Cultural Content of Intensive English and Effective English Textbooks

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Abstract
This study investigated the cultural content (representation of indigenous culture, social identity and multiculturalism) of Intensive English and Effective English textbooks used in SSII in Oyo State. The multi-stage sampling procedure was adopted. Five out of the existing eight educational zones (EZs) in Oyo State were enumerated. Ten Local Government Areas-LGAs (two per EZ) and 50 SSSs (five per LGA) were randomly selected. The purposive sampling technique was used to select 50 SSII English Language teachers (one per school). The instruments used was English Language Textbooks' Cultural Content (r=0.79) scales.
Results showed that the representations of indigenous culture and social identity in Intensive English and Effective English were insufficient (threshold = 2.50). Effective English (2.73), was sufficient in multiculturalism (threshold=2.0), but intensive English was not. Based on the findings, it was recommended that publishers and authors should address the deficiencies in these textbooks to improve their quality.

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Keywords: Textbook quality, Effective English, Intensive English, Indigenous culture

Introduction

The English Language textbook is specially designed to help English language learners to improve their linguistic and communicative abilities (Sheldon, 2001). It is a teaching resource for teachers, and a learning resource for students (Amuseghan and Olayinka, 2007). The English Language textbooks are indispensable resources to teachers and students in English as a second language situation. In most cases, they provide practice exercises and activities for students in the subject whether at home or in school. They often serve as the major reference or supplementary materials to teacher's instruction. Also, the English Language textbooks are what students rely on to practice the language outside the school. (Tomlinson, 2008). The teacher cannot give all the facts and concepts that textbooks will give, hence the need to supplement his/her teaching with textbooks. Idowu (2008) remarks that the textbook help in making the school look like home to students because through it, the student sees himself, his friends and relations, the proximate community and the entire world.

A good textbook is invaluable. It can present interesting and motivating authentic teaching materials (Donough & Shaw, 1993). Consequently, teachers should learn to decipher, choose and use good textbooks for his/her instructional programmes as an indicator of his/her effectiveness (Amuseghan and Olayinka,2007). Olaifa (2017) also avers good English Language textbooks could make up for teacher's deficiencies in the teaching of English. Therefore, there is a need for evaluation of textbook used in English language teaching so that teachers, students, parents and curriculum planners can be adequately informed about the quality of textbooks to be recommended and used in teaching English effectively.

According to Amuseghan and Olayinka (2007). It is very important to get learners to use the English language for the purpose of true communication as against the teacher's self–made examples and the imposition of grammatical structures and meanings abstracted from their social contexts or situations. This implies that English teachers have to plan purposeful activities (lessons with enrichment activities), which will allow learners to be actively involved in the learning activities taking place in the classroom. In view of this, a dozen of language education experts that language should be taught and learnt to enable learners use any or all of the linguistic resources available to them in order to achieve meaningful communication in day-to-day living.

A cursory look at classroom practices in English language at many secondary schools in Oyo North Educational Zone, Nigeria reveals that they are a far cry from the ideals described by Amuseghan. This is because, according to Olabisi (2012), the teaching of the English language in most classrooms in this area does not provide enough opportunities for the learners to develop communication skills. Consequently, most of the teachers in senior secondary schools in Oyo North Educational Zone are more concerned with disseminating facts, information and principles on different aspects of the language than teaching language skills or allowing students to do and learn, practice and engage in language activities aimed at acquiring communicative skills or competence. Feelers from some schools in Oyo State showed that many students are deficient in functional use of the English language in their daily living. While confirming the poor state of the teaching and learning of English language in senior secondary schools in Nigeria, the West African Examinations Council (WAEC)'s *Chief Examiner' Report* (2014) confirms the poor state of teaching and learning of English language at senior secondary schools with the remark that:

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> Since this report covers all candidates from all senior secondary schools in Nigeria, it stands to reason that senior secondary school students in Oyo North Educational Zone cannot be exonerated from this report. One of the factors responsible for this ugly and disappointing situation, according to Ajayi (2002), is the non-use of good quality textbooks. Good English textbooks are very important for communicative teaching of the language. Therefore, there is a need for regular evaluation of textbooks.

