

A TEXTBOOK EVALUATION OF ENGLISH LISTENING MATERIALS FOR THE TENTH GRADE BASED ON THE 2013 CURRICULUM

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Abstract

The purpose of this research is to determine whether or not the listening materials included in the English textbooks used by students in the tenth grade at SMAN 04 Bengkulu City match the requirements outlined in the curriculum that was implemented in 2013. This research is extremely important to the academic world since it will make it much easier for both students and teachers to select a good textbook. A content analysis was utilized in the current investigation. During the data collection process, the researchers utilized two different analysis matrices. The first matrix of analysis consisted of making connections between the listening materials in the textbook and the academic program for 2013. The second analysis matrix presents the percentage score that the English textbook was given in accordance with the standards of the 2013 curriculum. The first matrix illustrates, in accordance with the conclusions of the analysis of the data, that the listening materials contained within the English textbook is compatible with the curricular plan for 2013. In the second matrix, English textbooks are categorized as "good," much like in the first matrix. As a direct result of this, the textbooks published by Private Publications and Erlangga have an average percentage of 92% (Good). In conclusion, the textbooks published by Private Publications/English Erlangga are regarded as "excellent" resources for use in education, both by students and by teachers.

Keywords: listening Materials, textbooks, curriculum 2013

INTRODUCTION

The material in school textbooks should always be relevant to the subject that is currently being taught. It is necessary to do an evaluation of it in order to maintain continuity with the learning process. Textbooks are the single most significant instrument for both teaching and learning in the field of education. The modern educational system requires textbooks to fulfill a variety of functions. The basic purpose of a textbook is to give both teachers and students an accurate and comprehensive presentation of the material that will be covered in a particular class (Limbong, et. al, 2019; Munir, 2019). In fact, textbooks are

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official course materials that are intended to guide and assist in both teaching and learning. According to Cunningsworth (1995), as cited in Ayu (2020, page 3), textbooks are a means of achieving objectives that are relevant to the requirements of learners. Syafrina, et. al (2017) contributes new evidence to the growing body of research that indicates textbooks are an important source of language information (language input) for the purpose of language acquisition and the practice of English in the classroom. As a consequence of this, textbooks are frequently employed as a basis for the following: the learning content; the skill balance; and the assortment of English language practical activities in which students participate in the classroom. Textbooks are books that have been written specifically for the purpose of being used by students in the process of learning and teaching. It is the fundamental component that is employed in the instruction of the topic that is outlined in the course syllabus. It has an effect on the material covered in the class, the combination of skills that are taught, and the vocabulary that is employed by the students (Okeeffe, 2013; Inderawati, et. al., 2016; Herliana, et. al., 2020).

When selecting educational materials, however, a teacher's first focus may not always be the needs of the class as a whole but rather the expectations that students bring with them. It is the opinion of Akbarjono, et. al. (2021) who said that English teachers ought to be given the opportunity to provide feedback on textbooks in order to evaluate whether or not the materials should be updated. The researchers came to the conclusion that the listening materials included in the English textbook used in the tenth grade at SMAN 04 Bengkulu City was sufficient yet challenging for the teachers to implement during this activity. Because the listening resources were more in-depth than the reading materials, the students had difficulty understanding what was being taught. Because students have difficulties listening and a lack of capacities in terms of learning how to listen, the listening materials included in English texts is not being utilized to its full potential as a result. This illustrates that high school English teachers do not ignore students' other abilities, which helps students develop productive skills such as reading, speaking, and writing. The research was eventually selected by SMAN 4 Bengkulu City since this school followed the curriculum 2013 and the textbook in question had never been utilized in any other institution, notably the tenth grade.

