

A CRITICAL EVALUATION OF THE NATIONAL ENGLISH COURSEBOOK FOR GRADE NINE-*LEARNING ENGLISH* THE CASE OF LICHINGA AND CHIULUGO SECONDARY SCHOOLS

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ABSTRACT

This study entitled 'A Critical Evaluation of the National English Coursebook for Grade nine *Learning English* the case of Lichinga and Chiulugo Secondary Schools.' The objectives of this study were: first, to examine the extent to which the grade nine learner's *Learning English* coursebook suits the level for which it has been designed. Second, to examine whether the *Learning English* coursebook for grade nine objectives match grade nine syllabus objectives. Third, to identify if language skills in the course book match with learners need and interest. Fourth, to examine whether the content covered in the coursebook is appropriate to the learners' level. Lastly, to assess if Mozambican culture items are integrated in the coursebook for grade nine. For data collection, it involved 140 learners of both sexes attending grade nine at Lichinga and Chiulugo Secondary Schools alongside four teachers of English from both institutions who were submitted to questionnaires. Additionally, the researcher used a checklist for a close assessment of the characteristics of the coursebook. The data was interpreted and analysed in percentage terms to enable the researcher to find out the patterns and meanings in numerical data. The study showed that the coursebook, *Learning English* for grade nine, is suitable for this level. However, it also revealed that the activities suggested for each lesson are so many that, in reality, they can hardly be fully covered within the ordinary lesson time, and illustrations are not attractive, particularly for adolescent learners. Therefore, in the light of these identified drawbacks, teachers using the course book should select the most essential material for their learners and also prioritize speaking and listening activities in the classroom. They should also bring into classroom authentic materials, such as pictures, photos, realia to supplement *Learning English* grade nine coursebook.

Key words: course book, Textbook, learners' language level, exercise, difficult

Introduction

English is one of the most dominant languages of the world, which is having its impact on every field of work. Undoubtedly, English plays a much greater role in the world that it is inevitable for people to learn it fully or partially. Taking into consideration the importance of English language, in 2004 the Ministry of Education introduced the English language, for the first time, at Primary School Education, particularly in grade 6

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and 7, as a curricular subject. INDE/MINED (2003:33-37) states that English is a language for international communication, used in various domains, namely in science and commercial transactions, which implies that its mastery is of paramount importance. Furthermore, INDE/MINED (op. Cit.) asserts that for the context of Mozambique, the introduction of English language teaching is justified by the following reasons: Firstly, the geographic context of the country: most of the neighboring countries of Mozambique (Southern African countries) have English as their official language (OL). Secondly, Mozambique is a member of the Southern African Development Community (SADC) and of the Commonwealth where English is the main medium of communication and work. Thirdly, the globalization world phenomenon: most of the world social and economic transactions are held in English. Hence, the teaching of English language in Mozambique has the following main objective: the provision of essential vocabulary to the student to grant his/her communication; both regional and global integration, as well as to access to information, knowledge and technology. Therefore, before the achievement of good command of linguistic and communication competences by learners as the final goal in language learning process, it is necessary to evaluate coursebooks in terms of the following issues: aims and objectives of the coursebook, learners' level, age, the language contents, language skills, vocabulary, and authentic language, culture aspects.

Coursebooks are almost a universal element of English language teaching. Thus, the teaching and learning process seems to be complete when it has its relevant coursebook. This view is supported by Cunningsworth (1995, p.7) who says that "the aims of the coursebooks should correspond closely with the aims of the teaching program. In other words, the aims of the coursebooks correspond closely with the aims of the teaching program and with the needs and aspirations of learners, such as effective communication, familiarization with the language system, cross-cultural awareness, responsibility for own learning, good test scores, among others.

In order to find out the suitability and fitness of a coursebook for language learning and teaching purposes, it is essential to evaluate it. However, coursebook evaluation is generally neglected in most workshops and seminars on English Language Teaching. As a teacher, the researchers have attended a handful of these events at local and provincial levels and this subject has always been put aside. Since the grade nine English coursebook “*Learning English*” was introduced into the education system in Mozambique, no one has assessed it to check if it is suitable for the level for which it is intended, particularly on what concerns, the communicative needs of the learners, language complexity, grammar exercises and culture aspects. Thus, the purpose of this study was to examine the extent to which grade nine learners’ *Learning English* coursebook is appropriate for learners studying English language at Lichinga and Chiulugo Secondary School, in terms of language level, types of activities and cultural issues.