Babalola (2016), writing on suitability of textbooks in meeting the demands of English curriculum, avers that a lot of textbooks in use are of poorly quality. According to Babalola, materials to be taught are not usually arranged in order of difficulty and topics grouped together are unrelated, while the materials are somehow irrelevant to the communicative needs, interests and environment of learners. In most classroom situations, teachers often ignore the unsuitable presentation of contents in the English course books. Williams, (1993) also notes that no single textbook can equally satisfy the needs of a class of students from varied language background and this makes the preparation of textbooks and syllabus material a special kind of problem in a multilingual situation, where both English and mother tongues are languages of instruction.

In addition, Kolade (2012) avers that appropriate guidelines on textbook selection is crucial for effective teaching of language. According to Olaifa (2017), textbook evaluation could be done before, during and after use. This study is based on the in-use evaluation because it focused on cultural content of books currently in use at senior secondary schools.

Changes in linguistic and learning theories suggest that culture can be used as an important element in language classrooms, but many students say that they do not want to learn about the culture of the target language. This might be because of the fear of assimilation into what they perceived as something strange to them. Also, misinterpreting cultures by reinforcing popular stereotypes and constructing these cultures as monolithic, static, rather than dynamic, fluids entities might result in failure in making cultural content an effective element in language learning and teaching. Guest, (2002). Cultural content is a key to effective teaching and learning a language provided that problems arising from introducing culture into ESL classroom are dealt with effectively and teaching strategies and learning materials are chosen appropriately. Language and culture are interrelated. Peterson and Coltrane (2003) state that, a learner cannot fully master a language without mastering the cultural contexts in which the language occurs. Thus, language and culture are intertwined in a way that separating one from the other would adversely affect either the language or culture sense (Brown, 2001). The existence of this relationship has led to some debate over which culture should be more focused; target culture, source culture, or both of them. Some believe that target culture needs to be highlighted, others insist on source culture and still there are others who think both cultures need to be emphasised while acquiring a new language. For instance, Stewart (2012) asserts that target culture is an indispensable part of foreign language instruction, while local culture reference in language teaching is absurd (Xiao, 2010).

Méndez (2005) proposes that exposing language learners with target language culture has five main benefits: it enhances learners knowledge of world and foreign society, culture learning acquaints learners with prominent behavior related patterns of target community, it fosters their respect and tolerance attitude; it promotes ones' concept of his or her culture, it highlights ones' cultural assumption role or increases ones; intercultural communication competence. Hence, there is need to assess the cultural content of English language textbooks before selecting from them. The books are not easily available to the learners due to harsh economic situation in the country and inadequate library facilities. Apart from this, due to their inadequate scope and depth, many of the texts are not directly related to the linguistic background of the learners (Kolade, 2012; Fakeye, 2014). The key point is that we should create a relaxing environment where students can discuss their own culture together with target culture in meaningful and communicative tasks and activities. This will ensure that students are doing something with a purpose in their mind.

Every language is embedded in a particular culture and when students learn a language they inevitably learn about its underlying culture. While inserting 'culture' in the curriculum and using textbooks' having cultural content, teachers should be aware of the factors such as socio-cultural information, learners needs, stereotypes, generalisations, and intercultural communication. Before using any source of cultural content such as textbooks, teachers should take these factors into consideration and analyse the material to understand whether it is appropriate for their learners and whether it tries to impose specific cultural information on the learners.

The importance of different cultures in the textbook is to enrich teachers' and the students' cultural awareness about their own culture and to have better cultural understanding towards the existence of other cultures (Cortazzi and Jin, 2009). When English language textbooks used in schools adequately reflect cultural content, students' competence in English language will be up to the standard as revealed in their verbal and written communication. Literature search has shown that adequate cultural content in textbooks will enable learners to perform well in their writing, listening, reading and speaking skills and also be culturally literate but most of the studies are carried out in the environment where English is the native language. The

concern of the researcher in this study is to evaluate the cultural content of two textbooks in use at senior secondary schools in Oyo State. Efforts to evaluate English language textbooks had largely focused on suitability, technical quality and quality of print (Kolade, 2012, Fakeye 2014) with little consideration for specific qualities such as sufficiency of cultural content of the recommended English Language textbooks in Oyo State, Nigeria.

