital part for learning and an integral part to solve classrooms problems. In Burkina Faso, where English is taught as foreign language, the role of textbooks becomes much more crucial. It is not surprising how important, the administrative and educational authorities, following many EFL Institutions around the world, have decided of making use of textbooks in addition to the other materials available for the Institution. In the First Cycle, exceptionally, efforts are made to provide all the levels with textbooks. Then, students could start learning English with 'English for First Year' in class of 6e. However, without doubt, a textbook, depending on its materials either explicit or implicit, can impede learning. Therefore, to provide optimal condition for successful learning, a textbook should be relevant to the level of instructions of study for the specific subject of study and the specific group of learners and reflect the classroom syllabus expectations and requirements. Above all, it should first be attractive and get users feel comfortable in working with it. It indicates that these textbooks should provide materials which are able to stimulate learning. Unfortunately, they have revealed limitations with regards to making the learning process exciting and enjoyable, and helping students achieve proficiency. This paper principally examines the materials of 'English for First Year', and investigates the extent to which they are suitable for the related classroom. It lays a special focus on the explicit nature of the textbook, to determine its benefits and deficiencies related to the students of 6e.

1. Background of the Study

In Burkina Faso, English is part of the national education curriculum, yet a francophone country. With the ever-growing demand of fluent English at international debates and science, business and commerce, sports and education, since the last decades of the 20th century, the

country needs skillful people with communicative abilities in English, explaining logically the policy makers' decision. English is then taught in the country with the goal to get students develop communicative competence (circular letter n°105/MENAC/ ICESD of December 1, 1983). The teaching and learning of English start from the class of 6e, and specifically, the students are expected to be able to communicate in speech and writing through simple language dealing with various situations of daily lives (MESSRS/English Inspection, 2010). To achieve these goals, all the curricular reforms undertaken so far laid a great emphasis on the development of the language functions. The structure of the Syllabus revised (2010) framework clearly indicates in each unit the language functions to be achieved (E. Somé-Guiébré, 2018). Likewise, teachers methodologically organize classes to offer students optimal chance to develop the language satisfactorily. Despite the insistence and endeavors of teachers, it is not common to see a student of the class of 6^{e} who can hold a meaningful conversation in English after the rituals of greetings, or produce a meaningful piece of writing. An important part of the blame seems to be on the teaching/learning materials. I. Malgoubri (2018) reports that the textbooks available in the curriculum hardly help EFL teachers to reach most of the EFL teaching objectives and goals. E. Somé-Guiébré (2018, p. 77) shares this view when she writes that, « the irrelevance of the syllabus (2010) with the textbooks in use in the classrooms hinders the development of communicative competence ». However, in general, and in the particular case of Burkina Faso, where the CALL and DAVAs are not accessible to the Institution, textbook is the material which can potentially offer students a permanent contact with English within and outside the classroom. It is not surprising how great attention textbooks have received recently in the literature on Applied linguistics given how important the place and role they play in foreign language classrooms. Therefore, these textbooks should provide not only good model for learning but should also present external attributes which can generate motivation for learning. Herein, there is an urgent need to investigate 'English for First Year' materials. M. Abdelwahab (2013, p. 56) believes that, « the perfect book does not exist, yet the aim was to find the best possible one that will fit and be appropriate to a particular learner group ». Following M. Abdelwahab (2013), this study is conducted with the perspectives to determine the suitability of the explicit nature of a textbook 'English for first year' related to the group of learners using it.

