An Evaluation of *Intensive English* (Book I) as a Coursebook for English as Second Language in Nigeria.

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Abstract

Many education experts claim that there is "uncritical reliance on the authority of the printed text where language texts are not properly examined, analyzed and evaluated before selection for use in the classroom". (Ohia and Adeosun (2002), paraphrasing Ubahakwe [1979]). Judging from the evaluation of *Intensive English (Book 1) For Junior Secondary Schools (New Edition, 1983),* the revelation is that the authors of the coursebook provide relevant instruction to guide the learners through the contents of the four sections—speech, comprehension, language structure and composition. The overriding principle of presenting these contents is hinged on audio-lingual method with structural and situational approaches forming the background or "nuclei". The approaches of "Do and Learn, Think and Learn, Game Time and Homework" as well as other exercises and activities make provision for learner-centredness. However, since there is no single coursebook that can adequately provide for the needs of the learners from varied language backgrounds, learners should, therefore, be exposed to supplementary reading textbooks or printed materials. Also, it is recommended that teachers should understand the psychology of foreign language acquisition and utilize it to provide effective learner-centred learning activities backed up with appropriate and effective teaching methods in the classroom situation. If the recommendations are acceptable, the inadequacies of contents in terms of ecological, pedagogical and technological considerations will be addressed by the teacher who is supposed to act as academic counsellor.

Introduction

A look at the educational system in Nigeria as well as other developing countries reveals that textbooks have come to assume quite a disproportionate importance in the overall scheme of things. Roberts (1958) observes that the curriculum developer will readily admit the importance of

books and other materials in implementing the curriculum. He further states that:

> The organization of the contents could affect English language learning in a large degree because textbooks constitute the main source of information to which most teachers are enslaved. The organization of textbooks could affect the teaching methods and alternatively the improvement of instruction. The way teachers use textbooks affects the curriculum.

Ubahakwe (1991), therefore, posits that language-teaching methods are determined by:

- goals and educational content of the target language;
- level of students to whom the language is taught; and
- the topic to be taught.

However, it is generally believed that the choice of methods must agree with specific approaches which are anchored on concepts of language and learning. Most curriculum reforms over the years have sought to make a critical re-examination of aims, goals, objectives, method and materials. In fact, one school of thought in curriculum development states that the achieved curriculum is the effective one. To determine whether or not the curriculum is achieved, evaluation is the yardstick. Evaluation, therefore, is an indispensable factor in curriculum development and implementation. We are able to evaluate the curriculum through appraising the textbook and its approaches and methods of achieving the educational aims, goals, objectives. Therefore, the teaching and learning strategies adopted by the authors of *Intensive English for Junior Secondary Schools (Book 1)* are examined in this paper.

Procedure

A sample survey of the units of *Intensive English for Junior Secondary Schools (Book1)* was carried out by Oluikpe, B.O., Obah T.Y., Okole, M.K., Onuigbo, S.M. and Anasiudu, B.N.

The decision to choose the JSS1 coursebook was informed by the fact that the class is an academic bridge between Primary School and Secondary School where learners are expected to be guided through instructional activities in the coursebook by the teacher. Again, the class is the preparatory stage in the trilogy classes of Junior Secondary Schools. Therefore, learner-centredness is the focus of the learner activities. The role of the teacher is that of a counselor, hence we have guided composition and guided comprehension as aspects of the contents of the book. The coursebook comprises different units on speech, comprehension, language structure and composition. These units are broken down into various activities that are specifically designed to enhance linguistic and communicative competence.

Learner-centredness in language teaching

There exist many theories on learner-centredness in language teaching. These diverse views arise as a result of individuals' perspectives in approaches and methods in language teaching, resulting from changes or shifts in the emphasis of what learners' needs are. Learners' needs are theoretically of great importance in the current learner-centred approaches in teaching generally and language teaching in particular. Needs analysis is therefore very fundamental to the planning of an effective language education programme (Richards, 1990).

Dewey (1992) opines that the child is the starting point, the centre and the end of all curriculum instruction. While teacher plays the role of the learning counsellor. According to Tudor (1993), learning is more effective if methodology and study mode are geared around students' preference. This view is in contradiction with the traditional classroom situations where the teacher assumes the role of the knower and activity organizer (teacher-centredness) Closely following the trends in learner-centredness in language teaching, Toshen (1994) recommends that learner-centred programmes should provide learners with effective learning strategies and encourage them to adopt skills needed to navigate the curriculum.