Statement of the Problem

The English Language textbook is an important tool of teaching and learning in secondary schools. However, a cursory look at the classroom practices in Oyo State reveals that the teaching of the English language in most classrooms does not provide enough opportunities for the learners to develop communication skills. Majority of the ESL teachers in senior secondary schools in Oyo State are more concerned with disseminating facts, information and principles than with language practice that involve students in activities that could help students in the communicative use of the language. Again, the ever increasing number of textbooks in the market makes the right choice of English language textbooks difficult. Textbook selection can have a massive impact on the teaching and learning process as teachers and students would make references to textbooks. Previous efforts to scale up the teaching and learning of English language were on influence of student, school and home factors as well as interventions through innovative teaching strategies with less emphasis on textbook quality factors such as cultural content. Therefore, this study was carried out to examine quantum of culture in Intensive English and Effective English textbooks used in public senior secondary schools in Oyo State, Nigeria, with a view to assessing their cultural content.

Research questions

The underlisted research questions guided the study.

1. How sufficient is the quantum of culture portrayed in the two recommended English Language textbooks in:

a. Representation of indigenous cultures?
b. Provision for learners' Social Identity?
c. Representation of the multicultural nature of the society?

Scope of the study

The study assessed the sufficiency of the two recommended textbooks in cultural content. Elements of cultural content considered are those reflecting local Nigeria and English-speaking names, locations, values, beliefs, celebrations, traditions and occupations among others. The evaluation covered *Intensive English for Senior Secondary Schools Two* by Benson O. Oluipe et al 1998 published by Africana Feb Publishers Limited and *Effective English for Senior Secondary School Book 2* by Michael Montgomery published by Evans Brothers Limited 2007.

Significance of the study

The study examined the cultural input in *Intensive English for Senior Secondary Schools Two* and *Effective English for Senior Secondary School Book 2*. Findings from the study revealed the extent to which the two English language textbooks used at senior secondary two in Oyo State, Nigeria reflect cultural content in terms of indigenous cultures, social identity, and multicultural nature of Nigeria classrooms. It also provided insight into the quality of textbooks used in teaching English as a second language and areas of possible revision of the textbooks. Teachers will benefit from the study as findings would provide empirical information on the quality of English Language textbooks available in the market to guide them in making informed choice. Publishers will also benefit from this study as the findings would provide them with feedbacks on the deficiencies in the textbooks they are expected to improve upon.

Methodology

The study employed the survey research design. This is because the English Language textbooks were already in existence, the researcher only described their cultural content as they manifest in those textbooks. Senior secondary school two English language teachers in Oyo North Educational District, Oyo State, Nigeria constituted the population. **Five out of the existing eight educational zones in** Oyo State were randomly selected. Ten local government areas were randomly selected, two from each educational zones. From each local government area, five public senior secondary schools were randomly selected making a total of 50 schools. One SSII English Language teacher was purposively selected from each school making a total of 50 English Language teachers that participated in the study. The instruments used was English Language Textbooks' Cultural Content Scale **(r=0.79).** ***Adequate training was conducted for those people that were selected as research assistant on how to administer the instruments.*** They were briefed on how to use the rating scale to assess the cultural content of the selected English Language textbooks. The researcher took an inventory of the English Language textbooks that were in use in the selected schools. The rating scale was used to assess the cultural content of English Language textbooks selected. Data collection lasted five weeks.

Data collected were analysed using descriptive statistics of frequency counts, percentage, mean and standard deviation.

Results

The collected data were subjected to statistical analysis which is hereunder presented in the order of the research questions.

Research Question 1a: What is the rating of cultural content of each of the English Language textbooks in terms of provision for Indigenous cultures?

Table 1a: Rating of Effective English Textbook in Terms of treatment of indigenous cultures

S/N	Items	Sufficiently	Moderately	Sparingly	Never	□	S.D
1.	Local examples are used to teach some concept in the textbook	2(18.2%)	2(18.2%)	7(63.6%)	-	2.55	.820
2.	Practice exercises in the textbook are based on local materials	-	5(45.5%)	2(18.2%)	4(36.4%	2.09	.944
3.	Objects found in the environment are used as illustrations in the textbook	-	5(45.5%)	2(18.2%)	4(36.4%)	2.09	.944
4.	The textbook contains socio-economic activities relevant to the environment	-	5(45.5%)	5(45.5%)	1(9.1%)	2.36	.674
5.	Comprehension passages in the textbook talk about local Nigerian issues.	2(18.2%)	3(27.3%)	3(27.3%)	3(27.3%)	2.36	1.120
6.	Textbook reflects traditional festivals.	1(9.1%)	4(36.4%)	3(27.3%)	3(27.3%)	2.27	1.009
7.	Textbook contains positive or negative values. (eg) respect for elders.	2(18.2%)	1(9.1%)	4(36.4%)	4(36.4%)	2.09	1.136
8.	Textbook reflects traditional ceremonies	-	6(54.5%)	3(27.3%)	2(18.2%)	2.36	.809
9.	Textbook reflects indigenous types of food (eg) Amala, eba, etc.	1(9.1%)	3(27.3%)	4(36.4%)	3(27.3%)	2.18	.982
Weighted Average = 2.26							

