

The Contents Analysis of Fourth Grade English Textbook in Cambodia

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ABSTRACT

The current research examines English fourth-grade textbooks in Cambodia, with the goal of determining the alignment between the prescribed curriculum and the textbooks' actual content. It is hypothesized that differences between the two may affect students' language acquisition and academic performance in English. The study also seeks to identify potential areas for improvement in the design and delivery of English language education in Cambodian schools. The background of textbook content analysis research refers to the context and rationale for the study of textbook content analysis. This type of analysis examines the information, representations, and points of view included in educational textbooks. Moreover, by doing a content analysis of these educational resources, researchers can gain additional insight into the types of knowledge, values, biases, and points of view that students are being taught through textbooks. This analysis can help identify any imbalances or potential issues in the text, such as mistakes, stereotypes, or omissions. It can also provide recommendations for improving the standard and diversity of textbook content. However, the following conclusions are drawn from the evaluation's findings. First, the analysis demonstrates that the English textbook for fourth graders satisfies the standards of a fair textbook. It is decided that the English Fourth Grade textbook is reasonable because of the achievement rate of 78%. Second, the review reveals that Fourth Grade English has met the majority of the criteria needed for a textbook assessment. English Fourth Grade satisfied most of the requirements for curricular relevance, language appropriateness, presentation coverage, teaching and learning methodologies, accuracy of materials, and presentation coverage of auxiliary learning resources.

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1. INTRODUCTION

The setting and reasoning behind undertaking research on textbook content analysis are referred to as the background of the study of textbook content analysis. This kind of examination looks at the data, depictions, and viewpoints that are included in textbooks for education.

According to (Barbara Japel, 2022) Textbooks have a significant impact on how students learn, comprehend, and form their worldview. They are extensively employed in formal education systems to provide knowledge and instruction in a range of areas. However, students' views of certain topics and learning results can be greatly influenced by the content of textbooks.

Researchers can learn more about the kinds of knowledge, values, biases, and viewpoints that are being imparted to students through textbooks by performing a content analysis of these educational resources (MOEYS, 2018) This analysis can assist in locating possible problems or imbalances in the text, such as errors, stereotypes, or omissions, and it can offer suggestions for enhancing the caliber and inclusivity of textbook material.

Such a study's background could include reviewing earlier studies on textbook content analysis, emphasizing the importance of looking into textbook content, and identifying any gaps in knowledge or unanswered research problems that the current study seeks to resolve. (Sam Goundar, 2012) It could also go over the need of comprehending how textbooks influence students' knowledge and viewpoints as well as any possible ramifications.

In general, the historical context of textbook content analysis research offers a basis for comprehending the goals, motives, and anticipated contributions of this type of study.

The current status of the problem with textbook content analysis is the requirement to comprehend the ways in which textbooks influence students' attitudes and areas of knowledge. The purpose of this analysis is to find any biases, errors, or omissions in instructional materials that might affect how well students comprehend and apply critical thinking. (Barbara Japel, 2022). Through a thorough examination of textbook content, scholars can ascertain whether these materials accurately convey knowledge, reflect a variety of viewpoints, and foster critical thinking and analytical abilities. Furthermore, developing curricula and enhancing instructional strategies can be aided by an awareness of how textbook material affects students' learning experiences. Significance of The Study

The research on textbook content analysis is important since it can evaluate the quality and efficacy of educational resources. Researchers can find biases or mistakes in the material and assess whether textbooks offer a comprehensive representation of various viewpoints by looking through them. This analysis is essential for helping children develop critical thinking abilities because it pushes them to consider and analyze the information they come across. Furthermore, knowing how textbook content affects students' learning experiences can help curriculum developers and educators make more inclusive and productive teaching materials as well as enhance instructional strategies. Overall, by ensuring that textbooks are trustworthy, educational, and supportive of the development of analytical and critical thinking skills, this study helps to improve the educational experience.

An inquiry into a particular topic is known as a research question. The research problem and purpose/objective must be in line with the research question. Further explanation of the research question writing process for both qualitative and quantitative research may be required. Additionally, describe poor and good research questions.

1. What are the contents of the grade4 English textbook?
2. What are the characteristics of grade4 English textbook?
3. What are the students' views on grade4 English textbook?

There are three main research objectives for this study.