2. Methodology

2.1. Content Analysis Approach

To conduct this research, we employed a content analysis in mixed-method approach, i.e., content analysis along with other methods of data collection and analysis, particularly questionnaires and interviews. In research, each method has its strengths and weaknesses, and combining them helps the researcher to make the best of the most valuable features of each (M. Langenbach *et al*, 1994). The more the methods contrast with each other in a study, the greater the validity of the research outcomes. L. Cohen *et al.* (2007, p. 112) note that « multimethod approach in social sciences explains more fully the richness and complexity of a phenomenon by studying it from more than one standpoint and, in so doing by, making use of both quantitative and qualitative data. » In this vein, D. Ary *et al* (2010, p. 23) report that « the end results of mixed method research is findings that may be more dependable and provide a more complete explanation of the research problem than either method alone could provide ». As an in-depth evaluative study, the primary research tool is a content analysis, consisting in analyzing the explicit nature of the materials of a textbook 'English for First Year'. Content analysis is one the main research approach used in educational research today. H. Parveen & N. Kashmir (2017) consider it as a set of procedures used to transfer discrete information into an organized format allowing analysts to make objective inferences. According to K. Neuendorf (2002), content analysis involves coding, describing and interpreting a document content to

make valid and replicable inferences. The research technique consisted in examining and interpreting data from the explicit nature of 'English for First Year' to decode meaning, gain understanding and arrive to a conclusion. The set of procedures in the analysis process helped to deeply examine the textbook materials allowing from different angles and nuances to be visible, and obtain full answers and gain a detailed picture to determine what the materials contain, and what they leave out and which are essential at a pedagogical viewpoint. The combination of the content data from the textbook materials with the data from the main stakeholders during the analysis process provided a multifaceted lens to observe which materials may support teaching and learning and which materials may hinder learning. The use of the aggregated opinions and perceptions of the stakeholders optimized the validity of the content data.

2.2. Participants

The target participants in this research are the explicit aspects of the materials of 'English for First Year', an ELT textbook for the students of the class of 6e at Secondary School in Burkina Faso. Next, the research targeted the context of use. The context of use refers to the characteristics of the learning environment and its sensitivities, including the learning curriculum that informs about the goals and requirements of the learning program. The study was also interested in the main stakeholders' opinions and perceptions on the textbook and its performance: EFL pedagogical supervisors, students of 6e and EFL teachers. The pedagogical supervisors are experts in English teaching and have strong knowledge about EFL teaching. They are in charge of teachers training and certification. They had been teachers before and were supposed to using 'English for First Year', at some stage during that period, and could provide the study with substantial data. The students of the class of 6e are the intended audience of 'English for First Year'. Students are the pillar of EFL classrooms. They are the ones who have to acquire the communicative ability in English. All the educational policies, materials and endeavors are directed towards their learning success. The EFL teachers are those who are in charge of helping students to develop English. They are the ones who plan and organize learning, and are supposed to using 'English for First Year', to carry out classes, and might know better the textbook materials and their performance. They were then a potential source of data collection that could provide the study with valid and reliable information.

2.3. Data Collection

Three methods of data collection were employed: schedules, semi-structured interviews and a questionnaire. The schedules, consisting of lists of criteria, focused on the external aspects of the textbook and its target context of use. Through a schedule in a form of checklist, we gathered data from 'English for First Year'. The research recorded data only from the explicit nature of the textbook, the publication form. Publication form refers to the tangible physical aspects of the materials, and how they appear as a complete set or book among the whole set of the related classroom teaching materials. We started the data collection with the blurb and claims made on the covers of the textbook. This involved the publication date, the public to which the materials are dedicated to, the amount of classroom time required, instructions about the use of the materials. Furthermore, we picked up substantial pedagogical-oriented data from the textbook physical make-up. It consisted of the essential aspects related to the size of the textbook, the design of the textbook covers and the design of the textbook contents. By the end, we recorded information about the organization of the materials in terms of units, sections and subsections, and the recurring features. The research next used another schedule, a structured guideline to collect data from the textbook target context of use. Guided by the structured guideline, consisting of a set of criteria referring to the characteristics of the learning setting, data sought were collected from five components, the most contributors to education success in EFL classrooms: the environment, the students, the teachers, the Institution and the course. We