Table 1a indicates teachers' rating of *Effective English* Textbook in terms of treatment given to indigenous culture. It reveals local examples are used to teach some concept in the textbook ($\bar{x}$ = 2.55); practice exercises in the textbook are based on local materials ($\bar{x}$ = 2.09); objects found in the environment are used as illustrations in the textbook ($\bar{x}$ = 2.09); the textbook contains socio-economic activities relevant to the environment ($\bar{x}$ = 2.36); comprehension passages in the textbook talk about local Nigerian issues ($\bar{x}$ = 2.27); the textbook contains positive or negative values like respect for elders ($\bar{x}$ = 2.09); the textbook reflects traditional ceremonies ($\bar{x}$ = 2.36); and that the textbook reflects indigenous types of food (eg) Amala, eba, etc. ($\bar{x}$ = 2.13). The result therefore implies that *Effective English* was low in terms of treatment of indigenous cultures (Weighted Average = **2.26**), since 2.50 is the norm.

Table 1b: Rating of Intensive English Textbook in Terms of Provision for Indigenous Cultures

S/N	Items	Sufficiently	Moderately	Sparingly	Never	□	S.D
1.	Local examples are used to teach some concept in the textbook	2(18.2%)	3(27.3%)	6(54.5%)	-	2.64	.809
2.	Practice exercises in the textbook are based on local materials	2(18.2%)	2(18.2%)	2(18.2%)	5(45.5%)	2.09	1.221
3.	Objects found in the environment are used as illustrations in the textbook	-	2(18.2%)	8(72.7%)	1(9.1%)	2.09	.539
4.	The textbook contains socio-economic activities relevant to the environment	1(9.1%)	4(36.4%)	4(36.4%)	2(18.2%)	2.36	.924
5.	Comprehension passages in the textbook talk about local Nigerian issues.	-	4(36.4%)	5(45.5%)	2(18.2%)	2.18	.751
6.	Textbook reflects traditional festivals.	-	2(18.2%)	7(63.6%)	1(9.1%)	2.10	.568
7.	Textbook contains positive or negative values. (eg) respect for elders.	3(27.3%)	3(27.3%)	4(36.4%)	1(9.1%)	2.73	1.009
8.	Textbook reflects traditional ceremonies	-	4(40%)	3(30%)	3(30%)	2.10	.876
9.	Textbook reflects indigenous types of food (eg) Amala, eba, etc.	3(27.3%)	-	4(36.4%)	4(36.4%)	2.18	1.250
		Weighted Average				**2.27**	

Table 1b indicates teachers' rating of *Intensive English* Textbook in terms of treatment of indigenous culture. It reveals local examples are used to teach some concept in the textbook ($\bar{x}$ = 2.64); practice exercises in the textbook are based on local materials ($\bar{x}$ = 2.09); objects found in the environment are used as illustrations in the textbook ($\bar{x}$ = 2.09); the textbook contains socio-economic activities relevant to the environment ($\bar{x}$ = 2.36); comprehension passages in the textbook talk about local Nigerian issues ($\bar{x}$ = 2.18); the textbook reflects traditional festivals ($\bar{x}$ = 2.10); the textbook contains positive or negative values like respect for elders ($\bar{x}$ = 2.73); the textbook reflects traditional ceremonies ($\bar{x}$ = 2.10); and that the textbook reflects indigenous types of food (e.g.) Amala, eba, etc. ($\bar{x}$ = 2.18). The result therefore implies that *Intensive English* is rated low in terms of treatment of indigenous cultures (Weighted Average = **2.27**), since 2.50 is the cutoff point.

