



Evaluating Task Balanced in the Ninth-Grade English Textbook: Alignment with the Four Language Skills

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Abstract

This study aims to evaluate the 9th-grade English language textbook by examining whether the included tasks are well-balanced in developing the four language skills. It matters because language teaching means developing the four skills with practicality integrated into the tasks. The method of the study used purposive sampling to select tasks from units 2, 3, and 5 of the workbooks, based on their types and language skill focus. The qualitative part involved semi-structured interviews with seven experienced 9th-grade teachers, also selected purposively. Their responses were analyzed thematically to explore their views on the textbook's tasks. The results showed that the textbook was reviewed as not sufficient to develop the four language skills, there is an actual bias to writing skill and a bias to the linguistic type of tasks that focus on form, while listening and speaking were underrepresented. The study recommended to include more varied tasks that aim to develop the four language skills in a balanced manner.

Keywords: evaluate – tasks – four language skills – workbook – equivalence.



تقييم توازن الأنشطة في كتاب اللغة الإنجليزية للصف التاسع: مدى توافقها مع المهارات اللغوية الأربع

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ملخص البحث

تهدف هذه الدراسة إلى تقييم كتاب اللغة الإنجليزية للصف التاسع من خلال دراسة مدى توازن المهام المضمنة فيه في تنمية المهارات اللغوية الأربع. تكمن أهمية ذلك في أن تدريس اللغة يعني تنمية هذه المهارات الأربع مع دمج الجوانب العملية في المهام. استخدمت الدراسة أسلوب العينة الهادفة لاختيار المهام من الوحدات 2- 3- 5 من الكتاب، بناءً على أنواعها وتركيزها على المهارات اللغوية. تضمن الجزء النوعي من الدراسة إجراء مقابلات شبه منظمة مع سبعة معلمين ذوي خبرة في تدريس الصف التاسع، تم اختيارهم أيضاً بطريقة هادفة. تم تحليل إجاباتهم موضوعياً لاستكشاف آرائهم حول مهام الكتاب. أظهرت النتائج أن الكتاب غير كافٍ لتنمية المهارات اللغوية الأربع، مع وجود تحيز واضح نحو مهارة الكتابة، وتحيز نحو المهام اللغوية التي تركز على الشكل، بينما كانت مهارات الاستماع والتحدث ممثلة تمثيلاً ناقصاً. أوصت الدراسة بإضافة المزيد من المهام المتنوعة التي تهدف إلى تنمية المهارات اللغوية الأربع بشكل متوازن.

الكلمات المفتاحية: تقييم، مهام، المهارات اللغوية الأربع، كتاب، تكافؤ.

Introduction

In Libya, English language is included in the educational system many years ago, and it is taught at schools from the first grade. Therefore, the education faculty receives a good number of English language learners who aim to become English language teachers each year. Textbooks play a fundamental role in the process of language learning, they are the only resource of teaching language in the area that do not speak English, and the tasks are developed to support the enhancement of different language abilities.

The tasks in the 9th grade English language textbook should aim to develop the four language skills. These skills overlap, and effectively developing them requires stating tasks that integrate those skills in a meaningful way. However, even the evaluation of textbooks is spread research, there is a gap in evaluating the tasks that foster language development within language textbooks.

Therefore, the present study is conducted to evaluate the extent to which the tasks in the 9th-grade English textbook align with the development of the four skills of language. English is regarded as a worldwide common language (Nunan,2013). Any English syllabus should be planned carefully because this process is an essential aspect of effective teaching and is regarded as the basis for students' academic careers. Designing, developing, and implementing any educational materials is included in textbooks, as well as objectives, content, and assessment methods. Implying all the previous processes in textbooks gives them essentiality over other teaching tools. Textbook evaluation has been the main job of educators and scholars. Therefore, textbooks are one of the most important aspects of a successful education, they include the content and lessons taught for each subject as well as learning objectives, assessment methods, and recommended teaching methods. A textbook is used to ensure that all learners meet the expected standards. Consequently, it must be evaluated to ensure that students learn all subjects in the best possible way.