1. To find out contents written in grade4 English textbook
2. To explore the characteristics of grade4 English textbook
3. To discover students' views on grade4 English textbook

The analysis of English fourth-grade textbooks in Cambodia will reveal the language proficiency expected of students at this grade, as well as adequacy of the content and teaching materials provided to support their learning. It is hypothesized that there may be discrepancies in the prescribed curriculum and actual content of the, potentially influencing students' language acquisition and academic performance in English. Further analysis may also uncover areas for improvement in the design and implementation of English language education in Cambodian schools.

This study focuses on content analysis of English Textbook Fourth Grade of the second language of primary school in Cambodia. This Textbook is developed by the Ministry of Education Youth and Sports of Cambodia, managed by H.E Nath Bunroeun, H.E Im Koch, H.E Ton Sa Im, H.E Sam Sereyrath, H.E Put Samith, H.E Eng Kimly. This Textbook is now used by all primary schools in Cambodia. In this research, the research takes data from materials in the textbook and does an analysis about the material of the textbook, whether the book fulfills a good criterion of English, a good textbook, or not. (Sereyroth Em, 2022)

The operational terms of the study "The analysis of English fourth grade textbook in Cambodia" refer to the specific terms and concepts that will be used to define and measure key variables such as language proficiency, student comprehension, teacher effectiveness, and academic success in relation to the English textbook used in fourth grade classrooms in Cambodia. These terms will guide the research process and ensure that the study is carried out correctly and effectively.

2. METHOD

In this study, the writers used mixed methods with document analysis. A material or document analysis was a technique applied to structured information or visual information to distinguish the properties of a particular material. Materials can come from course readings, papers, websites, discourses, television programs, promotions, melody syntheses, or recordings of various kinds (Ary, 2010). In this subjective exploration, the scientist means to look at the Forward about an English textbook.

Researchers used a descriptive qualitative approach. According to (Moelong, 2004) qualitative research is a type of research, no calculations or numbering required the following data. This study will be analyzed in a descriptive and specific or analytical form source. The study is based on analytical textbooks and is categorized. The methods used by the author to analyze the English textbooks of fourth grade in Cambodia may vary, but some common methods could include:

Respondents

In this study, we intend to analyze a related book titled English Textbook of Fourth grade. There are only student books. We chose for analysis because they provide valuable insights into the English language learning curriculum and teaching methods at that particular grade level. By examining these textbooks, educators and researchers can gain a better understanding of the skills and knowledge expected of students in fourth grade, as well as the resources and materials available to support their learning. Additionally, analyzing these textbooks can help identify any gaps or areas for improvement in the curriculum, allowing for more effective teaching and learning strategies to be developed.

Instruments

Because this study was classified as a content analysis study, the researchers analyzed textbooks using checklists and examined aspects (A. Deya, 2023). To do this, the researchers used a textbook checklist Review synthesized by BSNP. With some changes Criteria were added using other criteria proposed by (Naser Rashidi, 2016), (A. Zhu, 2023), (E. Casal, 2018), (Lawrence P W Wong, 2011), (Abigail Walsh, 2019) and (Campbell Leaper, 2019).

Table 1: Table of Evaluation

Aspects of Evaluation	No	Sub Aspect of Evaluation	Fulfillment
			Textbook: "English Grade Four"
Content	1	Relevance of Materials of the Curriculum	1

	2	Materials Accuracy	1
	3	Supporting Learning materials	2
Language	4	Language appropriateness	3
Presentation	5	Presentation techniques	4
	6	Teaching and learning techniques	
	7	Presentation Coverage	
Average (%)			
Criterial			

Procedures

The first tool in this study is the researcher who collects the data, obtained through textbook “English Grade Four” that was published by the Ministry of Education and Sports of Cambodia on February 09, 2012 by the authors Amelia Deya, Lisa O’Keeffe, and Konstanze Behnke. This document is the primary source of information for researchers to analyze data. The second tool is the checklist. The area of the checklist is based on textbook evaluation criteria good textbooks (Carl-Christian, 2018).

The checklist consists of three main elements of evaluation. Checklist for core language skills such as, reading, writing, listening and speaking for evaluating language; finally, there is a checklist for evaluating your presentation. All checklists are met based on the textbook evaluation criteria formulated.

Data analysis

After collecting data, researchers needed data verification. The researcher rechecked the data by reading the book repeatedly to get data and periodically analyze.

1. Analyzing the data base on table2 of Evaluation
 2. The checklist is based on textbook evaluation criteria good textbooks (Lawrence P W Wong,2011)
- The calculation formula used in the evaluation process is as follows.
Continue.

$$\text{Percentage} = \frac{\sum X}{N} \times 100\%$$

$\sum X$: The total of criteria which were fulfilled by textbooks in each aspect.

