

# Exploring Ideational Meaning in Indonesian EFL Textbook: A Case from Multimodal Perspective

Dadan Jauhara

*Madrasah Aliyah Negeri 6 Ciamis, Ciamis, Indonesia  
danjauhara@gmail.com*

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**Abstract:** The presence of a textbook is necessary to support teaching and learning process. In many EFL textbooks, producers integrate language and multimodal resources (e.g., image, color, layout, typography, and font) to communicate messages. The presence of visual image in the textbook can be used to carry the messages and develop students' language skills. The purpose of this study is to identify and describe how Ideational metafunctions are realized in an Indonesian EFL textbook. This study analyzed EFL textbook from the Multimodal Discourse Analysis (MDA) perspective because it concerned the use of different modes of text create meaning in different contexts. The data for this study was an EFL textbook for 7<sup>th</sup> grade of junior secondary school published by Ministry of Education in 2014. Visual data were examined by the framework of visual grammar Kress and van Leeuwen (1996, 2006), verbal data were examined based on functional grammar (Halliday, 1994), and finally, intersemiotic relationships between visual and verbal modes were analysed based on the intersemiotic relation (Martinec and Salway, 2005). The results showed that the visual text was dominated by narrative representation (verbal process). Relational process was considered as the most appear in the verbal text. Regarding image and text relation, it was dominated by projection – locution.

## 1 INTRODUCTION

In English as a Foreign Language (EFL) setting, students just have a little chance to use the target language in their daily communication or do not have any chance at all indeed. Thus, the presence of textbook is necessary to support the process of teaching and learning and become the main resource needed for an effective language teaching program in most school. Therefore, English textbooks provided for the students should be able to correspond to learner's needs, help to equip learners to use language effectively for their own purposes, facilitate student's learning process and progress, and have a clear role in mediating the target language and the learners (Cunningsworth, 1995).

The textbooks that incorporate both aesthetic features and functional purposes can be used to not only trigger the art of teaching but also to conduct a better learning experience (Jing Chan et. al, 2012). It is in line with Harmer (2007) statement that a good textbook is carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, audio cassettes/CDs and other accessories such as video/DVD material, CD-ROMs and extra

resource material. It means that textbooks should be attractive in terms of display or layout and interesting material. Thus, it indicates that textbook should not only focus on the teaching or learning materials that should be given to the student but also consider an aesthetic aspect that can attract students' attention and interest, particularly for primary or junior secondary students. Attractive also means that all presentations should suggest that the material is easy to be learnt. Furthermore, Masuhara, Hann, and Tomlinson (2008) persist that the teachers expect textbook which stimulates, fascinates, excites, entertains, inspires, challenges, and helps both students and teachers to develop their teaching and learning activities. They also want to be able to personalize, localize, and adapt the global textbooks to suit their learners' need in learning language. Therefore, good textbooks are expected can meet learners' need in learning English because it can make students and teachers feel secure and have a sense of progress and achievement when they use textbooks.

Nowadays, some of textbook's authors and English teachers getting realize the importance of visual elements and visual design in English language textbooks. Thus, the textbooks should be able to

incorporate both aesthetic features and functional purposes. It can be used not only to trigger the art of teaching but also to conduct a better learning experience. They argue that textbooks become the objects to promote students' learning motivation and aesthetic experiences.

There are many analytical models that have been applied in the analysis of English language text books particularly in English as second or foreign language context. Most of them tended to analyze English text books based on its readability (Zohrabi, Sabouri and Behroozian, 2012), textbook criteria and cultural elements (Riazi and Mosalanejad, 2007), positive functions and negative effects of textbook (Wang, 2000; Yang, 2002), textbook compilation and selection principles (Xie and Song, 2003; Yuan and Chen, 2007), and structure and evaluation of textbook (Kuang, 2002).