The process of assessing different aspects of textbooks is a basic concern to many people, for instance, teachers want to ensure that the current curriculum will help them achieve their goals, parents want to guarantee that their children are receiving the best education, curriculum developers and publishers use evaluation results to drive improvement and innovation. "A high-quality textbook provides essential language structure, a syllabus, and elaborately selected materials helping standardize instruction and providing rich learning resources"(Qian.2022, P.32). Tasks play a crucial role in transforming language structures into real communicative competence, especially for learners in non-English-speaking environments. A perfectly designed task will enhance students' critical thinking skills and improve academic performance. Therefore, this study aims to evaluate the ninth grade's English textbook's tasks that are set in the workbook to know if they are diverse and if they aim to enhance the language skills for learners.

Although textbooks are extensively used in language classrooms, research evaluating the balance of the tasks within English textbooks with the development of the language skills remains limited. Specifically, there is a lack of evaluative research that evaluates if the tasks are equally distributed to cover listening, speaking, reading, and writing or if one of these skills is neglected. This is a crucial issue for 9th-grade learners as they are at a developmental stage where preparing them for advanced language use requires integrated instruction in all four language skills. This ensures they can use the language proficiently and confidently in various contexts. To examine whether the tasks adequately foster language skills it can be said that there is a need for further research that thoroughly evaluates the effectiveness of tasks in fostering listening, speaking, reading, and writing rather than assessing only the presence of tasks.

This study aims to examine the alignment of the tasks in the ninth-grade textbook with the development of the four language skills in students. To investigate if there is a variety of tasks in the 9th grade workbook to develop the four language skills.

The question that will guide this research is: How well do the tasks in the 9th grade textbook align with the development of the four language skills in students?

Literature Review

Teaching English in Libya

English is taught as a foreign language from primary education, and seen as essential for global communication and academic success. Yet, Libyan students often face significant barriers to language proficiency. Gadour, (2006), noted that cultural diversity and teaching methodology are two factors that hinder the effectiveness of English language instruction for Libyan students, with their impact particularly affecting students' language proficiency in English. Aytug (2007) found that Libyan English learners spend a lot of time and effort in schools and language centers learning the language but they still encounter problems when using English communicatively. Some justify this by saying that the learners are not well motivated to learn the language, but they are studying the content to pass the stage in which they are studying.

Since the 1970s, Libya has tried to reform English education, but the efforts were mostly grammar based and designed by non-native speakers. In 2000, the ministry of education introduced a Communicative Language Teaching based curricula to replace grammar-heavy programs, yet teachers still rely on Grammar Translation Method and teacher-centered practices. This failure to implement communicative teaching is linked to poor teacher training and the country's weak accreditation systems Williams, (1983). Therefore, textbooks are considered the basic instructional material that assist in achieving language learning goals and developing learners' proficiency skills in Libyan context. Warragh, (2024) referred to the significance of textbooks evaluation to ensure effective language instruction and textbooks' suitability for learners levels.

Textbooks evaluation

Evaluating textbooks in general means registering judgments on the sufficiency of the English book's content in achieving the educational objectives which were prepared for it, using the tools of evaluative study. In this study the essential focus is directed to the tasks within English for Libya 9th workbook; if they really develop the language skills for learners in grade nine as its designers claim. The new contemporary language class should focus on the development of all language skills as well as the 21st century skills and should not focus on one language skill and ignore the others.

The tasks that will be under investigation are those which are designed to develop language skills; reading, writing, listening and speaking as well as the tasks that develop grammatical competence and communicative competence if there are any in units 2,3, and 5. To conduct this study a precise definition of textbooks evaluation should be given because defining what evaluation means gives a clear vision of the importance of this process. Gel, et al. (2021) stated that technological and communicational development is hardly related to English language. Therefore, English became a basic language in many different fields, in this context the English language textbooks for basic stages has to be continually evaluated in order to gain the needed development. In their study where they compared the English language curriculum of the 9th grade since 1937 to 2017, Gel. et al. (2021) found that even the curriculum in Turkey is annually developed, but the content can have more emotional and psychological objectives which may increase students' motivation in a positive manner and learning by technology should be encouraged and applied. This study has opened new horizons towards textbook designing, in

that all the aspect and characteristics of human as a learner must be highlighted. These results prove that textbook evaluation leads to positive development.