According to Gilakjani et. al., (2016) and Zhang (2020), listening is one of the fundamental abilities necessary for language use. It is a medium through which people of all ages—children, teenagers, and adults—obtain a sizeable portion of their education, knowledge of global and human events, concepts, and feeling of appreciation. Teachers ought to be able to select appropriate educational resources for their students on the basis of their understanding of the crucial part that listening plays in the process of language acquisition (Oktalia, et. al., 2019). A "learning source" or "learning material" is anything that is utilized

in formal or informal education and has instructional content. This might be a book, a website, or even a conversation. In addition, the term "listening materials" may be used to refer to anything that is used by teachers to aid students in the process of learning a language during a listening activity. As a consequence of this, the kids need to have access to appropriate listening material (Hendrawaty, 2019; Ujihanti, et. al., 2019)

Recent changes made by the government brought the curriculum up to date, moving it from 2006 (KTSP) to curriculum 2013 (K-13). This suggests that the teacher has to devise a course of study that is suitable for use in all Indonesian educational institutions. The textbook that the teacher uses should be capable of teaching the material in accordance with the syllabus, which will help the curriculum at the school achieve its goals. In addition, the School-Based Curriculum places an emphasis on the four skills associated with the English language: listening, speaking, reading, and writing. There has been a modification made to the newly implemented government curriculum material since since Senior High School 04 Bengkulu City. Students have been prepared for this possibility by studying a variety of topics related to work. The curriculum, which covers kindergarten through grade 13, remains essentially same in 2013, with the exception of a little expansion. The core competency, the fundamental competence, the learning capacity, the lesson, and the tasks are all included in the curriculum for 2013.

Textbooks are necessary for both academic success and the process of learning. Textbooks provide material that may be used in the classroom or as a reference later on (Cunningsworth, 1995; Tyas, et. al., 2019). According to Hutchinson and Torres (1994), textbooks serve a number of significant and practical functions in English as a Foreign Language (EFL), including supporting teachers in the development and application of resources for English language teaching. A teacher who obtains the majority of their knowledge and content from textbooks needs to use extreme caution while choosing textbooks for their classroom (Afriani, et al., 2019). The textbooks that are being used should serve a certain function as an instructional tool. They need to serve as a bridge between the students and the language that is being taught. They should act as intermediaries between the learner and the language being targeted in the lesson. As a consequence of this, a teacher of English is required to pick and evaluate the material included inside the textbook with great care.

According to the explanation that was provided earlier, the primary objective of the research was to conduct an analysis of the listening materials included in the textbook titled "Bahasa Inggris," which was written for students enrolled in the 2013 academic year at Senior High School 04 in Bengkulu City. The purpose of this research was to ascertain

whether or not the listening resources utilized by students met the objectives of teaching listening skills through the use of a textbook. Due to the fact that textbooks were an excellent source of information, in particular with regard to listening abilities, the researcher is keen to acquire further knowledge and do additional research on this topic. In addition, this English textbook is one of the most widely used textbooks that can be obtained from those well-known textbook publishers. Finally, the researchers decided to do a research entitled "A Content Analysis on Listening Materials in English Textbook Based on 2013 Curriculum for The Tenth Grade Students at Senior High School 04 Bengkulu City".

RESEARCH METHODOLOGY

In order to create the study, a content analysis was carried out. The researchers are able to arrive at reliable inferences on the context of the data by using content analysis (Krippendorff, 2013; Creswell, 2014; Uzunboylu, et. al., 2019). This exemplifies how academics typically refer to the source material as meaning inference in order to aid readers in comprehending the meaning that may be inferred from it based on the cultural context in which it is used. In addition to this, it is a method for analyzing data, either verbal or visual, in order to find out the characteristics of a certain thing. The components might have been taken from a wide variety of places, such as textbooks, newspapers, television broadcasts, advertising, or even original musical compositions (Majhi, et.al., 2016). This investigation concentrated on the audio components included in the English textbooks made available by Private Publications/Erlangga.