Approaches and methods of language teaching and learning

Language experts have developed, tested and used various methods over the years. Their activities are informed by their conceptions of the nature of language and how it can best be taught or learned. Anthony (1963) defines approach as "a theoretical or ideological concept which underlines a particular way of teaching language. This indicates that a particular approach has some underlying principles of language and learning. Some of these approaches include Classical, Structural, Cognitive, Situational and Functional-Notional approaches. These approaches serve as "neclei" of language methods and have their peculiar features, which make them distinctive.

Methods on the other hand, according to Ohia and Adeosun (2002), refers to an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based on a selected approach. Some of these methods are Grammar, Translation, Direct, Audio-Lingual, Silent–way, Cognitive-code Learning and Communicative Competence

Methods. These methods have evolved as a result of syntheses of approaches manifesting into rule generalization, questioning, substitution tables, drilling, repetition, group activity, role playing and dialogue techniques which textbooks have adopted in presenting their contents in line with the aims, goals, objectives and curriculum in Nigeria.

In relatively recent times, a "newly improved" method called "Whole Language" has evolved. Weaver (1990) summarizes its features as:

> Language is kept whole, not fragmented into skills, literary skills and strategies are developed in the context of whole, authentic literacy events; while reading and writing experiences permeate the whole curriculum; and learning within the classroom is integrated in the whole life of the child.

The central point of the whole concept, among other things is the integrated approach of skills of language by "teaching skills and strategies of language not as isolated or artificially contrived skill, but within the context of reading a variety of genres and writing for a variety of purposes and audiences" (Ohia) and Adeosun, 2002).

The whole scenario of "rising and falling methods", according to Oderinde (2005), that leads to arriving at a "newly improved" method has behind it powerful findings sometimes forged from faultless empirical research" He concludes that "the ocean waves of methods": does not remove that fact that the changes that come with the findings in language teaching are unsettling. Perhaps, the best antidote in the circumstances is the statement: "There is no method there are only methods."

Evaluation of the authors' approaches and methods of presenting contents in *Intensive English I* by Oluikpe et al (1983).

According to the preamble of the Language Curriculum (1985), English Language Curriculum is an integrated English studies syllabus. The

curriculum contains the essential elements as vocabulary development, comprehension (listening and reading) grammatical structure, spoken English, writing and literature. The idea of the curriculum integration is to promote a systematic development of both the language skills and the literary knowledge that are considered essential for effective use of English in oral and written communication as well as in learning other subjects in the school curriculum. The curriculum considers the level of the secondary school education, which influences the selection of the contents.

The study considers the following in the discussion of the English textbook:

- The aims/objectives of the English Language curriculum.
- The contents and presentation of contents in "*Intensive English I*"
- Evaluation of the authors' approaches and methods of presenting the contents.

Aims/Objectives of the Language Curriculum

The general objective of any systematic instruction is to enable learners of language, especially in a second language situation, to acquire a working knowledge of the rules of grammar as well as of the structural patterns of the language as an aid towards developing their skills in speaking and writing.

The objectives of the curriculum are to:

i. provide students with a sound linguistic basis for further learning
ii. equip school leavers with a satisfactory level of proficiency in the English language in their places of work.
iii. stimulate a love of reading as a pleasurable activity
iv. promote the art of spoken English as a medium for national and international communication.
v. enhance and develop further the various skills and competences already acquired.

The book writer is guided by the requirements of the prescribed curriculum of Junior Secondary School and pays particular attention to the students' needs in the acquisition of the language skills.

Contents and Presentation

The book is organized into twenty units. Each is divided into four main sections:

(i)   speech
(ii)   comprehension
(iii)   language Structure
(iv)   composition

The four sections are designed to occupy the students for two periods of English learning activities weekly. The first two sections, that is, speech and comprehension which clearly stress Oral English, make up one period; the other two sections, language structure and composition, which focus on written English, occupy the second period. The authors of *Intensive English 1* make the combination in the way to balance instruction on the two broad skills the book attempt to develop, that is, spoken and written English.

This arrangement re-emphasizes the aim of the English Curriculum which is to ensure that students become competent users in both speech and writing in the English language. In the following sub-sections, each of the sections will be evaluated in terms of contents and methods or approaches of presentation in the classroom situation.

Speech: There are principles and approaches or methods of acquiring a foreign language. One of such principles is that of assimilation.