Ellis, (2011) gave significance to micro-evaluation, this evaluation is utilized by applied linguistic researchers. It goes beyond subjective evaluation and a part of it is associated with assessing the impact of tasks related to the textbook. Micro-evaluation assists in evaluating the practicality of tasks, how they function and their potential for future use. It also evaluates their equivalence with the aims established for the learners Jahan et al, (2019).

Tasks in English textbooks and the development of the four language skills

The educational textbook for English language adopted in the state schools can assist in developing a contemporary communication tool, along with general skills for more effective communication Hanoi, (2018). Therefore, English is a mandatory subject in the general education curriculum from the very early stages. Studying English through the practice of the four language skills using textbook tasks fosters the development of the communicative competence and linguistic competence required for successful and effective communication outside the classroom.

At the beginning it should be referred to the fact that tasks cover all types of exercises and they are a part of each other and are designed to fall at the same end which is language proficiency. Accordingly, tasks have a greater focus on meaning while exercises focus greatly on form. Tasks play important roles in displaying materials and facilitating students' use of the language as well as to encourage critical and creative thinking (Inayah, et al., 2022), that is why this study aims to work on analyzing and evaluating the tasks that are found in English for Libya for the ninth grade "workbook". In order to conduct this evaluation, the term tasks within textbooks should be defined.

Ellis (2003) defined a task in language teaching classroom as a work plan that emphasizes on the practical application of language, this application emphasizes the using of the learners' current linguistic resources and abilities, with attention to the outcome that can be assessed in terms of its communicative effectiveness. This definition hints that tasks are the practical application of the linguistic input and it also emphasizes the significance of including tasks that are built up on the current linguistic abilities for learners and this is what Daar, (2020) mentioned in his book (problem of English language learning in context) in which he said when learners lack the basic vocabulary and language norms, they become less motivated and reluctant to learn new knowledge. After teachers give the linguistic input the tasks are applied to ensure that this theoretical input becomes practical and useful.. The important issue with task implementation is to highlight timeframe suitability, as some studies have proven the significance of the allocated timeframe on task implementation to have more qualified learners. In addition to timeframe, a plenty of criteria must be taken into account when designing a task as Almasri et al., (2012) stated in their study that a task should present clear instructions, activate background knowledge, require learners to make predictions and should reinforce the content, and this is how they build up their study tools.

Models of task evaluation

Historically, there are multiple models of task taxonomy as introduced in (Mao's, 2012). For instance, Willis' classification model, Prabhu's model, Oura's model and finally David Nunan's (1999) model and the latter is the model that this study uses to analyze data. Nunan's taxonomy of tasks is more specific and comprehensive than the former models, it suggests that successful language learning includes tasks that cover various aspects, supporting learners in developing their language skills in a holistic way. Qian, (2022, P. 32) said that "in Nunan's model tasks are divided into five groups with sub categories, firstly, cognitive tasks that mainly train students'

thinking abilities, secondly, interpersonal tasks focus on how students interact with peers and teachers, thirdly, linguistic tasks that helps students acquire target knowledge points and practice linguistic patterns. Then, in effective tasks students are required to do some reflection and their attention has been shifted from the outer world into feelings and ideas they perceived more from their own perspectives. Finally, creative tasks that place value on students' creativity ability and help them elicit new ideas". The ninth-grade textbook designers said that they follow a modern curriculum that is built up on the 21st century skills in which communication and real-world application are emphasized as well as fluency and accuracy in language learning, and all of these principles were emphasized in Nunan's model.

The next diagram explains the classification of tasks in regard to the theory of Nunan, (1999).

Figure 1: Nunan's taxonomy of tasks

Cognitive Task	Interpersonal Task	Linguistics Task	Affective Task	Creative Task
Classifying	Co-operating	Conversational Patterns	Personalizing	Brainstorming
Predicting	Role-playing	Practicing	Self-evaluating	
Inducing		Using context	Reflecting	
Note Taking		Summarizing		
Concept Mapping		Selective reading/ listening		
Inferencing		Skimming		
Discriminating				
Diagramming				

Source: Nunan (1999)

The figure above shows David Nunan's (1999) taxonomy of task types, which categorizes language learning tasks into five main types: cognitive, interpersonal, linguistic, affective and creative. Each category is defined by its primary focus, ranging from problem solving and reasoning skills to grammatical accuracy, emotional engagement, and original language production. This classification provides the analytical framework for evaluating the tasks in the ninth-grade workbook and determining their alignment with the development of the four language skills.