N : The total number of criteria in each point.

The above formula was then used to decide the results of data analysis.

Table 2: The results contained four criteria presented in the following table

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

3. RESULTS AND DISCUSSION

Table 3: Table of Evaluation

Aspects of Evaluation	No	Sub Aspect of Evaluation	Fulfillment
			Textbook: “English Fourth Grade Student’s book”
Content	1	Relevance of Materials of the Curriculum	1
	2	Materials Accuracy	1
	3	Supporting Learning materials	1
Language	4	Language appropriateness	1
Presentation	5	Presentation techniques	0
	6	Teaching and learning techniques	0
	7	Presentation Coverage	1
Average (%)			71.42%
Criterial			Fair

The Relevance of Materials to the Curriculum

Table 4: The Relevance of Materials to the Curriculum Checklist

Area	No	Criteria: The Relevance of Materials to the Curriculum	The fulfillment of Criterial
			EIMB
Materials Completeness	1	Each unit of a book must contain interpersonal texts related to learners’ daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written and to interact with their closest environment.	1
	2	Each unit of a book must contain transactional texts which give learners opportunities to take and give things, services, information, and opinions related to learners’ daily life and other subject matters, both oral and written.	0
Material completeness	3	Each unit of a book must contain functional texts and monologues from various genres which are explored to improve learners’ listening, speaking, reading, and writing skills in regards to learners’ daily life and other subject matters.	1
	4	The textbook must contain presentational texts and presentational activities which give learners an opportunity to create a spoken genre on a scientific topic.	0
	5	The textbook must contain materials or activities which are specifically designed for character building in which learners can implement what they learnt in their attitudes.	1
Material depth	6	Exposure: In learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners’ daily life.	0
	7	Retention: In learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production after comprehension on a particular text.	1

	8	Actual production: In learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type.	1
Material organization	9	There is systematic coverage of the syllabus.	1
	10	The content is clearly organized and graded (sequenced by difficulty).	1
	11	The number of lessons in the course should suit the school term or year.	1
	12	The sequencing of content should allow for some learners being absent from some classes.	1
Total			9
Percentage			75%
Criterial			Fair

In the relevance of materials to the curriculum criteria, English Fourth Grade Student's book had met nine of the twelve criteria. They were 1) Comprehension and Production of Interpersonal Texts; Services, Information, and Opinions through Transactional Texts; 3) Functional Communication in Monologues and Texts of Various Genres;; 5) Activities for Character Building; 7) Retention of Explicit Guidance on Texts' Social Function, Generic structure, and Linguistics Features; 8) Actual Production of Functional Texts; 9) Systematic Coverage of Syllabus; 10) Organized and Graded Content according to Its Levels of Difficulty; 11) Suitability of the Number of Lessons to the School Term or Year and 12) Tolerance towards Students' Absence. For these criteria, Textbook 1 got 75%. This fulfillment indicated that the Textbook was good in the sub aspect: the relevance of materials to the curriculum.

The Materials Accuracy

Table 5: The checklist of The Materials Accuracy Aspect

Area	No	Criteria: The Material Accuracy	The fulfillment of Criterial
			EIMB
Social Function The texts should lead to accomplish their social function which is related to the interpersonal communication, transactional communication, and functional communication	1	In interpersonal communication, each interpersonal text must help learners to maintain their interpersonal relation with people.	1
	2	In transactional communication, each transactional text must help learners to fulfill their life needs (to get things done).	1
	3	In functional communication, each activity of exploring functional texts must enable learners to represent the social functions of short functional texts.	1
Generic Structure The texts should lead to the development of the students' logical and systematic thinking skills.	4	In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must at least cover interactive activities consisting of the initiative to communicate and to respond in the form of requesting and giving information, goods, or services.	1
	5	Each short functional text and monologue must at least cover the elements of meaning which lies in each type of short functional text.	1
	6	The language used within each text is accurate and appropriate.	1
Linguistic Features	7	The language used within each text must be relevant to the on-going communicative context and to the text type.	1
Total			7
Percentage			100%
Criterial			Good

In material accuracy criteria, Textbook English in book 5 second edition had met all the criteria. They were 1) Maintaining Interpersonal Relation with People through Interpersonal Texts; 2) Getting Things Done through Transactional Texts; 3) Enabling Learners to Represent the Social Functions of Functional Texts and Monologues; 4) Elements of Chronological and Systematic Thinking Skills; 5) Elements of meaning in Short Functional Texts and 14 Monologues; 6) Accuracy and Appropriateness of the Language in Each Model Text; 7) Relevance of the Language to the Communicative Context. For these criteria, Textbook 1 got 100%. This fulfillment indicated that the Textbook was good in the sub aspect: the materials accuracy aspect.