The investigative questions of this study were as follows: a) Do the main aims and objectives of *Learning English* coursebook for grade nine match the grade nine syllabus objectives? b) To what extent does the language in grade nine *Learning English* coursebook suits the language level of learners who have just completed grade eight? c) To what extent are Mozambican culture items integrated in the grade nine *Learning English* coursebook? d) How adequate is the content of the grade nine *Learning English* coursebook for grade nine level learners?

According to Nkpa (2007,p.28) “a research hypothesis is a reasoned supposition proposed as a starting point for an investigation”. The hypotheses of this study are, as follows: **H1**: The aims and objectives in the grade nine *Learning English* coursebook might not match the grade nine syllabus. **H₂**: Grade nine *Learning English* coursebook is suitable for the grade to which it has been designed, to the extent that language is appropriate for the learners’ language level. **H3**: The content in the grade nine

Learning English coursebook is inadequate for the actual learners' level. **H₄**: The Mozambican culture items are sufficiently integrated in the grade nine *Learning English* coursebook. The general objective of this study is to examine the extent to which the grade nine Learners' *Learning English* coursebook is appropriate for learners studying English language at Lichinga and Chiulugo Secondary Schools. The specific objectives were as follows: a) To identify if language skills in the course book match with learners need and interest. b) To examine whether the grade nine *Learning English* coursebook objectives match grade nine syllabus objectives. c) To examine whether the content covered in the grade nine *Learning English* coursebook is appropriate to the learners' level. d) To assess if Mozambican culture items are integrated in the grade nine *Learning English* coursebook.

The English language coursebooks used in Mozambican schools possess great significance in the foundation of background knowledge in learning the English language as a foreign language. Learners and teachers dependent on them because they are the written material available to every learner. This evaluation research on grade nine *Learning English* coursebook is absolutely beneficial for material developers (in this case the authority), teachers, learners, and stakeholders. For materials developers, this research evaluation is beneficial as reference in developing the coursebook might give some insights to the coursebook writers to take into account some important things related to the language appropriateness, worthiness of content, Cultural aspects and layout, as important aspects of coursebook in order to design better and more effective coursebook. The material developer in this case the authority may refer to what has been discussed in this evaluation research. For teachers, this research evaluation will give detailed explanation on how effective or ineffective the tasks in coursebook are. Consequently, teachers may respond towards the findings by enable them to successfully select, grade and produce suitable activities within the course book, which, being the main source of English language

learning and teaching, apart from the teacher, is prescribed by the Ministry of Education. This exercise, in its turn, will significantly boost learners' interest in learning English and obviously master it.

In order to bring a more meaningful discussion, the researchers reviewed some theories about coursebooks evaluation in order to generate new theories through inductive analysis of the data gathered from participants and checklist. Turker (1975, p.355) defines "a coursebook as the core of the curriculum and syllabus in most classrooms". On the other hand, Cunningsworth (1995, p.2) states that "coursebook is a resource in achieving aims and objectives that have already been set in terms of learners needs." These definitions lead the researcher to believe that the coursebook is the center of teaching and learning as it provides what to be taught and what have to be taught in order to achieve the aims and objectives of syllabus.

Brown (1995,p.71) defines objectives as specific statements that describe particular knowledge, behaviour and skills that learners are expected to know or perform at the end of a course or program. In fact, objectives are the goals, aims or purposes that organizations wish to achieve over varying periods of time. The objectives based on facts rather than feelings or opinions. Objectives define strategies or implementation steps to attain the identified goals. Objectives are specific, measurable, and have a defined completion data. They are more specific and outline the *who*, *when*, *where*, and *how* of reaching the goal. Goals are general guidelines that explain what you want to achieve in your community. They are usually long term.

A coursebook is also an almost universal element in English language teaching and learning process. It plays multiple roles in that process. For instance, Cunningsworth (1995) suggests the following roles:

- A resource for presentation material (spoken and written).



- A source of activities for learners to practice language and build communicative interaction skills.

A reference source for learners, including grammar, vocabulary, pronunciation, etc.

- A source of stimulation and ideas for classroom language activities.
- A syllabus (where they reflect learning objectives which have already been determined).
- A source for self-directed learning or self-access work.
- A support for less experienced teachers who have yet to gain confidence.

These functions of coursebook lead the researcher to think that the coursebook is an instrument that provides learners knowledge and skills of teaching content of the English language.