started first with the environment such as the socio-cultural aspects, and the quality of the target language input. Next, we were interested in the characteristics of the students. This related to the students' needs, levels and motivations. Then, we gathered data about the characteristics of teachers, especially their competence in the use of the target language, their needs and motivations. After that, we looked inside the classroom syllabus to learn about its goal and requirements. Finally, we recorded information about the course, consisting of the teaching approaches, methods, aids and evaluation design. Besides, as stated beyond, the research design included other methods of data collection and analysis, i.e., it planned to linking content data with surveys data. Then, 12 students and 4 pedagogical supervisors were interviewed, and 60 EFL teachers were addressed a questionnaire. The interviews questions for both students and the pedagogical supervisors were open-ended but different. The questions with students aimed to learn about students' opinions and perceptions about their book. As those for supervisors, they set out to inform about how well students and teachers make use of the book, and the potential of the book materials to help students achieve proficiency. The questionnaire for teachers aimed at informing about what teachers actually do with 'English for First Year' and their opinions and perceptions about its materials. Made of a mix of both open and close-ended questions the questionnaire comprises four sections. The first section deals with cultural issue and the keen interest students have on English language and its culture. The second section relates to the keen interest teachers have on the textbook. The third and the fourth section were interested in the opinions and perceptions of teachers about the textbook and its suitability.

2.4. Data Analysis Procedure

As in-depth evaluative research, the primary research tool of this study is content analysis. It employed a simplified version of A. Littlejohn's (2011) analysis of materials procedure. The framework by its processing nature, allows the materials to speak for themselves, tending to be more objective rather subjective. The process is a means to examine the implications that use of a set of materials may have for classroom practices and come to grounded opinions about whether or not the content and methodology of materials are appropriate for the related context of use (A. Littlejohn, 2011). By so doing, the procedure is claimed to be devoid of impressionistic judgements and implicit assumptions frequently seen in checklist evaluative tools. The model consisted of four different stages: a material analysis, an analysis of the target situation of use, match and evaluation and action. The 'material analysis' is the first stage. It is an analytical description of the explicit nature of the textbook materials which procedure results in their pedagogical implications. At this level, we made an objective description of what the materials contain explicitly, and then made progressively subjective inferences following the logical implications of the materials. The study then focused on the most important aspects of the book at a pedagogical standpoint. Those data were essentially related to the organizational principles involved, including the administrative concerns, the physical make-up attributes and the internal organization. The administration concerns deal with the claims or aims, the introduction and guidelines made on the materials about its use. We first looked for the publication date, names of the designer or institution, publisher, year of edition, and intended audience. We next looked at the place of the textbook within the set of materials in the educational program, and the total estimated time. We also looked for any information that could stand as a syllabus, claims, learning process, the related aims, and instructions about the use of the content and intercultural aspects. We also looked inside the textbook to examine the table of content, the indexes, the wordlists and research facilities. It was also interested in the accessibility of the textbook. Referring to the physical make-up, we looked into the size of the textbook to find out the aspects which may generate motivation in students. It included the proportion, the shape and the weight. At the level of the cover design, we looked for the involved elements of the layout on the skin of the face, back, spine, illustrations and the overall

color appearance. Referring to the book content design, we looked inside the textbook to determine the characteristics of the scripts, the illustrations, and use of colors, font, and the quality of the paper, the size and typeface. Relating to the internal organization, a description was made about the division of the materials into sections and subsections and the sequencing system. The procedure opened onto a detailed picture allowing the analyst or any observer to see, not only what was there and how well it was deployed but also what was not there and which is important at a pedagogical viewpoint. The next stage consisted of the 'analysis of the target context of use'. In this step, through a structured guideline, we formulated statements about the descriptions under the sociocultural aspects of students' environment including the place of English language. Likewise, we looked into the characteristics of the teachers (prior experiences, training and motivation), students (their language, educational level, and motivations), institution (expectations and requirements) and the course (teaching methods, materials and aids, evaluation design). After the scrutiny of the target context of use, its most essential characteristics are established and placed next to the findings of the textbook materials analysis established before, for a match and evaluation process. The match and evaluation is the third stage of the analysis process. Based on textbook evaluation theories and the findings of the interviews and the questionnaire the process determined the benefits and deficiencies of 'English for first Year' explicit nature included in the following section.