The Supporting Learning Materials

Table 6: The Checklist of The Supporting Learning Materials Aspect

Area	No	Criterial: The Supporting Learning Materials	The fulfillment of Criterial
			EIMB
Up-to-date	1	The learning materials (texts, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics discussed.	1
	2	The learning materials (texts, pictures, attachment, and so on) are taken from the up-to-date references.	0
Relevance and Alignment	3	The supporting material align with the Cambodia fourth-grade English curriculum	1
	4	The materials are suitable for the age and development level of the student.	1
Cultural Appropriateness	5	The material reflects the cultural context and value of Cambodia	0
	6	The materials include diverse perspective and avoid culture biases	0
Engagement and Interactivity	7	The materials are interactive and engaging for students.	1
	8	The material include element that motivation and interest students	1
Support for Differentiated Instruction	9	The materials support different proficiency levels and learning paces.	1
	10	The material can be easily adapted for different teaching and learning contexts.	0
Total			6
Percentage			60%
Criterial			Fair

In supporting learning materials criteria, English Fourth Grade Student's book had met seven of the ten criteria. They were 3) The supporting material align with the Cambodia fourth-grade English curriculum; 4) The materials are suitable for the age and development level of the student.; 5) The material reflects the cultural context and value of Cambodia 6) The materials include diverse perspective and avoid culture biases.7) The materials interactive and engaging for students.8) The material include element that motivation and interest students.9) The materials support different proficiency levels and learning paces.10) The material can be easily adapted for different teaching and learning context. For these criteria, Textbook 1 got 60%. This fulfillment indicated that Textbook was fair in the sub aspect: the supporting learning materials aspect.

Language Appropriateness

Table 7: Language Appropriateness Checklist

Area	No	Language Appropriateness Criteria	Criteria Fulfillment
			EIMB
	1	The language used in each explanation and instruction must be relevant to learners' cognitive development.	1

The relevance of the language towards learners' development	2	Difficulty level and language unfamiliarity in each unit must be facilitated explicitly.	1
The relevance of the language towards learners' development	3	The language used in each unit must be relevant to teenagers' socio-emotional state.	1
	4	Message 4 readability: The message delivered in each unit must be clear and easily-understood by learners.	1
	5	Grammar accuracy: The message delivered in each unit must be relevant to correct English grammar.	1
The coherence and unity of ideas	6	There is coherence and unity of ideas in the messages and materials presented in each unit.	1
	7	There is coherence and unity of ideas in the messages and materials presented among units.	1
Language Content	8	There is good coverage of language content consisting of good grammar presentation and practice, good vocabulary presentation and practice, and good pronunciation presentation and practice.	0
Total			7
Percentage			87.5%
Criterial			Good

In language appropriateness criteria, English Fourth Grade, Student's book had met six of the eight criteria. They were 1) Language Relevance towards Learners' Cognitive Development; 2) Facilitating Difficulty and Language Unfamiliarity; 3) Language Relevance towards Learners' 15 Socio-Emotional Stage; 4) Message Readability; 5) Grammar Accuracy and 8) Good Coverage of Language Content. For these criteria, Textbook 1 got 75%. This fulfillment indicated that Textbook was fair in the sub aspect: Language Appropriateness.

Presentation Technique

Table 8: Presentation Technique Checklist

Area	No	Language Appropriateness Criteria	Criteria Fulfillment
			EIMB
Systematization	1	The materials and tasks are presented in the form of texts, communicative activities,	1
	2	A textbook presentation must consist of at least introduction, content, and closing.	1
Balance among units	3	The materials and tasks are presented in the form of texts, communicative activities, and illustration in a balanced manner in every unit.	1
Total			3
Percentage			100%
Criterial			Good

In presentation technique criteria, Textbook English in mind book 5 second edition had met all the three criteria. They were 1) Presentation of Materials in the Form of Texts, Communicative Activities, and Illustration; 2) Introduction, Content, and Closing and 3) Balance among Units. For these criteria, Textbook 1 got 100%. This fulfillment indicated that Textbook was fair in the sub aspect: Presentation Technique.