Concerning to the language skills, Harmer (2008) states that a course book should combine in each unit all four language skills (listening, reading, speaking and writing). We need to check if the coursebook deals adequately with all four skills, taking the level and overall aims into account and if there is a suitable balance between the skills. We might note here that the depth and balance of all four skills is not necessary for all teaching situations. For example, extensive reading would not be desirable in a course book designed to be used by Mozambican teachers of English language, who would want the emphasis to be on listening and speaking. It is true that although the suitable balance of skills is recommended in each teaching and learning unit, it does not necessarily mean that all the four skills will have the same emphasis in each and every situation. In some circumstances, the focus on a particular skill depends on the aims we need to achieve. Language skills are skills related to different aspects of using language such as listening, speaking, reading and writing. In relation to the cultural aspects, a coursebook sets its material in a social and cultural context that is

comprehensible and recognizable to the learners. This is in terms of location, social mores, age group, etc. In addition to the physical context, the relationships, modes of behaviour and intentions of the characters in the course book should be interpretable by the learners, so that they can relate the language used to its purpose in the social context (TOMLINSON, 1996).

In fact, cultural and physical contexts are major factors to bear in mind when assessing a course book. That is, a coursebook designed for learners in China may be regarded as a good teaching and learning instrument in that specific Asian country, but be seen as unsuitable in Mozambique for the same level and age group. This is because the two countries represent different cultural and physical contexts. It is important to include Mozambican cultural aspects in order to maintain our local and national identity.

Abbs and Freebairn (1990) identify five needs experienced by beginner learners when learning a language in a classroom with a teacher and a course book. These are:

- The need to communicate effectively.
- The need to be familiar with the language systems.
- The need for challenge.
- The need to take on more responsibility for their own learning.
- The need for cross-cultural awareness.

Tomlinson (1996, p.32) identify the need to respect the learner, adding that “people generally learn languages best when their experience, knowledge of the world, interests and feelings are involved and a course must allow students to be themselves as fully as possible”. As the researchers pointed out earlier, the ultimate goal of any language learning is language use. Therefore, one of the key needs is effective communication.

METHODOLOGY

The research took place in two secondary schools based in Lichinga, namely: Lichinga Secondary School and Chiulugo Secondary School. The main reason for choosing these sample schools is due to their topographical location, as it is hoped that students from both settings belong to different sociocultural backgrounds, and, therefore, may have different opinions about the issue in study.

The universal of this study were 1540 learners from grade nine and ten teachers of English Language in Lichinga and Chiulugo Secondary Schools. The sample for this study was selected from the universal population, which were 140 grades nine learners of both sexes from Lichinga and Chiulugo Secondary Schools, whose age ranged from 14 to 20 years. In other words, the ratio was 1:11 that is, one respondent to eleven learners. In addition, 4 teachers of English language from Lichinga and Chiulugo secondary schools in Lichinga took part in the study. In order to get the sample, the researcher used purposive sampling. The reason for this choice is that not all learners in Lichinga and Chiulugo Secondary Schools have the coursebook due to several reasons, mainly financial. According to Nkpa (1997, p.36) “purposive sampling is a non- probability sample that is selected based on characteristics of a population and the objective of the study”.

With regards to the process, this research used mixed method. As Creswell (2014,p.4) defines, it is “an approach to inquiry collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks”. The reason for using the mixed approaches was that the quantitative approach enables researcher to gather data dealing with numbers and anything that is countable and measurable statistically that can draw generalizations and conclusions, while the qualitative approach involves



the analysis of non-numerical data such as attitude, beliefs and feelings. As Creswell (2012) says, qualitative approach has its merits in providing an in-depth analysis of the situation and helping discover new ideas and gain new insights into a complex phenomenon. With these advantages in mind, the researchers used quantitative and qualitative approaches in combination to develop a fuller understanding of the research statement of this study and to get a more complete picture of the topic studied. The researchers used a mixed method approach in this study, in order to explore the point of views of teachers and students with regard to the effectiveness of the grade nine learners coursebook “Learning English”

The study used structured and unstructured questionnaires for both teachers and learners. It is worthwhile to point out that the questionnaire for learners were presented in Portuguese for obvious reasons and a checklist. The former instrument was appropriate for such a study as it gives freedom and spontaneity of expression to the respondents, whereas the latter enables the researchers to assess closely all the characteristics of the coursebook.

The findings were arranged and separated into subsets, each of which corresponding to a particular part of the problem in study. Parts of these data were interpreted and analyzed in percentage terms to enable the researcher to find out the patterns and meanings in numerical data. The researchers used Statistical Analysis System method to analyze the data.