3. Results and Discussion

3.1. The Analytical Description of the Explicit Nature of 'English for First Year' materials

The analytical description of the explicit nature of 'English for First Year' materials reveals that the textbook is homemade, designed around 1985 by the Ministry of the national education in BF. It is a beginner-level learning material designed for the students of 6e at Secondary School for classroom work. Both students and teachers can get it from the school library for rent. The textbook contains a table of contents but which can only allow an easy and quick location of units. Except for the table of contents, the textbook provide no information which can stand as a blurb or claim or aims or an introduction, or a mini-syllabus informing users about the materials presented inside the book. Likewise, it does not include a glossary or vocabulary list or index. All participants, including students deplore the fact that the textbook does not provide them with information or facilities to handle the content efficiently. 81.07 % of teachers declared that the textbook does not provide guidance about its use (Table 1). The book content mainly makes use of the students' own cultures; it does not include the culture of an English-speaking country or any other country. All almost participants assume that the textbook materials do not give a significant place to the culture of English speaking countries. Following pedagogical supervisors, 92.30% of teachers declared that the textbook materials do not expose learners to English culture or any other country culture (Table 1). Above all, the textbook is not supplemented with teacher's book, a student's workbook, an audio-visual device or any other type of supplemental material. Hence, 'English for First Year' is the core and the only textbook for English teaching and learning in class of 6^e and is dedicated for classroom use. Relating to the physical make-up concerns, the research indicates that the textbook presents a rose blanket with few scripts accompanied by an illustration that clearly indicates the dedicated audience (Appendix A). The book is completely free of artwork. It is too natural consisting of ordinary white sheets, larger than students' copybooks and even too large with an important weight. It is made up of A_3 sheets size with 207 pages written in font 12, all in black color except the blue color for titles. It contains some visuals, all consisting only of drawings and diagrams. The whole book leaves out physical attributes which can arouse students' interest, making its physical appearance less attractive. The findings of the surveys with students, teachers and supervisors give evidence that the overall textbook physical makeup is not attractive. 84.60 % of teachers report that the physical appearance of the textbook is not

attractive (Table 1). This is in contradiction with Harmer (2001) who contends that the textbook materials must be attractive for students, and teachers must feel comfortable with it, and should provide appropriate guidance, attractive presentation, interesting and appropriate illustrations. Relating to the internal organization, the textbook is subdivided into 27 units with a standardized number of three lessons. 18 units introduce lessons, each describing particular English language feature. After every two-lesson unit comes a unit standing for 'revision and test' giving 9 units, and bringing the total number of units up to 27. The 27 units are visible in the table of content (Appendix B), each introducing a theme. Each unit comprises three lessons, each introducing a topic related to the lesson topic, and developed in the teaching points. The teaching points include Dialogue, Listening, Reading, Speaking, Writing, Grammar, Vocabulary, Pronunciation, song and game. The sequencing and grading of teaching points differ from one lesson to another and from one unit to another. The set of data implies that 'English for First Year' is dedicated to students of the class of 6^{e} for classroom use. It is the main and only book for students to learn and the main source of teaching material for teachers to teach. However, the whole book physical appearance is not attractive. Likewise, the teaching points do not follow a particular framework, making the textbook free of pedagogical methodology.

Table 1: Results of the questionnaire with EFL teachers

N°	Section 1: Statements	Strongly agree %	Agree %	Disagree %	Strongly disagree
1	Learners' attitude towards English is positive.	46.15	46.15	07.69	0.00
2	Learners' attitude towards English cultures is positive.	21.15	67.30	11.53	0.00
3	The textbook exposes learners to English cultures.	03.84	03.86	69.23	23.07
4	The textbook exposes learners to local cultures.	48.07	40.38	09.61	01.92
5	The textbook exposes learners to other countries cultures.	01.92	07.69	63.46	26.92
6	The textbook provides guidance about its use.	0.00	11.53	23.07	68
7	The textbook provides guidance about how to handle cultural issues.	0.00	0.00	21.15	78.84
	Section 2: Statements	Regularly %	Sometimes %	Rarely %	Not at all %
8	You use the textbook to carry out your classes with the students.	01.92	34.61	17.30	46.15
9	You refer to the textbook when planning classroom activities.	05.75	50	36.53	07.69
10	You refer students to it for homework.	01.92	02.15	16.07	78.84
	Section 3: Statements	Strongly agree %	Agree %	Disagree %	Strongly disagree
11	The textbook physical makeup is attractive.	01.92	13.46	48.07	36.53
12	The book makes use of authentic materials.	01.92	07.69	78.84	1.53