Methodology

Kumar (2002) defines a research design as a systematic strategy employed by a researcher to address questions in a manner that is valid, precise, objective, and cost-effective. This study employs a qualitative method approach to explore the topic that is titled "Evaluating Task Balanced in the Ninth-Grade English Textbook: Alignment with the Four Language Skills". It uses purposive sampling to select tasks from units 2,3 and 5 from the ninth-grade textbook, and purposive sampling to choose English language teachers for the ninth-grade to conduct semi-structured interviews with. Data is collected through semi-structured interviews with the teachers to gather information related to the efficiency of the tasks in improving the four language skills for students. The interviews are conducted online using the messenger app because teachers do not have enough time to meet at schools and to accommodate participants in different areas in Libya. The data will be analyzed using a thematic analysis strategy following the ethical guidelines.

This study employs a semi-structured interview with ninth-grade English language teachers as a qualitative approach.

A semi-structured interview is a qualitative research approach that blends a prepared list of open-ended questions, designed to encourage discussion, with the flexibility of the interviewer to delve deeper into specific topics or answers as they arise McGrath, (2016). Hence, the

interviews in this study were designed to collect data about the equivalence of tasks with the development of language skills in the 9th-grade English language textbook at the Libyan primary education level. To perceive the perceptions, points of view, and real experiences, semi-structured interviews were conducted as the primary data collection instrument. When how teachers preview the tasks within the textbook is known, they are asked to give any recommendations for improving the quality of the tasks if they do not help the learners to use the language in some way or to follow the same track if they are perfectly designed. Semi-structured interviews are significant due to their flexibility and they provide a wider opportunity for participants to give in-depth data as they have the opportunity to speak freely and add more information than the question require. Semi-structured interviews were conducted with teachers of the ninth grade to ask them about the effectiveness of the tasks in developing the four language skills, to look for any limitation's teachers are encountering while applying the tasks, and to gather any recommendations for more effective and useful tasks to develop language skills. The data from the semi-structured interviews are analyzed qualitatively using thematic analysis. Qualitative thematic analysis is a well-established method in the study of textbook tasks. Semi-structured interviews are beneficial from two dimensions, the questions are prepared in advance to cover all the important themes and headings, and a wider speech is allowed and follow-up questions may be created as the interview is going on.

In this study a purposeful sampling strategy was employed to select seven English language teachers for the 9th grade in Libyan schools to conduct semi-structured interviews with. There were seven teachers, in which this number ensured saturation. Purposive sampling was chosen because it ensures having participants who have the needed experience that matches the research questions' requirements.

A purposive sampling method was used to select a representative sample of tasks from units 2-3 and 5 of the textbooks because they are rich of varied lessons and grammatical rules as well as it is noted that the plenty of the final exam questions are from these units, so teachers give them extra significance because of this.

The study employed online semi-structured interviews to gather insights from seven ninth-grade English language teachers in Libya. The interviews were conducted via messenger application using voice records and each of them lasted 45 minutes to an hour depending on the flow of the conversation. They were conducted online because the teachers in Nalut city schools did not respond to the researchers and did not agree to participate, some justified this by saying that the interview questions were difficult for them and others said that they do not have time, while others did not give reasons. As a result, a request on a Facebook page that is specialized in the 9th-grade curriculum was posted to ask for 9th-grade teachers who were willing to be interviewed to contact the researchers.

There were 9 questions mixed between open-ended and close-ended; which were followed by further explanations by asking follow-up questions such as; why, how and explain more. The questions emphasized on the workbook tasks, how teachers perceive them, how they apply them and to what extent they help learners to develop language skills.

Finally, the respondents were given the opportunity to give the closing speech and add whatever information they feel is important to say, related to the research question or research area, and add any needed recommendations.