In order to collect more data, the research employed a textbook evaluation checklist. Additionally, interviews were conducted with English teachers. The focus of the research was on an English textbook intended for tenth grade students in high school. During the course of this experiment, the researchers utilized two different matrices for analysis. The first analysis matrix served as a tool for determining whether or not the English textbook for students in tenth grade that was written by Private Publications/Erlangga and published by Erlangga meets the required content characteristics of the 2013 curriculum. This examination focused on the appropriateness of the listening materials included in the textbook. The researchers presented the matrix of analysis listening material in the table that can be seen below. This matrix is based on the syllabus that was included in the curriculum in 2013 as well as a book that was released by Private Publications/Erlangga. The second matrix presented the percentage score that the English textbook received in accordance with the curricular standards from 2013. For further information, please refer to the table that may be found below. This table illustrates the linkages between the tasks in the syllabus that involve listening material and are based on the curriculum from 2013.

In order to reach a conclusion, it is necessary to categorize the qualitative data that was acquired from words and phrases. The following are the activities that the researchers took: The researchers started out by picking a school that has previously utilized the educational program in 2013. After that, the researchers went to the school in order to collect data, inspect and request the tenth grade students' curriculum, as well as the textbook that was utilized during the learning process by both the teacher and the students. Second, the researcher's data collection table was recreated by recreating the curriculum and gathering English textbooks, with an emphasis on listening material. This was done in order to replicate the researcher's data collection table. The table is utilized to determine whether or not an English textbook is in accordance with the curricular syllabus for the year 2013. Third, the criteria for evaluating materials were used to build a checklist for assessing textbooks. This checklist included a set of standard criteria for evaluating English textbooks. This was done using the revised guidelines for evaluating materials. Students in the tenth grade at Senior High School 04 in Bengkulu City utilize this guidelines checklist to verify whether or not the listening sections of the English textbook they use match the requirements outlined in the curriculum 2013 syllabus standards. After that, in order to get the percentage score of the textbooks, the researchers applied the following formula:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage

F = Frequency criteria of the aspect of each unit

N = Total number of criteria from each aspect

According to one of the four criteria suggested by Pusat Perbukuan, the aforementioned formula was employed to categorise the data analysis results:

Table 1. The Conversion of Fulfillment

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Poor
0%-50%	Bad

FINDINGS AND DISCUSSION

Findings

The study's findings are classified into two groups. The first result displays listening material from English textbooks for tenth grade students published by Private

Publications/Erlangga in accordance with the 2013 school curriculum. The second result shows the percentage of Private Publications/Erlangga English textbooks that employed material evaluation as a guidance. Erlangga has written eleven chapters with excellent English content.

According to the findings of the researchers who looked at the textbook that was distributed by Private Publications, the listening elements that are included in Erlangga's English textbook are in accordance with the curricular syllabus for 2013. Listening material may be found in each and every one of the private publishing and Erlangga English textbooks' individual chapters. The majority of the listening material contained in the textbook is comprised of monologues, and it is expected that students will correctly reply to conversation scenarios. In addition to learning how to effectively react, students also learn how to discover information in the text, whether it be general information or specific information. A few of the chapters also provide listening material that students may use to aid them in improving their pronunciation and intonation. The students will be able to expand their vocabulary with the assistance of the many different sample texts that are included in this textbook.

Based on the curriculum 2013 guidelines, a significant portion of the evaluation of the content that was included in the English textbook for class X titled "Student Book: English for SMA/MA Class X" that was published by Private/Erlangga for students enrolled in class X SMA fell into the "good" category. The researchers determined the percentage of listening material content in English textbooks for students in the tenth grade at SMAN 4 Bengkulu City based on the 2013 curriculum syllabus. The researchers used Cunningsworth's (1995) English Textbook Documentary Checklist Table to make their determination. There are a total of thirteen questions, and one point will be provided for each completed checklist. Within the table that serves as a document checklist in the English textbook that is a private publishing by Erlangga, there is a value of 12. After that, in order to calculate the overall score of the instrument, the researchers made use of the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{13} \times 100\%$$

$$P = 92\%$$

The researchers revealed that the students' Book: English for SMA/MA Grade X" textbook published by Private Publications/Erlangga/ Textbook was categorized as "good" with an average score of 92%. It can be concluded that the percentages of the textbook that was published by private publications/Erlangga are 92%. This statement was according to