In Indonesian EFL context, textbook evaluator or researchers who concerned to this topic tend to evaluate or analyze textbooks from the perspective of materials development or textbook criteria proposed by the ministry of education (Prafitasani, 2010). Ena (2013) did a visual analysis of English E-textbooks based on the framework of culturally relevant pedagogy to study how the visual images in the e-textbooks represent the cultural diversity of Indonesian students. These indicated that textbook analysis from the multimodal perspective particularly in Indonesian EFL context is still infrequent. Therefore, this current study tries to explore Ideational metafunction represented in EFL textbook from the multimodal discourse perspective and verbal and visual intersemiotic relationship.

## 2 METHODS

This study was aimed at investigating verbal and visual metafunctions represented in EFL textbook from the perspective of multimodal discourse analysis. Therefore, EFL textbook became the main data that was considered necessary in this study. A junior secondary textbook was purposively selected as the data for this research. The data of this study comprised an EFL textbook for junior secondary for seventh grade i.e. *Bahasa Inggris: When English Rings a Bell (Edisi Revisi 2014)*.

Relevant with the research questions and objective of the study, qualitative study was implemented and the theoretical framework underpinning this study was mainly derived from Multimodal Discourse Analysis and Systemic Functional Linguistics (SFL). The procedure of data analysis involved three major steps: first, the visual components of the data were examined in the

framework of visual grammar (Kress and van Leeuwen, 1996; 2006) and the verbal components of the data were examined in the framework of functional grammar (Halliday & Matthiesen, 2004; 2014). Furthermore, intersemiosis relationships between visual and verbal modes were analysed based on the intersemiotic relation framework (Martinec and Salway, 2005).

Verbal ideational metafunction was analysed through Transitivity system. This system is realized through the aspects of participants, processes and circumstances. Process types in English can be categorized into: relational, material, mental, verbal, behavioural, and existential. Relational processes are processes of being which relate a participant to its identification or description. Material processes construe doings and happenings. Mental processes are concerned with our experience of the world of our consciousness, it relates to we think feel, desire, and perceive. Behavioural processes concern physiological and psychological behaviour like breathing, dreaming, smiling, and coughing (Eggs, 2004: 233). Existential process represents that something exists or happens. Verbal processes refer to verbal action which is represented by saying verbs and its synonyms.

Meanwhile, the analysis of visual ideational metafunction was conducted in two steps. The first step is to identify two visual patterns. The patterns can be Narrative or Conceptual representation.

Narrative images are recognized by the present of a vector and relate its participants in terms of doing or happening (Kress & van Leeuwen, 2006). The first thing to do in analysing narrative values in an image is to identify the participants and its processes. Participants are doing things (Actor) while processes are what is being done (Joyce and Gaudin, 2007: 27). Narrative processes consist of Action, Reactional, Speech and Mental, and Conversion.

Action process occurs where the vector originates from a participant. This type consists of transactional and non-transactional (Kress & van Leeuwen, 2006: 63-66). It is usually directed at another participant, where participant refers to a person, animal or object (Joyce & Gaudin, 2007: 30). Reactional process occurs where a participant is on the receiving of a vector. The vector is formed by an eyeline, by the direction of the glance of one or more participants (Kress and van Leeuwen, 2006: 67-68). Speech and Mental process occur when a vector formed by a thought bubble or a similar conventional device connects to participants. These processes are recognized by the present of a vector formed by the arrow like protrusion of a dialogue balloon or similar device connects to participants, a Sayer and an

Utterance (Kress and van Leeuwen, 2006: 68). Conversion process is represented by participant receives a vector and transmits it to other participants. This process is especially common in representation of natural events; for instance food chain diagrams or diagrammatic representation of the hydrological cycle (Kress & van Leeuwen, 2006: 68-69).

Furthermore, Circumstances provide context without actively contributing to the Narrative representation. A circumstance could be removed from the image without destroying the narrative structure, but its loss would reduce the amount of information being conveyed by the image (Joyce & Gaudin, 2007: 32). There are three types of circumstances, i.e. setting (foreground and background), means (with which the action is executed), and accompaniment (one participant is associated with another participant, but not through a vector) (Kress and van Leeuwen, 2006: 72).