The data from the semi-structured interviews were analyzed using thematic analysis which is considered as a widely utilized tool for identifying themes and interpreting patterns within qualitative data. Thematic analysis was applied in this study because it is suitable for identifying the perspectives and insights of the participants.

The voice records of the interviews were first transcribed, and then were read many times to become familiar with the content. The next step was the initial coding of relevant data, which

means identifying the significant perceptions that related to the research question. After coding the data relevant to developing language skills, they were grouped into themes; themes that give closer concentration on the relevant information (language skills and tasks) to be grouped under specific themes. Then the themes were reviewed and revised to ensure that they were accurately coded and organized, and finally, the themes were analyzed by emphasizing how the information under each theme was related to the research area and how they interpreted the research question.

Findings

The results and the findings of evaluating task balanced in the 9th grade English language textbook, with a focus on the alignment with the development of language skills is displayed. Semi-structured interviews with 9th grade teachers were conducted to thoroughly explain their insights about the practical application and effectiveness of these tasks in the classroom. After the process of classification, the tasks were evaluated basing on the language skill they are designed to develop and this included the four language skills; listening, speaking, reading and writing. Therefore, the results of these analysis are presented as following: first, a summary of teachers perceptions of the tasks and their alignment with the four-language skills development. The following sections give a discussion of the teachers' feedback regarding their experiences with the tasks and how well these tasks meet the skill development objectives set in the textbook.

The semi structured interviews that are analyzed were conducted as a part of the study and the detailed steps of the interviews processes were outlined in the methodology section. 9th-grade teachers were chosen as participants in the semi –structured interviews to discover their insights about the tasks in the textbook they use and their alignment with the development of the four language skills. The interview questions focused on the essential dimensions that give close interpretations regarding the research questions; such as the effectiveness of the tasks in promoting language skills, their variation and if they have a balanced distribution across the language skills. The data collected from the interviews were transcribed and analyzed using thematic analysis.

After the transcripts were read and analyzed by initial coding, the following basic themes were extracted depending on the focus of the interview questions and the teachers' related answers. The basic themes are as follows:

- 1-Deficiency in language basics.
- 2-Proper application of tasks.
- 3-Bias in skill emphasis.

Deficiency in language basics.

During the interviews teachers kept pointing to the low level of students and that they lack the language basics that should help them to manage with the 9th grade textbook. Some teachers referred to deficiency in grammar rules, others in vocabulary and others in language skills, and this was the reason that made the tasks in the 9th grade English textbook may not applied in a proper way. The considered challenges such as deficiency in the basics of language work as a hurdle that prevents the tasks from achieving the goal they were designed to because teachers will focus on explaining and helping learners to understand how to do the tasks rather than getting the needed language practice.

Teacher 1 said: "students I give courses to have no basics how to write a sentence even so I think it's the most problematic point and I don't have that much tasks which help them in this point".

Teacher 2 said:" that they know nothing about the basics of vocabulary or grammar, I don't know why, even if I have present simple or continuous, I say what do you know about it they are like; what is this, it is very basic grammar that should be known from early stages".

Four subthemes were emerged from the previous theme, and they are as follows.

Challenging to Implement:

Because learners lack the language basics, this led the teacher to encounter challenges and difficulties in applying the tasks as they should be, to develop language skills. One participant said "they understand what to do but they don't know how to apply may be because of the lack in the language basics", this means that even after translation and explanation, learners still face difficulty to do the tasks because they do not have the language that authorizes them to, and teachers fail to help them with this point. The challenges and difficulties are a result of designing tasks based on the general content of the textbook not on a careful study of the proficiency level and needs of learners, and this aligns with what Simorangkir,(2019) found. Besides, students' needs should be the centre of interest for those who design textbooks' tasks. This takes us directly to the next subtheme.

Low level of students.

Another theme is the low level of students which results in deficiency in language basics. The level of learners is the basic factor that affects the quality of the tasks in developing language skills because if it is not appropriate it will render the teacher's words as futile as talking to the sea. In this regard one of the participants said "the level of students is not matching the level of tasks", that's why I said that the tasks should be designed basing on thorough research about the general level of learners at the intended stage in order to achieve the basic objective which is language skill development. Britt, (2005) had a result that confirms the significance of selecting tasks of a moderate level of difficulty, but in the case of the 9-th grade teachers is different because the tasks are mandatory not optional, and will affect the proficiency of tasks in developing the language skills for learners.