Sounds in a foreign language are naturally assimilated to the nearest similar sounds in the mother tongue and are pronounced accordingly. This causes a lot of problems where two or more sounds in the target language

are assimilated to one sound in the mother tongue. The students therefore always encounter pronunciation problems in terms of differentiating between different sounding words in the target language.

To overcome this difficulty or problem, the speech sections of *Intensive English 1* adopt the following approaches:

    (a)   description of the different vowels and consonants of English
    (b)   imitating/practicing using minimal pairs, that is, pairs of words that differ only by one sound.
    (c)   drilling of students through repetition in order to ensure that sounds are acquired and produced correctly.

The above items (a-c) can be illustrated as follows:

Unit 1
    Learn: The vowel /i:/
    Approaches used to teach and learn the above sound are as follow:
(i)   describe (ii)imitate (iii)practice (iv)contrast (v)spell (vi)test

Going through i-vi above, it is obvious that the approach adopted by the authors is centred on the behaviourist theory of second language acquisition which asserts that language learning is habit formation and learners learn best through imitation, practice, repetition, drills, etc.

The essence of teaching and learning is to achieve some achievable objectives and these objectives are ensured by way of testing which serves as feedback to the teachers in terms of evaluating the objectives of lessons, contents, instructional media etc. This aspect is taken care of in the last step of the approach which is "test". The steps of the approach adopted are illustrated as follows:

    The vowel /i:/
(i)   **Describe**
        Look at the diagram showing how to pronounce the vowels /i:/.
        The vowel /i:/ is pronounced by pressing the sides of the tongue against the upper teeth with just a little space between the middle

of the tongue and the roof of the mouth as though you are going to say the "y" in yes. The mouth is slightly open and the lips are spread.

(ii)   **Imitate**

Imitate your teacher as he makes the sound /i:/ in the following words.

bee   chief   key   leaf

(iii)   **Practice**

Listen as your teacher pronounces the following words which contain /i:/

be   sea   we   tree
need   beat   these   free
machine   chief   seize   police
kerosene   thief   deceive   margarine

(iv)   **Contrast**

Listen to your teacher for the differences in sounds. Then
 to repeat after him before practising on your own.

/i/	/i:/
sit	seat
pick	peak
dip	deep
fit	feet
knit	neat

Integrated approach is introduced after the above stage whereby students are exposed to sentences e.g.

(a)   Peter is easy to please.
(b)   The police freed the meat thief
(c)   Please take my seat and leave me alone

(v)   Spell

At this stage students are given the opportunity to recognize /i:/ in different spellings of words.

i	ee	ie	ea
machine	been	piece	bean
police	feel	field	bead

(vi)   Test

Lastly, students are evaluated as follows:

Pronounce the word which does not rhyme in each column.

1		2		3		4	
	bread		team		piece		deed
	creed		beam		seize		dead
	breath		head		cease		bead
	breeze		seem		thread		heed

At every stage of the approach adopted by the authors instructional media such as phonetic charts, pictures, real objects, tape recorder are encouraged to provide for adequate activities for the students to acquire a second language through a lot of learning activities as in i-vi. Besides pronunciation, the speech sections in the later units introduce the students to stress and intonation in order to assist them to acquire listening and spelling skills with confidence. Drills in chorus, that is, in group, are introduced before picking on individuals to carry out learning activities in order to speak correctly. The approach also encourages the teacher to serve as a model to the class whereby the teacher repeats the model him/herself after each repetition by the class or group or by an individual. In this way reinforcement is introduced to the correct pronunciation, stress and intonation.

Comprehension

This section has four parts:
(i)   comprehension tips
(ii)   a passage followed by comprehension question
(iii)   a summary of the passage (where application)
(iv)   vocabulary/building

In carrying out class activity based on the contents of *Intensive English I*, the following skills or approaches are systematically integrated:

(i)   following topics sentences
(ii)   following directions
(iii)   skimming and scanning
(iv)   reading poems and plays.

The above can be illustrated as follows: Topic sentences as in Unit 1.2
COMPREHENSION
(a)   The twins grew tall.
(b)   Sometimes their mother took them to the town to see their aunt.
(c)   Then, one day when the twins were nine years old, they went to live with their aunt in town.

These are the important ideas in the story:

    Ngozi and Emeka (Unit 1.2)

    Then the authors introduce some instructions that students must follow in order to locate the topic sentences in the passage. In doing this, the students skim and scan for the location of the correct answers.