Conceptual images are used to convey factual information. They commonly use diagrams, cross-sections, maps, tables, tree diagrams and graphs (Callow, 2013). Conceptual consist of symbolic, analytical, and classificational.

Symbolic processes are about what a participant means or is. Symbolic images may suggest a particular attribute or concept, by use of specific elements, colours or iconic features. For example, advertisement symbolizes beauty by the look and stance of highly stylized models and clothing (Callow, 2013). There are two types of symbolic images i.e., symbolic attribute as it's a specific element, which symbolizes an implicit meaning and symbolic meaning which is the overall image itself is symbolic suggestive of an implicit meaning (Kress & van Leeuwen, 2006: 105-106).

Analytical processes relate participants in terms of a part-whole structure. Analytical processes can be structured or unstructured, depending on whether they display the possessive attributes of the carrier or not (Kress & van Leeuwen, 2006: 87). Structured analytical representation can be organized spatially or temporally and can be realized in a variety of alternative ways, depending on the types of process or degree of accuracy or abstraction of the representation (Joyce and Gaudin, 2007). They involve two kinds of participants: Carrier (the whole) and any number of Possessive attributes (the parts).

Classificational processes relate participants to each other in terms of kind relation (super ordinate – subordinate). They relate the presented participants in terms of taxonomy of types of things or classes. The similarity as members of the same superordinate class is enhanced by a sense of similarity in they are placed.

A classificational process can be overt taxonomy or covert taxonomy. It depends on whether the superordinate is presented in the image. The covert taxonomy is realized by a symmetrical spatial arrangement of the participants. While overt taxonomy includes superordinate participant in the frame (Kress & van Leeuwen, 2006: 79).

In terms of image and text relation, systemic functional semiotics provide theoretical framework more systematically. Concerning image and text relation, this study focused on logicosemantic relation proposed by Martinec and Salway (2005) as can be seen in figure 1.

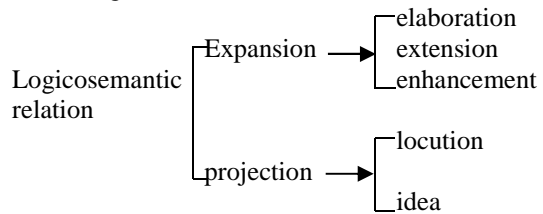


Figure 1: framework for visual and verbal relation.

Therefore, to answer the research questions, the procedure for analyzing the data involves three major steps: first, the visual component of the data were examined in the framework of visual grammar; and the verbal component of the data were examined in the framework of functional grammar, next, intersemiosis relationships between visual and verbal modes were analysed based on the intersemiotic relation framework (see Figure 2).

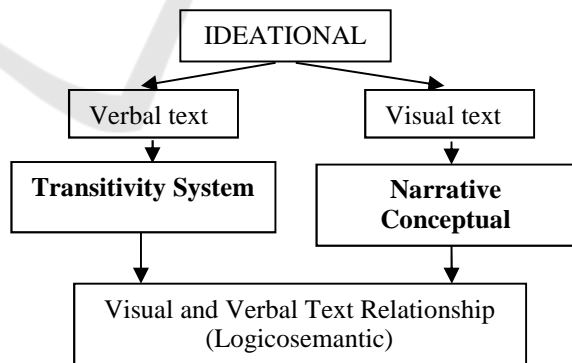


Figure 2: Data analysis procedure.

### 3 FINDINGS AND DISCUSSION

The analysis of the textbook involved a detailed application and discussion of the analytical framework as derived and outlined in previous

section. This section constitutes an attempt to test the applicability of the theoretical framework in answering the questions raised earlier about how visual and verbal metafunction represented and how the visual and verbal modes relation work together to create meaning in an EFL English Textbook entitled “Bahasa Inggris When English Rings a Bell”.

### 3.1 Visual Ideational Metafunction

Based on the analysis, the presentation of visual Representational/Ideational images can be seen in the following table.

Table 1: Visual Ideational Metafunction Representation in EFL Textbook.