Pusat Perbukuan

Discussion

One of the aspects that determines whether or not students learn well from their education is the textbook. The standard of instruction is directly influenced by the textbook itself. The textbook serves as a guidebook for the curriculum, and both teachers and students are strongly encouraged to make use of it as part of the teaching and learning process. The majority of educators in Indonesia rely on students' textbooks as their primary source of support for educational programs and learning materials. This helps to enhance what educators understand for students throughout the teaching and learning process (Noputri, et. al., 2021).

Textbooks are written by people who have a lot of expertise and training, and they frequently include information that has been consciously tested in a pilot project using real-world scenarios before being distributed to students (Cunningsworth, 1984). Students have a much easier time accessing instructional resources and their homework assignments when they have a course book. Textbooks are another alternative that may be generated as educational resources quickly and at a minimal cost. It has been suggested by Tom Hutchinson and Eunice Torres (1994, page 319) that course books can be used as learning aids since they provide an authentic portrayal of the activities that would take place during a class.

The textbook was divided into ten chapters for easier reading. Eleven different seminars including interpersonal written and spoken elements were made available to students. In light of the findings of the study, it is plausible to draw the conclusion that the textbook, despite the writers' best efforts, nonetheless reveals some of the limits inherent to the human experience. Even while authors of textbooks make every effort to include content that is pertinent to the context, students may not always find the information to be adequate. According to the findings of the researchers' matrix analysis, the course outline for the curriculum that was implemented in 2013 was likewise compatible with this textbook.

The investigation carried out by the researchers came to the conclusion that the textbook written by Private Publications/Erlangga and published by Private Publications/Erlangga was rated as "excellent" based on the criteria used to evaluate the quality of the content. These textbooks are often rather challenging to comprehend for students who have no prior experience studying the English language. According to the percentages provided by Pusat Perbukuan, this textbook was given a rating of "good" based on the stated topic areas included in the 2013 curriculum.

It is possible to find the documentary checklist in some of the chapters of the Private Publications/Erlangga textbook that connect to students' day-to-day life. Each chapter in the

Private Publications/Erlangga textbook belongs to a good category since it is suited for the checklist. On page 3, the topic statement for the introduction is described. This is the part of the assignment in which the students ask themselves questions. Take into consideration the following possibility: Put down the book and come here. Pay attention and then repeat the following sentences. Following that, the sentences have to be put down on a sheet of paper.

On page 20, exercise 26 asks participants to write a listening comprehension story about listening to people introduce themselves. Take into consideration the following possibility: Hi! My name is Elizabeth Martawijaya. My friends have dubbed me Elis, which is short for Elisabeth. My hometown is the quaint hamlet of Nganjuk, which is located in East Java. Since I am enrolled at the local university, my aunt and uncle have welcomed me into their home in Semarang. On Seroja Dalam Street, number 43 is where you'll find me. Please call me at the following number: 0813 9945 6789. Students may learn how to make complimentary remarks and how to respond to compliments by participating in Activities 5 and 6 on page 36, which both contain listening exercises. Exemplification: Pay attention to the feedback, then select the most appropriate responses. By paying attention to the conversation that takes place on page 59, you can establish which image most accurately depicts the act of congratulating someone. Consider, for instance, the dialogues that took place. Which of the following pictures best exemplifies what is being said in each dialogue? It discusses the statements that illustrate purpose beginning on page 77. For instance, once you have listened to the conversations once again, you should fill out the sentences in the table below that demonstrate the goal.

Because each chapter in the Private Publications/Erlangga textbook satisfies the criteria for the documentary checklist, which is included in some of the chapters that are pertinent to students' day-to-day lives, we can confidently say that every one of those chapters is exceptional. At the top of Page 3, there is a statement about the topic that is followed by some personal questions for the students.