Research Question 1b: How much input of culture do the books in terms of the representation of social identity?
Table 2a: Rating of Effective English textbook in terms of the representation of social identity

S/N	Items	Sufficiently	Moderately	Sparingly	Never	□	S.D
1.	Culture related plants, animals, fruits are found in the textbook	1(9.1%)	4(36.4%)	5(45.5%)	1(9.1%)	2.45	.820
2.	Mode of dressing (traditional and western) found in the textbook	-	2(18.2%)	4(36.4%)	5(45.5%)	1.73	.786
3.	Varieties of traditional and classical music are found in the textbook.	1(9.1%)	3(27.3%)	7(63.6%)	-	2.45	.688
4.	Very limited access to cultural comparisons is provided by textbook.	1(9.1%)	5(45.5	3(27.3%)	2(18.2%)	2.45	.934
5.	Textbook contains holidays and travel (e.g.) Urban and rural area.	1(9.1%)	2(18.2%)	2(18.2%)	6(54.5%)	1.82	1.07 9
6.	Textbook contains cultural artifacts. e.g. Arts and crafts	2(18.2%)	3(27.3%)	6(54.5%)	-	2.54	.809
7.	Cultural/racial/gender stereotypes presented in the textbook.	-	7(63.6%)	2(18.2%)	2(18.2%)	2.45	.820
8.	Textbook contains number of indigenous and western cultural concepts that are suitable to students.	-	3(27.3%)	4(36.4%)	4(36.4%)	1.91	.831
9.	Textbook deals with reasonable amount of socio-political problems of the indigenous culture	2(18.2%)	3(27.3%)	4(36.4%)	2(18.2%)	2.45	1.03 6
10	Textbook offer items from different culture.	-	4(36.4%)	5(45.5%)	2(18.2%)	2.18	.751
11	Visual illustration of culture is presented in the textbook (e.g.) Maps, Pictures and Images of indigenous and foreign culture.	-	6(54.5%)	4(36.4%)	1(9.1%)	2.45	.688
12	Traditional songs, poems, stories are integrated in the textbook	-	2(18.2%)	7(63.6%)	2(18.2%)	2.00	.632
		Weighted Average				**2.24**	

Table 2a shows the teachers' rating of *Effective English* textbook in terms of the representation of social identity The weighted average of **2.24** implies that the teachers rated the *Effective English* Textbook low in terms of the representation of social identity, since 2.50 is the cutoff point.

Table 2b: Rating of Intensive English textbook in terms of the representation of social identity

S/N	Items	Sufficiently	Moderately	Sparingly	Never	⍰	S.D
1.	Culture related plants, animals, fruits are found in the textbook	1(9.1%)	2(18.2%	7(63.6%)	1(9.1%)	2.27	.786
2.	Mode of dressing (traditional and western) found in the textbook	-	2(18.2%	4(36.4%)	5(45.5%)	1.73	.786
3.	Varieties of traditional and classical music are found in the textbook.	2(18.2%	2(18.2%	5(45.5%)	2(18.2%	2.36	1.027
4.	Very limited access to cultural comparisons is provided by textbook.	1(9.1%)	3(27.3%)	4(36.4%)	3(27.3%)	2.18	.982
5.	Textbook contains holidays and travel (e.g.) Urban and rural area.	1(9.1%)	3(27.3%)	6(54.5%)	1(9.1%)	2.36	.809
6.	Textbook contains cultural artifacts. e.g. Arts and crafts	-	-	7(63.6%)	4(36.4%)	1.64	.505
7.	Cultural/racial/gender stereotypes presented in the textbook.	2(18.2%	2(18.2%	3(27.3%)	4(36.4%)	2.18	1.168
8.	Textbook contains number of indigenous and western cultural concepts that are suitable to students.	-	4(36.4%)	4(36.4%)	3(27.3%)	2.09	.831
9.	Textbook deals with reasonable amount of socio-political problems of the indigenous culture	1(9.1%)	3(27.3%)	4(36.4%)	3(27.3%)	2.18	.982
10	Textbook offer items from different culture.	-	3(27.3%)	4(36.4%)	4(36.4%)	1.91	.831
11	Visual illustration of culture is presented in the textbook (e.g.) Maps, Pictures and Images of indigenous and foreign culture.	-	2(18.2%)	6(54.5%)	3(27.3%)	1.91	.701
12	Traditional songs, poems, stories are integrated in the textbook	1(9.1%)	2(18.2%)	6(54.5%)	2(18.2%)	2.18	.874
		Weighted Average				**2.08**	

Table 2b shows the teachers' rating of *Intensive English* in terms of the representation of social identity. The weighted average of **2.08** implies that the teachers rated the Intensive English Textbook low in terms of the representation of social identity, since 2.50 is the norm.