13	You feel at ease in working with it.	0.00	11.53	59.61	28.84
14	Learners can use it outside the class without the help of a resourceful person.	01.92	05.76	69.23	23.07
15	Teachers wish they revised it.	55.76	40.38	01.92	01.92
16	Teachers wish they simply replaced it.	34.61	51.92	11.53	01.92
The summary of the elements or aspects that the participants desire the 6e English Language textbook should contain, and which may facilitate teaching and learning: authentic materials, real photographs, more pictures, use of colors, audio learning materials, songs and games.					

Source: Data collected from the questionnaire with EFL Teachers on 'English for First Year' (2021).

3.2. Results of the Target Context of Use

A scrutiny of the target context of use unveils that the learning setting of 'English for First Year' is characterized by a poor input in English language. Contrary to French, the main medium of communication in education and in the administration, English is almost missing in the daily life of students' communities. Even at school, it is mainly in classrooms and especially during English classes that English is used. As for students, just like the majority of learners of English around the world, they are keen on learning the language precisely because it gives them access to a culture that they admire and a lifestyle they aspire to (H. Coleman, 2013). Almost all the participants: students, teachers and pedagogical supervisors declared that students are amazed to see people conversing in English and dream to one day be able to speak the language as well. The great majority of teachers (92.30%) declare that students have a positive attitude towards English language and its culture (Table 1). The students of the class of 6^{e} are between the age of 11 and 15. They are still inclined in games, listening to music, watching beautiful pictures and movies, and greatly attracted by colorful ornaments. Likewise, they would rather be listening than reading. Despite the poor input environment in English, the institution expects students to develop a communicative ability both in spoken and written in different contexts of daily life through simple language (MESSRS/English Inspection, 2010). They adopted a Functional syllabus, and prescribed the PPP framework as the teaching methodology. The PPP method consists of a 'Presentation' stage in which the subject matter is introduced to students, a 'Practice' stage where students under the guidance of the teacher use the stated features to practice the language. At last, the 'Production' stage, where students are invited to use the studied features in personal productions (MESSRS/English Inspection, 2010). This prescribed PPP framework is a modified version of the classic method of PPP, fundamentally based on Situational Approach. Under the influence of the promotion of the communicative language teaching (CLT) throughout the world, the institution encourages teachers to shift away from the linguistic comment and drill and promote fluency activities based on interactions through collaboration between teacher and students and between peers. Therefore, all classroom practices should be based on the PPP methodology, and the majority of teachers are equipped with the basic knowledge. Noticeably, English teaching profession in Burkina Faso is entirely provided by a local public, but with different professional qualifications. The great majority are non-native English speakers, and do not have native-like level. They learned English in Burkina Faso, first at Secondary School and later in national universities. They then learned English the way their students are doing, in a rather difficult environment characterized by the lack of opportunity to receive high quality input to practice the language for authentic communicative purpose. Their level is too often associated with the standard of Advanced Learner English (P. Kouraogo, 1993). Advanced Learners, According to J. T. Roberts (1980, p. 52), are « learners who have overcome most of the learning problems

posed by phonology and grammar, but where language as a social tool is concerned, they are in the sense at their most vulnerable ». Following J.T. Roberts (1980) and P. Kouraogo (1993), English teachers in Burkina Faso still need assistance, and instructional materials should be clear enough in their approach, methods and procedures, and provide them with guidance.

3.3. Match and Evaluation

The elaborative process of the matching between the findings of the textbook materials analysis and the findings of the context of use analysis reveals that 'English for First Year' in terms of explicit nature offers very little than it should in many aspects regarded what is expected from a textbook. Despite a certain positive attribute, the book unfortunately presents much more deficiencies than benefits.