DATA PRESENTATION AND DISCUSSION

The explanation of the research result based on the questions below. The researchers have used some questions to judge whether the coursebook is effective.

Question 1: How satisfactory do the aims of the grade nine Learning English coursebook match with the aims of the syllabus?

The objective of asking this question was to find out if the coursebook corresponds satisfactory to the aims of the syllabus. In response to this question, four respondents, representing 100 per cent chose the option “yes.” The respondents justified their answer by saying that the aims and objective of learning English in Mozambique is to provide learners with the ability to use English as means of communication in both in spoken and written modes. The content of grade nine *learning English* coursebook emphasize the communicative functions of language, for example, in page 17, in the speaking section where learners are required to give their opinion related to earning a living. In all units of grade nine *learning English* coursebook includes asking for information, making a request, apologising, discussion, dialogues, interview, comprehension questions after each reading passage which may help to promote the thinking and communication skills to the learners, writing letter, write short reports, these activities promote meaningful communication. But there a few activities such as fill in blanks, short answers, underlining, and True and False activities which do not support the general objectives of the coursebook. Rahmawati (2018) stated that the objectives of the teaching-learning program determine the materials and the type of activities and exercises. Thus, grade nine *Learning English* coursebook corresponds with the aims of teaching and learning English syllabus in Mozambique.

Question 2. How satisfactory do the aims of the grade nine Learning English coursebook match closely with the needs of the learners?

The intention of asking this question was to discover if the aims of the grade nine *Learning English* coursebook match the needs of the learners in learning English language. Three respondents, corresponding to seventy-five per cent, stated that the aims correspond satisfactorily with the needs of the learners. One respondent, at the proportion of twenty five percent, however, had a different opinion. That is, the real

needs of the learners are not in accordance with the aims prescribed. Three respondents who said that the grade nine *Learning English* coursebook corresponds to the needs of learners, justified their answer by saying that the aims of coursebook reflects the learners' needs in terms of language content, language skills and communicative abilities. As learners need to communicate effectively, to be familiar with language systems and cross- cultural awareness. generally, learners learn language better when their experience, knowledge of the world, interests and feelings are involved. Therefore, the content of grade nine *Learning English* coursebook correspond to what learners need to learn, in terms of language skills, language items and communicative strategies.

Question 3. Are there sufficient variety of topics in the grade nine learning English coursebook?

The intention of asking this question was to learn if there are sufficient variety of topics in the grade nine *Learning English* coursebook. In relation to this question, all four respondents, at the ratio of hundred per cent, said that there are sufficient variety of topics in the coursebook. The participants indicated that the topics in the coursebook covered a wide range of areas. They said that one of the strengths of the coursebook is that it included “many different topics”. What makes it very interesting for learners to use in language classes.

In the grade nine *Learning English* coursebook, there are ten units, each unit representing the different topic, which are designed for language teaching and learning and engage the intellect of the learners, inform and challenge them. The topics in grade nine *Learning English* coursebook enable learners to learn about other topics so as to equip them for the real world.

Question 4. Are topics covered in the grade nine learning English coursebook suitable for the age of the learners?

All four teachers who participated in this study confirmed that the topics covered in grade nine Learning English coursebook are suitable for the age of learners. Seventy-eight point five per cent of learners confirmed that the topics in the grade nine learning English coursebook are suitable for their ages. Interesting to find in this study the fact that the topics covered in the grade nine learning English coursebook are suitable for the age of the learners. This response was provided by both teachers and learners.

Questions 5. Does the grade nine learning English coursebook incorporate elements of Mozambican culture?

In relation to this question, all teachers who participated in this study chose the option yes and seventy-five per cent of learners also chose the option 'Yes', meaning that the Mozambican cultural contents are integrated in the coursebook in the form of topic, pictures, dance, clothes, texts, customs. Other twenty-five per cent, chose the option 'No' to mean that the Mozambican cultural contents are not integrated in the coursebook. The study also reveals that the grade nine learning English coursebook incorporates elements of Mozambican culture. What makes it easier for learners to use, as they can always refer to their cultural background. Interestingly was to find out that the same opinion was shared by teachers and learners.

Question 6. Are the four language skills covered take into account the learners need?

All four respondents, representing hundred per cent chose the optional that there is a balance of language skills in the *Learning English*, grade nine coursebook. That is, each unit is split into the four language skills taking into account the learners' need. Very interesting was also to find out the grade nine learning English coursebook incorporates the four language skills in the balanced way. This allows learners to explore all skills that they need to be competent in the target language.