    Reading poems and plays is also introduced as in Unit 7.1. Here the students do not have to look for topic sentences but look for pictures. Each detail in the poem suggests a picture. In the poem below, pictures appear in every two lines:

        Somebody
        b*y Walter de la Mare*

        Someone came knocking
        at my wee, small door,
        someone came knocking
        I'm sure - sure- sure,

        I listened, I opened,
        I looked to left and right
        But naught there was a-stirring
        In the still, dark night.

        Only the busy beetle
        Tap-tapping in the wall,
        Only from the forest
        The screech-owl's call.
        Only the cricket whistling
        While the dewdrops fall,
        So I know not who came knocking
        At all, at all, at all.

    When students read the above poem, the authors of *Intensive English 1* make the students see all the pictures, for instance, in the following lines:

(a)   Someone came knocking
        at my wee, small door,

The teacher will now ask the students the following question:

        What do you see there?

(b)   I listened, I opened,
        I looked to left and right,

The teacher will also ask the students the following question:

        What do you see there?

When the students read and can imagine the pictures as contained in the actions of the poem, they will surely want to guess who came knocking and this will give them the meaning of the poem.   This approach leads to self-discovery or inductive or inquiry method of learning.

The authors also use guided-comprehension of approach whereby extracts from narratives, poems and a play will form the contents of the guided-comprehension. Looking at it critically, there are three main objectives that the authors want the learners to achieve through this approach, they are to:

(i)   to give pleasure;
(ii)   to allow for the teaching of basic reading and comprehension skills; and
(iii)   to allow for the teaching of vocabulary items and idiomatic expressions.

The guided-comprehension approach is designed by the authors to develop:
(a)   listening skills
(b)   speaking skills
(c)   cognitive skills
        The above skills are integrated in the comprehension passages throughout the textbook in order to encourage the students to participate in a

lively, informal, and relaxed atmosphere so that the comprehension passages will serve as relevant examples from real life situations.

This section of the contents of the book allows group and individual activities in the classroom situation. This approach is used in Unit 1.2.2, Unit 2.2.2, Unit 3.2.2 and so on.

Obika (3.2 COMPREHENSION)

"Obika was one of the handsomest young men in Umuaro and all the surrounding districts. His face was very finely cut. His skin was like his father's, the colour of a golden pumpkin. People said of him (as they always did when they saw great comeliness) that he was not born for these parts among the Igbo people of the forests; that in his previous life he must have sojourned among the riverine folk whom the Igbo called *Olu.*

"But two things spoilt Obika. He drank palm wine to excess and he was given to sudden and fiery anger. And being as strong as rock, he was always inflicting injury on others. His father, who preferred him to Edogo, his quiet and brooding half-brother, nevertheless said to him often: "It is praiseworthy to be brave and fearless, my son, but sometimes it is better to be a coward. We often stand in the compound of a coward to point at the ruins where a brave man used to live. The man who has never submitted to anything will soon submit to the burial mat.

Not very long ago Obika had come very close indeed to committing murder, his half sister, Akueke, often came home to say that her husband had beaten her. One early morning she came home again with her face all swollen. Without waiting to hear the rest of the story, Obika set out for the village of his brother-in-law. No one knew where Obika had gone until he returned a later before noon with his friend Ofoedu. On their heads was

Akueke's husband tied to a bed, almost dead. They set him down under the *ukwa* tree and dared anyone to move him. The women and the neighbours pleaded with Obika and showed him the ripe fruit on the tree, which were as big as water pots.

"Yes, I put him there on purpose, to be crushed by the fruit-the beast".

(Adapted from Arrow of God by Chinua Achebe)

Guided Comprehension
Now choose the answers for the questions in Column A from Column B

	A		B
1.	What did people admire about Obika?	a.	Obika was loud and fiery but his brother was quiet and moody
2.	What things did they not admire about him?	b.	He almost killed his brother-in-law
3.	How were Obika and his brother different?	c.	He often beat his wife
4.	What advice did the father give to Obika?	d.	People said that Obika drank too much and had a very bad temper.
5.	Why did the people say that Obika did not belong to their area?	e.	Because he resembled the people of the riverine areas.
6.	What belief about death did the people hold?	f.	No, for he was often getting into trouble and hurting others.
7.	What serious trouble did Obika get into?	g.	People admired his great handsomeness.

8.   What was the offence of Obika's
      brother-in-law?

h.   The people believed that a
     person lives more than one
     life.

9.   Did Obika follow his father's advice?

i.   He told him that it was
     better to be a coward and be
     cautious than a brave man
     who could have himself
     killed because of his
     recklessness.