Table 2: Results of the match and evaluation

Explicit nature components	Benefits	Deficiencies
The administrative concerns	The textbook is accessible to both students and teachers.	The textbook does not inform about its aim.
		The textbook does not inform about its underlying teaching approach and learning process.
		The textbook does not propose a syllabus
		The textbook does not provide students with guidance about its use
		the textbook does provide students with glossary or index or a wordlist
		The textbook does provide students with workbook
		The textbook does not get students an exposure to English culture
		The textbook does not provide teacher with guidance
		The textbook does not provide an audio or video device
The physical make-up	The textbook content is well-spaced	Lack of attractive colors
	The textbook content is legible	Visuals are not authentic
		Visuals are not attractive
		It is not easy to handle the book
The internal organization		Lack of regular learning process
		lack of congruence with the classroom practices

Source: Data collected from the match and evaluation on 'English for First Year' (2021).

In this report (Table 2), it can be observed that the explicit nature of 'English for First Year' presents a certain number of benefits for its related classroom students. The most essential positive aspect of the textbook is its accessibility to both teachers and students. Teachers as well as students can have access to the book from schools' libraries for rent. A textbook is profitable and helpful only in the hands of users. J. Harmer (2007) holds that a good textbook is a book, which is accessible to the students for which it is designed. Another advantage of the book is that its content is clearly written so that students would not be confused in using it. The whole content of the book is well-spaced and legible. There is not any obstacle which can affect the readability of text composition. The spacing between lines of scripts or text composition or between letters is not too tight and too loose; it is aged appropriate (font 12, interface 1.5). Additionally, the textbook content makes use of visuals. They are essentially illustrations or

images and diagrams; all made of drawings. In general, visuals: pictures, photos, images, illustrations and diagrams are good sources of motivation. They are good sources that are likely to generate motivation in students and help them become independent in their learning. Visuals play an important role in the apprehension of the meaning of scripts, words or sentences or texts, and facilitate learning. They attempt to create a unity with the scripts, helping students to notice the messages meaning of language items and features, and thus enhancing the probability of acquisition.

As one can notice in Table 2, the explicit nature of the book presents an important number of demerits. The findings indicate that the textbook does not contain an introduction or a blurb informing about its teaching approach and aims. Likewise, it does not provide users with instructions about the use of the material. As a textbook dedicated to students, it should provide enough guidance and facilities for a pleasant utilization. As indicates the results of the learning context analysis, students live in an environment characterized by a complete missing of English. Additionally, even their teachers still need guidance for an efficient use of teaching-learning materials. 'English for First Year' is the core and the only textbook for English teaching and learning in class of 6^{e}, and as such, it should support learning both inside and outside the classroom. The analysis results implies that the textbook materials do not promote an autonomous use and may be reduced to only classroom use. The students' responses to the questions indicate that they lack abilities to use the textbook effectively. More critically, a great number of teachers seldom makes use it, and very few (only 4.07%) refer students to it for homework (Table 1). 92.30 % of teachers claim that students cannot use the textbook on their own outside the classroom without the help of a resourceful person. All the pedagogical supervisors who participated in the study share this argument. One went farther to declare that students today, even though those for which the book was designed, cannot use it without the assistance. The lack of guidelines and facilities such as, regular teaching method and glossary, give students very little opportunity to use the textbook on their own without the help of their teacher. The learners' familiarity with a learning material is essential in knowledge development. J. C. Richards & T. Rodgers (2001, p. 30) assume that, « The role of instructional materials is to enable learners to practice content without the teacher's help ». Y. Gambo (2023) reports that students construct knowledge due to exposure to learning resources available to them for meaningful interactions. Additionally, the textbook does not provide teachers as well as students supplemental materials. J. McDonough *et al.* (2013) note that a good textbook should provide supplemental materials. The results also reveal that the textbook content is monocultural, yet learners need to broaden their views about culture. An exposure to cultural diversity is fundamental; it helps students to understand better their own culture, contributing to the development of their intercultural awareness. E. Reid (2015) upholds that the acquisition of intercultural communicative competence prepares learners to act appropriately and successfully in real-life situations in a foreign language.