Ambiguity of tasks

Everything within textbooks should be clear and understandable for teachers and most importantly for learners, and this includes the tasks. If designers wish to have learners motivated and developing, they should put tasks with clear instructions taking into account the level of the learners, and this is actually not emphasized as one of the participants said "the instructions are clear for the teacher but unfortunately not the student, but to be honest it's not the instructions themselves but the level of the students". This teacher confirms that the level of her students does not help them to understand and comprehend the instructions without explanation and translation. This confirmation was very supportive to what Almasri et al., (2012).

Coherent Hierarchy of Knowledge.

Because syllabus is built on one base and textbooks need to be covered as they were designed teachers should adhere to finish the whole textbook during the year so learners can build up coherent knowledge. In this regard participants indicated that their students lack the language basics because the teachers in previous years did not cover the whole content and the knowledge cannot be built without a base. One teacher said "so it depends on a very long journey it is the outcome of the previous years from the first grade to the ninth grade as long as the students have that level which can help them practice speaking and understand listening and read to the extent that they can understand what they are saying

Proper application of tasks

In this regard, teachers indicate that the tasks are beneficial in developing the language skills for learners if they are applied properly. Proper application is the key point that is required but

it is difficult to attain or out of reach because of some issues such as the level of learners as have been analyzed.

Teacher 3 said: "the 9th grade English textbook is designed for developing language skills for students as long as it is applied properly"

Teacher 2 said: "so here they can understand the language in a very good way if they do these exercises the right way"

The participants of this study indicated to proper application of tasks but there were no related results in the literature despite the extensive research. In fact, this result is crucial because we cannot determine the success of any material except with experiencing it under different circumstances.

Language in isolation

One of the participants said that the tasks in the 9-th grade English textbook do not constitute real every day actions, she said "I think no, because students use the language in isolation, and the language used in isolation cannot be beneficial for anybody, they cannot use the language in their environment no conversations no speaking".

Scaffolding

In order to assist learners with comprehending how the tasks work in order to develop language skills, participants said that the tasks are not provided with model examples of how to do them. They said things like "the book does not provide solved examples so students can follow, as if I were a university student, we always have scaffold tasks", "usually we translate the instructions and then they can do the task, somehow they can do it, and sometimes I start answering the first point (scaffolding) and then they can do the others". This point is not pivotal but participants want their learners to work by themselves may be at home sometimes, they do not want to keep explaining every single task while this may waste their time as will be explained next.

Timeframe

Many participants indicated that they struggle with time management, It is not because of the challenging tasks only but also because of learners limited abilities. One of the participants who work as a teacher in a private school said "the obstacles that I face when I apply the tasks in this textbook is the time first, I usually wonder how the teachers at school can spend three or five minutes as the teacher book distributed the time while I spend fifteen minutes just in one task". She struggles to manage the time as the teacher's book distributed it because her students need more time than that and she is able to spend fifteen minutes in one task because she has the time. Another participant said "so I remove the tasks that are not important to keep more time for the important once and sometimes I am forced to explain for each student separately and provide them with more examples over 3 or 4 classes sometimes. and the limited time to finish the whole book over six months is another obstacle", what kind of unimportant tasks a textbook may contain? I guess they are the practical tasks that will not be included at the final exam. Time suitability was also confirmed by Asseid (2022).

Bias in skill emphasis

Because this paper deals with language skills development it matters to ask the teachers about the emphasis of the textbook. There were different insights regarding the skill emphasis of the textbook. Regarding the allocation of tasks across language skills, the majority of teachers confirmed that the tasks are not equally distributed. And only one teacher said that the tasks are equally distributed across all language skill.