Visual Representation		Chapter										
		1	2	3	4	5	7	8	9	10	11	
Narrative	Action					-	-					
	Reaction		-	-	-	-	-					-
	Verbal											
	Mental	-	-	-	-	-	-	-	-	-	-	-
Conceptual	Classification	-				-						
	Analytical	-	-	-	-	-	-				-	-
	Symbolic	-	-	-	-	-	-	-	-	-	-	-

Based on the table above, Ideational visual mode presented in the textbook was dominated by Narrative representation. Related to Narrative representation, the process was dominated by speech/verbal process, it was found in all chapter of the textbook. Meanwhile, in terms of Conceptual representation, it was dominated by classification (see table 3).

Narrative Representation appears to be characterized mainly by the speech/verbal processes (see Table 2), which occurs in all chapters of the textbook. The high occurrences of speech processes in the Narrative representation are visually realized by dialogue balloons with an oblique line linking the sayer (e.g. the character) to the content of the speech

The domination of Speech process was found in all chapter of the textbook is in line with statement proposed by Kress and van Leeuwen (2006: 68) that “speech and mental processes are founded in connection with quotes in school textbook”. Furthermore they argue that the content of dialogue balloon (speech process) or thought balloon (mental process) are not represented directly, but mediated through a Sayer (in the case of thought balloon) or a Speaker (in the case of the dialogue balloon). Meanwhile, Mental process was found in Chapter 5 and 9.

Regardless the presence of speech/verbal process in all chapter of the textbook, based on the data analysis, Action and Reactional process were found in several chapters, i.e. Chapter 1, 2, 3, 4, 8, 9, 10).



Figure 3: When English Rings a Bell (2014: 7).

Figure 3 is an example of Action transactional bidirectional because each of participants plays the role as an Actor in which both participants are speaker and listener. The image is extracted from Chapter 1 page 7 depicting the scene in which the characters represent the expression of greeting and thanking. The image taken from this page depicting the scene of two even in which the first event depict student to teacher greeting's expression and the second event depict student to student greeting's expression. Throughout the multimodal textbook they are depicted as doing conversation. The two images portray two moments when the students are practicing how to perform greeting and thanking. Upside image portray the student (boy) is greeting his teacher and downside image depict the girl is greeting the boy. The two non successive images depict two moments when the students and teacher and student and student are practicing how to ask and answer questions concerning greeting and thanking.

Moreover, in terms of speech process, the image from Figure 1 can be categorized as this pattern because the two characters' voices are conveyed through dialogue balloons in expressing greeting or thanking. The participants involved are categorized as a Sayer because it can be seen from whom the dialogue balloons emanate (Kress & van Leeuwen, 2006: 79). The dialogue balloons represent the expression of greeting and thanking. The image taken from this page depicting the scene in which the student greets his teacher and also her friend.

However, concerning Conversion process, this type of image was not found in all chapter of the textbook. It can be assumed that the absent of this type of process in EFL textbook is caused by the



absent of explanation or procedure genre whereas this process usually related to this genre.

The following table shows the spread of Narrative representation in all chapter of the textbook.

Table 2: Narrative Representation.

No	Processes	Total
1.	Action-transactional-unidirectional	17
2.	Action-transactional-bidirectional	12
3.	Action-non transaction	6
4.	Reaction	3
5.	Mental	14
6.	Verbal/Speech	72
7.	Conversion	-

In terms of Conceptual representation, Analytical types dominated than other types (see Table 3). Analytical type was found in chapter (2, 3, 4, 5, 7, 8). The example of analytical can be seen in figure 4. It can be seen that the image is topographically accurate, in terms of representing an actual flower. This image is used to provide the students with the topic of descriptive text. In this chapter the students are expected to able to create descriptive text. Thus, this image provide the features of flower to be described by the students.