The subject matter is mainly moulded in the students' own cultures. 92.30 % of teachers assume that the textbook materials do not provide students with an exposure to English cultures (Table 1). All pedagogical supervisors were at pain when they argue that the textbook does not keep a room open to the culture of any English-speaking country or any other country. The textbook does not offer students the opportunity to get an exposure to English cultures, though the results of the surveys showed that the students of 6e like English language and its culture. Students declare that they passionately long to be able to speak the language one day. The findings of the questionnaire indicate that 92.30 % of teachers declare that the students' attitudes towards English is positive, and such materials offer students very little opportunity to develop abilities for an appropriate use of English. E. Reid (2015) contends that teaching a language without its culture would be like teaching meaningless symbols to which students add the wrong meanings. In the same vein, M. Byram (1997) claims that a language cannot be taught

separately from its culture. Pedagogical supervisors uphold that without an exposure to English language culture, students will hardly develop abilities to use English for a meaningful or authentic purpose.

As far as the physical make-up is concerned, the findings indicate that 'English for First Year' has a big advantage loss. The data reveal that the textbook completely physical make-up does not attract students. Students note that their textbook is not attractive; it does not contain colors, authentic photographs, and attractive illustrations. Moreover, it is too large. This view is shared by teachers and pedagogical supervisors. 84.53 % of teachers agree that the book physical appearance is not attractive. Supervisors claimed that the materials including pictures, poems and songs are not pleasant enough to enliven the learning process, and claimed for authentic materials and colorful illustrations. D. Cross (1999) believes that for young learners, attractive pictures, games, poems and songs are good source of motivation. The physical appearance of a book is an important part of learning as well as its content. It is the first source of motivation in learning, and as such, it should cater for students' emotional needs. An attractive book provides students stimulation that can motivate them to be independent in learning.

Relating to the internal organization, the findings reveal that the textbook is free of standard teaching methodology. The framework of the learning sessions differs from one another, and even within the same unit. This alternative use of procedures does not make the use of the textbook easy and pleasant for learners and does not make the teaching task easy for teachers either. Only 1.92% of the teachers declare that they regularly use the textbook for classroom work, against 46.15% who do not use it at all. Also, 1.92% of teachers declare that they regularly refer students to it for home assignment, against 95.93% who do not refer students to it for home assignment. J. T. Richards & T. Rodgers (2001) report that, « Particular methods, if followed precisely, lead to more effective levels of language learning than alternative ways of teaching ». J. Harmer (2001, p. 5) takes the same view when, he writes, « Students tend to like a certain amount of predictability; they appreciate a safe structure which they can rely on ». The inconsistency does not help students to develop an autonomy in the use of the textbook and consequently does not help students to be independent in the language learning. It is unsurprising that students struggle to use it. Likewise, the lack of standard methodology makes the task daunting for teachers. According to pedagogical supervisors, teachers do not use the textbook to carry out their classes, and wish they designed a new one. One pedagogical supervisor confidently stated that when she was a teacher, she did not use the book for her classes, and only resorted to it when she had no choice. The lack of regular pattern, in addition to the discrepancy with the PPP framework may also explain teachers' disinterest towards the book. 96.14% of teachers suggest they revised it, and 86.53% simply claim they replaced it. The findings of the study clearly indicate that neither students nor teachers feel comfortable using the textbook. As regarded the weight of the deficiencies over the benefits, it can be concluded that the explicit nature of 'English for First Year' is not suitable for the related classroom students. A good textbook should become a source of learning for students and a reference for teachers to teach.