Question 7. How difficult are the activities in the grade nine learning English coursebook?

In response to this question, two informants, representing fifty percent, ticked 'difficult' and other two respondents, at the ratio of fifty per cent marked 'satisfactory'. The first ones argued that most learners can hardly do them on their own, either individually or in groups, whereas others two informants defended that regardless of time and effort needed, learners often managed to do the activities successfully. It was also interesting to find out that teachers shared different views concerning to the level of difficulty of activities in the grade nine learning English coursebook, 50% chose the option that the activities difficult and other 50% chose the option that the activities were satisfactory.

Question 8. How do you find the activities in the grade nine learning English coursebook?

Option	Very difficult	Difficult	Satisfactor y	Very easy
Learner s	30%	20%	28.5	21.5

Chart 1 how they find the activities in the coursebook

When learners were asked if the activities in the grade nine learning English coursebook were interesting for them there were disparities in the responses. They were those who affirm that the activities were interesting and another group who had a different view. The results were almost similar to the ones obtained to the teachers' survey. The learners themselves showed different views on the same issue.

Question 9. Are the instructions in the grade nine learning English coursebook clear?

Interesting was also to find out that among learners, there was no big difference among the number of learners who feel that the instructions in the grade nine learning English coursebook was clear or not, 43% chose the option yes and 57% chose the option no.

The researcher also used the checklist of six exhaustive items to evaluate the characteristics of the grade nine *Learning English* coursebook. The researchers assessed closely the main characteristics of the grade nine *Learning English* coursebook items in order to identify its strengths and weaknesses. According to Williams (1983,p.219), a coursebook evaluation checklist should consist of a comprehensive set of criteria based on the main linguistic, psychological and pedagogical principles underlying modern methods of language learning.

The aims and objectives of grade nine *Learning English*, coursebook, are not shown at all. The objectives are clearly presented in the syllabus in a way that learners would gradually enhance their receptive and productive language skills in every unit. In addition, the contents in the activities and exercises are designed also co-ordinated with the objectives and they are not given in isolation.

Learning English, grade nine coursebook, is divided into ten units, and every unit is organized in six components, namely: warm-up, listening, reading, speaking, language focus and writing. A revision section is included after every unit. The course components are also effectively organized around specific topics such as *look at Mozambique; sports and leisure; technology and our future; health and nutrition; agriculture and fishing; modern and traditional medicine; taking care of our environment; beautiful Mozambique; equal rights for all; a healthy economy and a healthy country.*



Learning English, grade nine coursebook, integrates both receptive (*listening and reading*) and productive (*writing and speaking*) skills, for example, in Unit 1 A look at Mozambique, lesson four.

The coursebook has an integrated and multi-dimensional approach which reinforces linguistic skills. The receptive skills of language, (reading and listening), have been integrated together and they are based on a communicative approach. The process of learning and the creativity of the learners on the four linguistic skills appear to be the main objective of the coursebook.

In the listening skill section, the objective of listening exercises is to help learners to develop their listening comprehension abilities, by exposing them to a range of different materials. However, the coursebook does not expose learners to a range of different materials, apart from the learners and the teacher themselves, for example, in Unit 2 Agriculture and fishing, lesson two *Crops and animals in my country*, in activity five).

Reading skills are the second receptive skills. These skills have been given great importance in the English Language Teaching coursebook *Learning English*, grade nine. The reading materials are integrated with listening, speaking, and writing skills, and serves as an ideal model for learners to base their own writing. A clear example is in unit 1 A look at Mozambique, lessons two and three, activities four and one, respectively.

The development of reading skill is systematic and content gradation is from easy to difficult and, from known to unknown. Additionally, there is plenty of real-life material which enables learners to relate with the context and text type of factual recount. The length of the reading passages also enables learners to remain attentive and



motivated, while reading the text. For instance, the extracts of news reports, unit 9 'Technology and future,' give the impact of authenticity.

Speaking practice takes place through oral presentation and practice of new language items in dialogue and in role-play. The teaching content for speaking skills has been integrated with other language skills.

This coursebook offers numerous opportunities for various levels of oral interaction. The exercises in *Learning English*, grade nine coursebook, also help learners to develop their confidence and presentation skills, by providing them with creative and constructive environments to practice their speaking skills. In unit 8, 'Equal right for all', in the first exercise, learners have to look at the different pictures and say what is right and what is wrong in each picture. This exercise enables them to be self-confident when communicating their feelings.