Research Question 3: What is the rating of cultural content of each of the English Language textbooks in terms of the reflection of multicultural nature of Nigerian Society?

Table 3a: Rating of Effective English Textbook in terms of the reflection of multicultural nature of Nigerian society

S/N	Items	Sufficiently	Moderately	Sparingly	Never	⍰	S.D
1.	Profound and realistic picture of the creative arts is included (history, famous works and authors, popular artistic movements, etc.)	-	6(54.5%)	4(36.4%)	1(9.1%)	2.75	.688
2.	Textbook offers insight into the creative arts of the target language culture.	-	4(36.4%)	4(36.4%)	3(27.3%)	2.69	.831
3.	Taboo topics are dealt with in profound manner to give learners' realistic picture about the topic.	1(9.1%)	5(45.5%)	4(36.4%)	1(9.1%)	2.55	.820
4.	Traditional occupations are reflected in the textbook (e g) Farming, crafts etc.	3(27.3%)	3(27.3%)	4(36.4%)	1(9.1%)	2.93	1.009
		Weighted Average				**2.73**	

Table 3a shows the teachers' rating of the *Effective English* Textbook in terms of the reflection of multicultural nature of Nigerian society. It could be concluded that teachers rated the reflection of multicultural nature of Nigerian Society in the *Effective English* textbook was high (weighted Average = 2.73), since 2.50 is the norm.

Table 3b: Rating of Intensive English Textbook in Terms of the reflection of multicultural nature of Nigerian Society

S/N	Items	Sufficiently	Moderately	Sparingly	Never	□	S.D
1.	Profound and realistic picture of the creative arts is included (history, famous works and authors, popular artistic movements, etc.)	1(9.1%)	3(27.3%)	6(54.5%)	1(9.1%)	2.36	.809
2.	Textbook offers insight into the creative arts of the target language culture.	-	3(27.3%)	8(72.7%)	-	2.27	.467
3.	Taboo topics are dealt with in profound manner to give learners' realistic picture about the topic.	1(9.1%)	4(36.4%)	-	6(54.5%)	2.00	1.183
4.	Traditional occupations are reflected in the textbook (e g) Farming, crafts etc.	4(36.4%)	1(9.1%)	2(18.2%)	4(36.4%)	2.45	1.368
		Weighted Average				**2.27**	

Table 4.3.12 shows the teachers' rating of the Intensive English Textbook in terms of the reflection of multicultural nature of Nigerian Society. It could be concluded that teachers rated the reflection of multiculturalism in the *Intensive English* textbook low (Weighted Average = 2.27), since 2.50 is the cutoff point.

Discussion of Findings

Cultural Content of English Language Textbooks.

Findings revealed that students' social identity was not sufficiently represented in the two textbooks. However, *Effective English* were as found to have sufficiently reflected the multicultural nature of the society, while *Intensive English does not.* The finding is in accord with those of Silvia (2012) and Olaifa (2017) who evaluated EFL and ESL textbooks in Iran and Nigeria, respectively and reported that the cultural content of the textbooks as not sufficient. It was also found that there was an imbalance in the culture representation in the textbook materials.

Conclusion

The study evaluated the level of culture input of two different English Language textbooks namely, *Intensive English for Senior Secondary Schools* and *Effective English for Senior Secondary School Book 2*. Findings revealed that the representation of indigenous cultures of the students and social identity in the two textbooks was insufficient, while *Effective English only* sufficiently represented the multicultural nature of the society but *Intensive English did not.* It could thus be concluded from this study that cultural content of English language textbooks in use are important indices for determining the suitability of English Language textbooks for teaching English as a second language.

Recommendations

1. As a matter of policy, before textbooks are approved for sales and recommendation, it should be subjected to content adequacy and cultural content analysis.
2. The Curriculum and Evaluation Division of the Ministries of Education should ensure that research findings on evaluation of English Language textbooks are accessed in order to make informed decision on the choice of textbooks for schools.
3. In picking or selecting appropriate textbook, the school principals should access research finding of cultural content on textbook so as to be properly guided in making the right choice.
4. Conferences, seminars and workshops should be organised for teachers so as to acquaint them with indices of cultural content to be considered while selecting appropriate textbooks.
5. Textbook writers and Publishers should ensure that textbooks produced reflect adequate coverage of all aspects of English as well as adequate representation of indigenous and target culture in order to be able to effectively develop students' communicative skill in English.

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