3.4. Action

This section is the fourth and the last step of the study procedure. It relates to the decision to be made against the textbook future. The study methodology processes on a logical line that opens onto to a general conclusion that inevitably leads to a decision to be made. The decisions open to a textbook after this analysis of materials procedure are essentially: to adopt, or to adapt, or to supplement, or to reject, or to make it a critical object. Regarding the overwhelming weight of the shortcomings based on the match and evaluation conclusion, the class of 6e should not go on using it. The findings result in the withdrawal of 'English for First Year' from the learning

and teaching program in the related classroom. The students expressed the desire for the textbook to be replaced with another textbook, one that is more attractive, with colorful and beautiful illustrations and photographs, interesting topics, games and songs, a glossary, and supported by audios and videos materials. Just like students, teachers (86.53%) wish they replaced with a more engaging one, enriched with colorful and authentic materials, real photographs, songs and games, and supported by audio learning materials. Similarly, to students and teachers, pedagogical supervisors argue that the educational authorities ought to develop a new textbook and remove it. Drawing from the conclusions of the materials and the target context analyses, and the conclusion of the match and evaluation process, the weight of the deficiencies of the explicit nature impose the withdrawal of ‘English for First Year’.

Conclusion

The explicit nature of a textbook as well as its implicit nature play a crucial role in fostering effective learning. Textbooks, depending on the quality of their explicit nature, can promote or impede learning. This study reveals the suitability of the explicit nature of a textbook, ‘English for First Year’, used in Burkina Faso for English learning and teaching in the class of 6e at Secondary School. The results indicate that the textbook is the main learning material which can offer students a permanent contact with English inside and outside the classroom. More importantly, it is dedicated for classroom work. Unfortunately, the study reveals that the textbook does not attract the users, and teachers do not make use of it in their daily classroom practices. The textbook explicit nature offers very little than it should do, regarded its place and role within the classroom learning materials. The deficiencies far outweigh the benefits. Except the accessibility and the clarity of the content, the book fails to fulfil the most essential attributes of a good textbook in terms of explicit nature. The most critically mentioned deficiencies include its failure of stating its teaching aims, approaches and methods, managing visuals and colors, promoting autonomous use and learning, and providing supplemental materials. Additionally, it indicates a lack of a standard pattern and an insufficient support of improving students’ intercultural competences, the dominant and most exclusive focus being on students’ own culture. The results indicate that the textbook is not suitable for both students and teachers, and suggest its withdrawal. The introduction of a new textbook will not necessarily lead the institution to fulfil its promises, but will increase students’ chances of developing the language.

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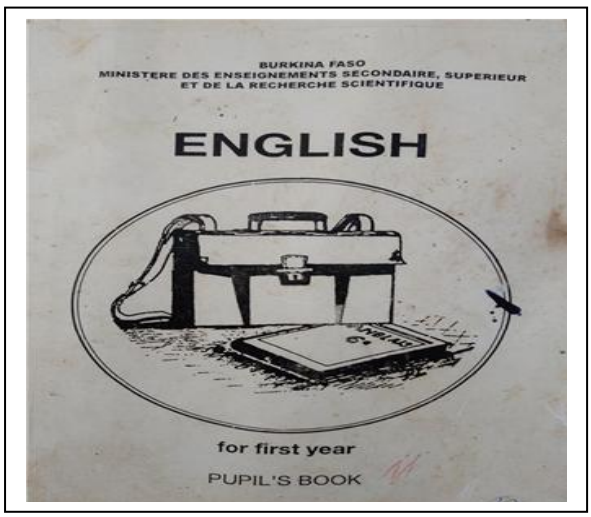
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Appendices

Appendix A: The cover page



Appendix B: Table of contents

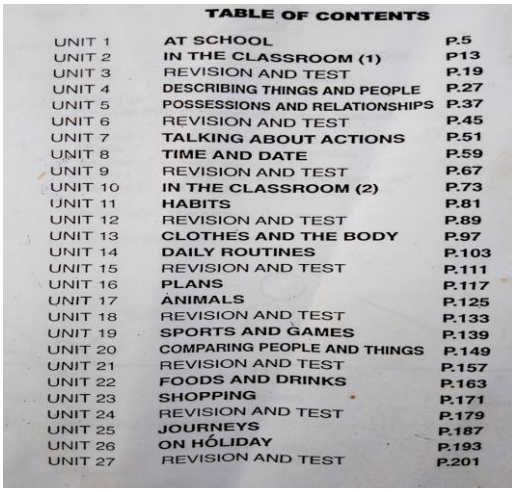


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École Normale Supérieure

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