In *Learning English*, grade nine coursebook, in all the units, the writing skills are presented in two manners of teaching. One is controlled, and the other that allows learners to perform the tasks and exercises on their own without the guidance of a teacher. The latter allows them creative freedom to bring their own values and experiences in their writing as in lesson one, activities two, four, and five.

The coursebook *Learning English*, grade nine, includes major grammatical components in order to build the grammatical foundation of the learners, with emphasis on how it is applied in a communicative context. Each grammar lesson is derived from the text type that is being studied and grammar items are presented in a deductive manner. However, some grammar points seem to be so complex for grade nine learners to master. A clear example is that from unit 6 'Taking care of our



environment,' in lesson eight and nine, in which learners are expected to master present perfect and present perfect continuous forms.

In *Learning English*, grade nine coursebook, the vocabulary in the first units consists mainly of monosyllabic words of four or five letters which are easy for learners to internalize. However, the later units have more advanced vocabulary items. For example, unit 4 'Modern and traditional medicine,' contains a considerable amount of complex scientific words, such as *sedative*, *rauvolfia*, *brackenridgea*, *procumbens*, etc. To make things worse, this coursebook does not include a glossary section.

The language of instruction used in the grade nine *Learning English* coursebook is understandable and clear. This means that it is relevant to the learners' cognitive development. The language of instruction used mostly simple and complex sentences. The instructions are broken down into two or three sentences. By so doing, learners can find it easier to comprehend the main points of what is being instructed and, they would be much easier to accomplish the tasks, as they have understood the way to do in a systematic manner. For example, on page 8 of unit 1, the instructions are broken down into three parts. *First, work in pairs and discuss a traditional ceremony that you know about. Second, then tell the class about the ceremony. The last part is the class will ask you questions.*

The visuals and illustrations in a coursebook play a very significant role in helping learners to comprehend the text and motivate them to study more than does a book without any visuals or illustrations.

Each unit in *Learning English*, grade nine coursebook, has multiple images and illustrations to clarify the context of different sections of the units. In every single topic of each unit, there are visual illustrations. For example, in unit 1, 'Look at Mozambique', there are as many as twenty-three visual items in number. These



images and illustrations are presented in one unit and they make the teaching content more relatable for the learners.

Although *Learning English*, grade nine coursebook, has visual illustrations, including authentic ones, they are not clear and colourful. In other words, the images presented in the coursebook are not attractive for grade nine learners, most of whom are adolescents. This factor may de-motivate them from getting the most of it.

Learning English, grade nine coursebook has been designed according to the Mozambican curriculum and cultural perspectives. There are no elements with cultural bias in *Learning English*, grade nine, and the content and picture studies given in the coursebook are generally associated with the Mozambican culture. The teaching content has typical Mozambican examples and the authentic material used in it also has the dominating factor of Mozambican culture. For example, in unit one 'A look at Mozambique', the teaching content, including the pictures, highlights our daily life in different areas, such as traditional ceremonies, earning a living, farming, etc. These characteristics make the course book adjustable and relatable to learners nationwide.

FINAL CONSIDERATION

As conclusion we can state that, from Checklist and Lichinga and Chiulugo Secondary Schools participants perspective, the quality of the grade nine *Learning English* coursebook is acceptable, as it fulfils with the following criteria: The aims of grade nine *learning English* coursebook match with the aims of the syllabus conceived for the grade. Teachers and researchers are of the opinion that the grade nine *Learning English* coursebook meets the needs of the learners at the grade. Both teachers and learners and researchers also confirm that the grade nine *Learning English* coursebook contains a wide range of variety of topics, what makes it very interesting for learners to use in language classes. Both teachers and learners were unanimous to

state that the topics covered in the grade nine *Learning English* coursebook are suitable for the age of the learners. Finally, it was also evident that teachers and learner's and checklist response that the grade nine coursebook incorporate elements of Mozambican culture.

The researchers made note of things need to be revised and improve. First, the coursebook designer should add an appropriate glossary at the end of the coursebook for the benefit of both teachers and learners. Second the coursebook designer should include a variety of attractive illustrations and a layout that can stimulate creativity. Third the teachers dealing with the coursebook should select the most suitable material to cover in a lesson so as to minimize possible problems related to the length of activities in the lesson. Last, the teachers should also bring in supplementary materials to supplement the grade nine learning English coursebook.

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