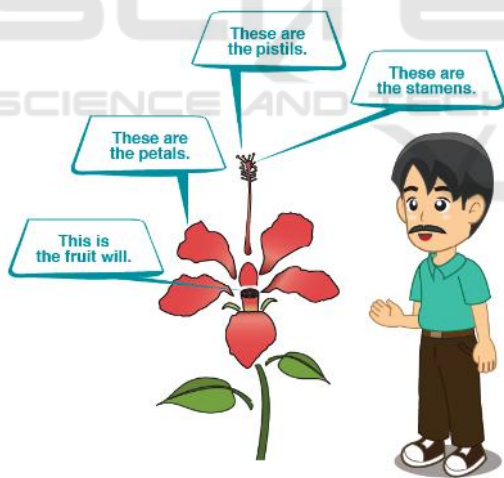


Figure 4: When English Rings a Bell (2014: 163).

Concerning classificational images, it was found in several chapters i.e., chapter 2, 3, 4, 8, 9, 10, and 11. This type of image was dominated by covert taxonomy. It means that most of the images are realized by a symmetrical spatial arrangement of the participants.

However, symbolic images were only found in Chapter X. This type of image related to the topic of attention. This chapter provide the example of short

notices and warning or cautions. It can be seen from the following figure.



Figure 5: When English Rings a Bell (2014: 183).

From the figure it can be seen that this page provides warning of doing something based on the context. It is realised through the symbol of red and cross on particular image, for example lion (stay away from fence) and grass (do not feed the cow). The symbolic image in figure 4 indicates the prohibition of doing something. This warning is usually found in the zoo. Therefore, after learning this topic, the students are expected to understand the notice or warning that is usually found around their environment.

Table 3: Conceptual Representation.

No	Processes	Total	
1.	Analytical	Structured	2
		Unstructured	27
2.	Symbolic	Attributive	-
		Suggestive	7
3.	Classificational	Covert	12
		Overt	1

### 3.2 Verbal Ideational Metafunction

Ideational verbal mode presented in the textbook mainly was dominated by Relational process and for its circumstances was dominated by Location. It was found almost in all chapters. The domination of Relational process is relevant with the characteristic of textbook for beginner or young learners because Relational processes have function to link two pieces of information. The most common relating verbs are the verb *be* and *have* and variation on these. In some cases, a links is being made between the thing being described and its description. In other cases the links is between a thing and how it is being identified or

defined (Derewianka, 2011: 24). It can be evidenced by the following excerpt taking from page 7

Student : "How are you, Sir?"  
 Teacher : "I'm feeling great. Thank you. And you?"  
 Student : "I'm fine too. Thank you, Sir"

From the excerpt above, it can be seen that the boy is greeting his teacher and asking about his condition, whether he is good or not. The process involved in this conversation is mental and relational process. It can be seen from the following transitivity system analysis:

Table 4: Transitivity system analysis.

How	Are	you?
	Process: Relational	Carrier
I	am feeling	great
Senser	Process Mental: affect	phenomenon
I	am	fine too
Carrier	Process Relational: Intensive	Attribute
Thank	you	
Process: verbal	Target	

The presence of material process in the textbook was not only found in declarative mood, but also in imperative and interrogative mood. Based on analysis of the data, Material processes were represented in the textbook dominantly found in instruction. It can be seen in the following example:

Table 5: Example.

Please	practice	greeting with people around you
	Process: material	Goal

The following table shows the spread of Ideational verbal metafunction (Processes and Circumstances) found in all chapter of the textbook.

Table 6: Verbal Ideational.

No	Processes	Total
1.	Material	63
2.	Relational	138
3.	Mental	36
4.	Verbal	5
5.	Behavioural	8
6.	Existence	4

Table 7: Circumstances.

No	Types	Total
1.	Extent	-
2.	Location	61
3.	Manner	5
4.	Cause	4
5.	Contingency	-
6.	Accompaniment	-
7.	Role	-
8.	Matter	7
9.	Angle	-

### 3.3 Visual and Verbal Relation



Figure 6: When English Rings a Bell (2014: 148).