The textbook that was written by Private Publications and Erlangga includes the functional information. Students are requested to read the announcement, listen to the audio, and then fill in the areas with the information that they heard once it has been clarified on pages 134 and 135. There are subjects on these pages that clarify announcements. On page 173, you'll find a presentation of the terminology used in the recount.

The author of the textbook was Private Publications/Erlangga, and it materials a significant amount of presentational language, including a variety of interviews, communicative acts, and images. On page 34, you'll find a discussion of the photos that serve as illustrations of the concept of praises. On page 59, you'll find more information on the illustrations that were used to illustrate various aspects of the concept of congratulations. On

page 76, we look at images to determine how well they suggest and express purpose. It provides context for a picture that can be seen on page 99. On page 150, there is a discussion over the images that are used as illustrations.

There is a possibility that some of the information found in textbooks on moral growth and life values can also be accessed as text on song structure. On page 231, it is explained to students that they need to pay attention to the lyrics of "When the Children Cry" by White Lion and mark the pictures that they see below that correlate to the verses in the song with a checkmark. In addition to this, various different styles of writing are presented, such as narrative text and descriptive text. It discusses descriptive text on page 97. On page 173, we will talk about the recount text.

Every section of the textbook that was written by Erlangga and was published by a private publisher has a social function, a literary structure, and a language component. On page 32, information on the complement's vocabulary, text structure, and social function is presented. On page 74, you may find information on the social aim, text structure, and language components of a plan or target. On page 96, a discussion is had on the social function and linguistic organization of a descriptive text. An analysis of an announcement's social function, as well as its textual structure and linguistic characteristics, may be found on page 134. On page 148, it teaches students how to identify social functions, organize texts, and apply language materials in the past perfect tense and present perfect tense. On page 173, the topic of how to determine the social purpose of a document, together with its text structure and linguistic characteristics, is discussed. On page 196, there is a discussion of how to evaluate the social function, literary structure, and linguistic characteristics of legends.

Examples of genuine output may be found in the majority of the textbook's chapters on grammatical correction and text structure, which were written by private publications and used by Erlangga. On the pages 32, 74, 96, 134, 148, 173, and 196, an overview of the work's organization may be found. The curriculum is covered in a textbook that was prepared by private publishing or Erlangga. In addition, there is an assignment associated with each chapter of the textbook that is offered by independent publishers/Erlangga.

CONCLUSION AND SUGGESTION

The researchers came to the conclusion that the English textbook written by Private Publications and Erlangga was suitable for use in the tenth grade of Senior High School, which started implementing the 2013 curriculum that year. In spite of the fact that the research concluded that this textbook is effective for teaching, because it is written in complete English, it should not be used with students who have just a rudimentary

understanding of the language. The curriculum 2013 syllabus is completely covered by the book, despite the fact that the speaking rate in the listening material is quite sluggish. This textbook received a score of 92 percent, which qualifies it as "excellent." The evaluation was based on the criteria outlined in the curricular syllabus for 2013, as well as the percentage provided by *pusat perbukuan*.

The language learning program's goals and objectives should be in line with the learner's needs and the English textbook. When designing listening materials, keep in mind the students' daily lives. The textbook "Student's Book: English for SMA/MA for Grade X" has both pros and downsides. The following are the strengths:

- a. Listening materials are appropriate for each chapter's subject; b. Listening materials are relevant to students' everyday lives; and c. Listening materials improve students' pronunciation and intonation.
- b. Listening materials help students improve their knowledge and listening skills in preparation for the final listening test.
- c. Students may readily implement the listening resources offered in the book in their regular discussions.
- d. Listening resources provide phonetics symbols for certain difficult words to aid students in accurately pronouncing them.

The weaknesses are as follows:

- a. There is no audio for students to listen to in the listening resources.
- b. The listening materials contain no grammatical components.
- c. Obtaining audio for listening products is tough.
- d. The listening resources were not created by a native speaker.

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