Teacher 1 said: "I think writing is the much-emphasized skill"

Teacher 2 said: "they are not equally distributed; the writing tasks are not enough and I think they are very high in the level and listening as well is not highly consent"

Teacher 3 said: "They concentrate on reading, writing and grammatical structures. There is no speaking and listening"

Teacher 6 said: "the evaluation is that I consider them unfair because they neglect the reading aspect of the book, which is a skill that should receive more attention"

This theme is important because language skills should not be taught or used in isolation but rather as a combination as Xiao-jie(2017) and Grant claimed. Language skills should be emphasized in a satisfying manner to have the intended results as Madericova (2013) found. Tasks should focus on both meaning and form, but participants said "I think most the tasks are depending on understanding the grammatical structures and how to apply the grammatical structures correctly". The emphasis on form will result in having learners who may know how to form sentences but not how to communicate by them

Discussion

The findings of the study in direct relation to the research question, integrating results from the semi-structured teacher interviews. The specific aim of this study was to investigate if the 9th grade textbook includes tasks that foster the language skill development and if they are varied and effectively develop language skills. By the results of the qualitative insights from teachers, the discussion highlights areas alignment and gaps between the textbook content and effective language skill development.

To closely answer the research question, the discussion referred to the imbalanced task design for language skill development. The results revealed that there is an imbalance in task design and this may hinder language skill development. There is a bias in skill emphasis and an emphasis on form as the semi structure interview revealed while the writing skill tasks that are from the linguistic type are the most frequent used again in the interviews. One participant (Teacher 2) said "the writing tasks are not enough and I think they are very high in the level and listening as well is not highly consent" and this can be correct because even the book include writing tasks but they actually require learners to write single words or sometimes small sentences only to solve a task about grammar. For the other skills and types one of the participants said (Teacher 3) "There is no speaking and listening" and this is also found by the task classification that demonstrated lack in speaking and listening tasks or a lack in communicative tasks; interpersonal type of tasks, with only 13.24% of speaking tasks and 10.29% of listening tasks and 11.79% of interpersonal type of tasks. These results are in balance with Madericova's (2013) who found that the textbooks she evaluated cover the four language skills but unfortunately not in a balanced way. Because even the teachers indicated that the textbook shows bias towards writing but generally, they still find it appropriate and well designed. However, textbooks should include a balanced distribution of tasks that cover all the four skills as this will ensure better development for learners as Rahimy, (2007) claimed that language skills should not be taught or used in isolation but rather as a combination.

The discussion also indicated that there is a gap in foundational knowledge and learning progression as teachers indicated that the textbook is well designed, they referred to learners' low level and deficiency in language basics as the reason of their failure in making learners understand and comprehend the content and to do the tasks. Participants said that this deficiency is a result of teachers' disobedience to finish the textbooks in previous educational stages because there is a coherent hierarchy of knowledge in textbooks from first to ninth grade. Participants referred to that their learners lack the basics of grammar and vocabulary and almost all participants draw attention to that their learners lack the very basic knowledge which enables them to understand how the tasks should be done and as a result they will not get benefited from the tasks. This result is similar to what Daar (2020) mentioned in his book (problem of English language learning in context) and is included in the introduction section of this study.

Conclusion

The findings revealed insights on the basic challenges that 9th-grade teachers encounter when applying the tasks in the textbook they teach, in which the students' low level is the basic challenge. Teachers reported that learners struggle with tasks due to foundational gaps in grammar and vocabulary, this resulted in ambiguity in the tasks which we can consider as another challenge as well as the limited timeframe. On the other hand, the results showed an imbalance in how tasks support language skills, with a bias toward linguistic type of tasks that aim to develop grammatical structures, and for skill emphasis there is a bias to writing skill. These results answered the research question and indicated that the textbook to some extent include tasks that align with language skill development but not in a very sufficient way, and they are not diverse. It is recommended that the officials should obligate the teachers to adhere to textbooks in order to help learners in the advanced stages to build up the knowledge. For the 9th-grade textbook designers it is recommended to include more diverse tasks that emphasize listening, speaking reading and writing in a balanced way.

Further research could explore how effective are the tasks in developing the four language skills by using empirical studies, and the challenges that teachers encounter could be expanded and studied separately for more detailed results. On the other hand, there could be expanded studies of how teachers deal with the low level of students and how they overcome this problem to help learners become better language users. This study was affected by the small sample size that may affect the generalizability of the results because all the teachers indicated that they have limited time and are not able to participate, and some of them apologized when they read the interview questions and said that they cannot understand them. Another limitation is the lack of resources about the topic wherever is searched.

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