Ideationally, the participants represented in the images are humans and animals. Humans are considered as the actor while animals as the goal of description, while school building and plants are considered as circumstances. The human participants are a boy and a girl. The boy's name is Beni and the girl's name is Lina. Their name can be recognized from their name tag written on their uniform. Beni has short straight hair and fair skin colour while Lina has straight medium hair and her skin colour is lighter than Beni. Their height is equal. Beni wears uniform in blue shorts and tie, and white shirt. He gazes directly at the girl and asks her how the rabbit and bird look like. Meanwhile, Lina wears uniform in blue skirts and tie and white shirt. She gazes at the boy while holding the rabbit and answer the boy's questions by describing the features of rabbit and bird. In Indonesia educational context, white and blue uniform of human element is considered as a uniform for junior secondary school students. The image depicts that Beni is speaking. It can be recognized by the depiction of Beni who opens his mouth. Lina is also considered speaking by responding Beni's question, however the image depicts her mouth is close. Both

Beni and Lina perform dialogue which is represented by the present of dialogue balloon.

Other participants represented in the image are rabbit and bird. The rabbit has white fur and teeth, pink in the inside of its ears and black eyes and holds a carrot. The size of its head is bigger than its body. The rabbit is placed on the girl's hand while the bird is perched on the top of building. The bird has blue feathers with yellow beak and red for its mouth and tail. The bird opens its mouth. The bird's head size is also bigger than its body. The picture of rabbit and bird and their features are being the topic or object of conversation between the girl and the boy. There are also four dialogue balloons represent the topic being discussed by the participants. Those dialogue balloons indicate speech process performed by the participants.

In terms of circumstances, the picture of building, plants, sky, and cloud indicate the setting where and when the conversation is occurred. The building has three floors and painted in light green while the plants are in green. The conversation is probably taken place in school yard because it can be seen from the representation of school building and plants as the background. In terms of time when the conversation is occurred, it can be assume that the setting is in school time. It can be seen from the presentation of light blue sky and white cloud that indicate day time.

From the figure 6, the processes related to those verbal texts are relation process. It can be seen from the participants and their verb. Relational processes are processes which relate a participant to its identification or description (Butt et. al, 2000: 58). From the texts above, the bird and rabbit are the things being described while "feathers, beak, and wings" and "fur, two long ears and little tail" are description of the participants.

The use of relational process relevant with the linguistics features of descriptive text. From the excerpt above it can be seen how Lina describes the physical features of rabbit and bird. Based on the syllabus, the students should be able to produce descriptive text spoken and written. This chapter provides the example of descriptive text taken from dialogue text.

From the Figure 6, it can be seen that the image and the text are interdependent, which is realized by each of them play a role in a verbal projection. The image projects the text or vice versa. The boy and the girl in the image have the function of the Sayer, while the speech balloon realizes the verbal process, and the text plays the role of projected wording. Thus the intersemiotic relation between text and image can be categorized as Projection – locution (Martinec &

Salway, 2005). Projection is depended on whether and exact wording is quoted or approximate meaning is reported. There are two types of Projection: locution and idea. Locutions are enclosed in speech bubble and ideas in thought bubble.

In terms of describing the features of bird and rabbit, the relationships between text and image can be categorized as elaboration–expansion. The image and the text are independent, which is realized by the whole image being related to the whole text. The logico-semantic relation is expansion, i.e. the level of generality of the components in the image and the text is the same, which is realized by them being related by synonymy. Verbal text describes how the bird and rabbit look like. The image of bird and rabbit are related to verbal text which describe their features.

## 4 CONCLUSION

Based on the findings of the study, there are some points that could be drawn as a conclusion. In terms of verbal metafunction, the textbook to some extent are relevant with the students' need and the use of language is quite easy to be understood by the students on the level of beginner. However, in some chapters, there are some texts are considered provided lack of information. In terms of visual text, there are some images which have same pattern. Thus it was considered monotonous.

Based on the conclusion there are some suggestions that can be proposed. The presence of interesting and relevant images with the topic of the study is considered important in increasing students understanding and improving their language skills. Therefore, the textbook writers should make the illustration more interesting and relevant to the topic. Authentic images can be used to give students clear understanding on the meaning of the text.

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