10.   Do you think that Obika was a cruel
      man?

Another approach used by the authors to comprehension are summarizing the story and vocabulary building, for instance, action-packed pictures are provided in almost all the units of the textbook whereby students will discuss verbally the actions in these pictures and summarize the story after such discussions which the teachers will guide in the classroom. After this activity, students may be required to fill in the blank spaces in the sentences generated from the pictures with the correct answers given. For instance, in Unit 5.2.3 a picture of a village is given where two children are playing football and at the end, suggested answers are given and questions are asked as follows:

5.2.3 SUMMARIZING THE STORY

Fill in the blank spaces in the sentences below with the words given:
peaceful   orderly
good place   not
lent   guests
helped   lose
1.   Lubwa was a -------------------- to live in.

2. It was ------------------- and -------------------
3. Mary ------------------ often stayed in our house.
4. When my father died, I ------------------ mother around the house.
5. Education was ----------------------------- free.
6. That first year, a kind neighbour------------------- us the school fees.
7. In those days, a child could------------------- his education for small things.

Language Structure

In the language structure section the approach adopted by the authors stresses that the teacher should be the observer and to be involved only as the occasion demands. This approach suggests that all learning activities in the class are centred around the learner, which makes learning activities learner-centred. The students are expected to work on their own and seek help from the teacher whenever occasion demands. By this approach, it is hoped that the teacher will be able to:

(i) help the students understand and master each structure by a process of self-discovery;
(ii) develop their interest in written work, as all the graded exercises are meant to be written; and
(iii) develop in them the art of independent study.

The contents of this section are organized under four sub-headings. They are:

i. Do and learn
ii. Think and learn
iii. Game time, and
iv. Home work

Do and Learn

In using this approach to teach language structure, based on graded exercises, students will learn the rules governing the various structures.

This approach to English language structures is more or less based on Grammar Method of teaching English whereby students are given

instructions to be followed while exercises are given to provide enough learning activities for the reinforcement of grammatical rules.

This approach helps to achieve three goals namely:

- (a) it makes the students actively involved in the learning process;
- (b) it enables the learner to discover his errors before they are internalized; and
- (d) it helps the learner to grasp and master the structure he/she is learning.

For instance, Unit 7.3.1 uses **Do and Learn** approach to learning verbs: transitive and intransitive verbs. Pictures are provided to show various actions of verbs indicating transitive and intransitive verbs.

Exercises also follow and the grammatical analysis indicating which verb takes direct object, indirect object or without object.

Finally, the grammatical explanations are provided regarding what a transitive verb is and what intransitive verb is as follows:

A verb which must have a noun for Column C always acts on something. Such a verb is called a transitive verb because it passes its action onto something. The noun on which it acts is called an object. So, "kick" and "kill" are transitive verbs. "Kick" acts on "ball" and "kill" acts on "snake". "Ball" and "snake" are objects of "kick" and "kill" respectively in the following sentences:

- i.   A boy kicks a ball.
- ii.   A farmer kills a snake.

Look at the table below:

A	B	C
Jibrin	buy	a car
Bolaji	steal	the money
She	forget	the
Chika	dust	the chairs
My mother	scrub	the floor
Okon	iron	the clothes
My sister	wash	the plates

Now, do the following:

1.   Fill in the headings of the three columns.
2.   Write correct sentences using the words in the table. For example:
     Jibrin bought a car.
3.   What type of verb does this table illustrate?

Now, look at the table below:

Subject Who/What did something?	Verb What did the subject do?	Object On what was the action done?
Bolaji	laughed	………………..
Chika	smiled	………………..
Okon	cried	………………..
We	travelled	………………..
They	went	………………..
She	talked	………………..
The dog	died	………………..
The child	lived	………………..

Now, do the following:

1. Change the form of the verb. For example:
    laughed – laugh(s)
2. What do the blank spaces in Column C tell you?
    This table tells you that you cannot fill in any noun in Column C. The

verbs do not act on any noun. Such verbs are called *intransitive verbs.*

Intransitive verbs do not have objects as the table tells you.

Think and Learn

In using the Think and Learn approach, the authors emphasize that language structure is designed to teach, apart from the rules governing each structure, the exception to the general rules instead of having the exceptions stated, the students are provided with examples which contradict what they have already learnt. Through a lot of exercises which the approach emphasizes, the students are led to deduce the contradiction.

The teacher, therefore, is to help the students at this level by explaining the exceptions of the rules to the students; by this way, students are stretched to their limitations of structural rules in English. However, the

approach also suggests that both the examples of contradiction and with rules governing the exceptions are provided so that students will not waste too much time or weight down. The approach provides for a variety of learning activities. For instance, Unit 3.3.2.

Instruction

Read the following sentences. What do they tell you about the use of "some" and "any"?

(i)   There are some books in the room.
(ii)   There aren't any books in the room.
(iii)   Are there any books in the room?
(iv)   Aren't there some books in the room?
(v)   Aren't there any books in the room?
       Sentence 4 shows that you can use "some" in questions containing "not" (n't). When you do so, you mean to indicate that you expect a "yes" answer because there's no doubt in your mind that there are some books in the room.

Game Time: This approach is adopted for the teaching and learning of the English language structures because having worked independently in the first two sections, that is, speech and comprehension sections, the students are expected to work together as a group by playing some games:

     The aims of this game are to:
(i)   reinforce the structures learnt;
(ii)   Correct any training-induced errors;
(iii)   develop team spirit;
(iv)   develop leadership qualities; and
(v)   make the learning of structures a pleasurable exercise.
     Unit 5.3.3 clearly illustrates teaching English language structure using a buying and selling approach whereby the teacher creates a market scene while the students bargain for: meat, rice, pepper, salt, using the following frame:

Buyer: How much do you want for this ⎰large⎰ quantity of………………
⎱small⎱

Seller: I will sell it for…………… naira. (Seller provides the amount.)

Buyer: That's ⎧ a lot ⎫ of money. (Teacher gives the cue.)
⎨ plenty ⎬
⎩ a great deal ⎭

Seller: How much will you pay for it?

Buyer: ……………. naira (buyer makes an offer.)

Seller" I can't sell it for that.

Buyer: What's your last price?

Seller: Pay…………. naira. (Seller gives the amount.)

Buyer: O.K. Here is the money.

The game helps you practise the use of the words denoting quantity for uncountable nouns.

Homework

Homework approach is introduced by the authors in order to provide an extension of language activities at school to home. It implies that students will do in their sphere time the assignment at the end of each language structures sections. The assignment inform of exercise are not meant to test the students but to reinforce the essentials of structures learnt in schools. This approach is adopted throughout the textbook.

Composition

In this section the age, maturity of the students are put into consideration just like in other sections. At the foundation stage of acquiring English as a second language, students in junior secondary schools are inexperienced to write on the most of the technical subjects or to present detailed information on some topics considered to be above their age and their educational level or class. Therefore, guided-composition is designed to give students enough practice in using the sentence structures and grammatical elements which they have learnt in the language structure sections. The first topics for composition are controlled by the teacher with little freedom open to the students. Subsequently, where students are invited to write more freely on the topic, the teacher is to ensure that the students have enough knowledge of the structures and grammatical points which the topic is designed to accomplish in teaching this section. Throughout the textbook, the teacher must take into consideration the background of the students. In this section substitution table is provided to aid students to acquire different grammatical structures and in a variety of constructing sentences. For instance, Unit 19.4:

Guided-Composition

My Family

Write a composition about your family, describing who the different people in it are, where you all live and what each person does. Remember to use the simple present tense of the verb and to make the verb agree with the subject. Although there is no frame to help you this time, you can look back at what you wrote in earlier units. Units 7, 8, 11 and 12 may give you some ideas.

Conclusion

The evaluation of the textbook reveals that the authors provide relevant instruction to guide the learners through **"Do and Learn, Think and Learn, Game Time and Homework".** In short, the overriding principle of presenting the contents of the four sections-speech, comprehension, language structure and composition- is hinged on audio-lingual method with structural and situational approaches backing the method up. Therefore, the authors of the coursebook use what Rivers (1964) calls **informed eclecticism,** that is, a combination of harmonious approaches and methods in order to achieve the educational aims, goals, objectives and materials serving as inputs to English Curriculum at the junior secondary schools in Nigeria. But whether or not the method has helped to achieve the educational purpose is outside the delimitation of this paper.

However, since there is no single coursebook that can provide adequately all the needs of the learners from varied language backgrounds, they should, therefore, be exposed to enrichment supplementary reading textbooks. It is recommended in this paper that teachers should only provide a guide to the learners and make the textbooks learner-centred and understand the principles and psychology of a foreign language acquisition and utilize the method and approaches of presenting the content of the book judiciously. Teachers should not misunderstand the role modeling approach in terms of "listen and imitate, listen and do" to mean that the teacher should turn the whole activities to lecture method or teacher-centredness.

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