Teaching and Learning Technique

Table 8: Teaching and Learning Technique Checklist

Area	No	Teaching and Learning technique Criteria	Criteria Fulfillment
			EIMB
Learner centeredness	1	The presentation of materials and tasks prompts interaction in English among learners, between learners and teacher, and among learners in bigger circumstances.	1
	2	The activities can be used for self-study.	1
	3	The activities should take account of what learners expect to do in a language learning course.	1
	4	The kinds of activities should be useful for learners in their future use or future learning of the language	0
Development of learners' initiative, creativity, and critical thinking	5	The presentation of materials and tasks prompts learners to do some communicative activities both oral and written based on their own initiative creatively and critically.	1
Development of autonomous learning	6	The presentation of materials and tasks prompts learners to be responsible towards their own learning process.	1
Language Development	7	Listening Skills: There are activities to develop listening comprehension.	1
	8	Speaking Skills: There are activities to develop speaking comprehension.	1
	9	Reading Skills: There are activities to develop reading comprehension.	1
	10	Writing Skills: There are activities to develop writing comprehension.	1
Genre-based Approach	11	There are activities for building knowledge of the field.	1
	12	There are activities for modeling of the text.	0
	13	There are activities for joint construction of the text.	0
	11	There are activities for independent construction of the text.	1
Assessment Technique	12	There are ongoing assessments to monitor student progress throughout the learning process.	1
	13	There are end-of-unit or Tests to evaluate student learning.	1
	14	There are encourage to reflect to their own learning and assess their own work	1
	15	There are opportunities for students to provide feedback to each other	0
	16	There are activities for creation.	0
Total			14
Percentage			87.5%
Criterial			Good

In presentation technique criteria, an English Fourth Grade student's textbook had met the thirteen of fifteen criteria. They were 1) Interaction in English among Learners and between Learners and Teachers; 2) Activities for Self-study; 3) Taking account of Learners' Expectation; 4) Usefulness of Activities for Learners' Future; 5) Communicative Activities Based on Students' practice; 6) Learners' Responsibility towards their Own Learning Process; 9) activities for Modeling the Text ; 10) activities for Joint Construction of the Text; 11) activities for Independent Construction of the Text; 12) There are ongoing assessments to monitor student progress throughout the learning process.13) There are end-of-unit or Tests to evaluate student learning.14) There are encourage to reflect to their own learning and assess their own work 15) There are opportunities for students to provide feedback to each other. 16) There are activities for creation. For these criteria, Textbook had got 87.5%. This fulfillment indicated that Textbook was fair in the sub aspect: Teaching and Learning Technique.

Table 9: Presentation Coverage Checklist

Area	No	Presentation Coverage Criteria	Criteria Fulfillment
			EIMB
Opening	1	Preface: information that leads the readers to know the objective of the textbook writing, the writer's thanking, and the writer's expectation	1
	2	Table of content: a list containing information which facilitates learners to find units, lessons and Language Focus.	1
Content Qualities	3	Introduction: an introduction in the first page of the textbook which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which are considered essential for learners	1
	4	Learning Load: the core of the textbook content. it consists of face-to-face meetings, structured exercises, and independent activities,	1
	5	The concept and instruction are clearly explained and easy for fourth grade student	1
	6	The textbook content aligns with the curriculum standards of Cambodia for fourth-grade English Learners.	1
Closing	7	Glossary: important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically.	1
	8	Bibliography: a list of books used for reference in the textbook writing. It begins with the author's name (written alphabetically, year of publication, book title, place of publication, and publisher's name	1
	9	Index of authors: a list of authors whose works are used in the materials followed by page number of each appearance.	0
	10	Index of subjects: a list of important words followed by page number of its appearance.	0
Total			8
Percentage			80%
Criterial			Good

In teaching and learning technique criteria, Textbook English in mind book 5 second edition had met seven of the ten criteria. They were 1) Preface; 2) Table of Content; 3) Introduction; 4) Learning Load; 6) Summary and Reflection; 7) Glossary and 8) Bibliography. For these criteria, Textbook had got 80%. This fulfillment indicated that Textbook was fair in the sub aspect: Presentation Coverage.

4. CONCLUSION

This study focuses on what makes a good textbook for fourth-grade children in primary schools in Cambodia. This study thus has two objectives. The first objective is to ascertain whether the English textbooks under examination meet Pusat Perbukuan's (Pusbuk) recommendations for quality textbooks. Determining whether or not those textbooks that are pertinent to Cambodian culture meet cultural requirements is the second objective. The evaluation's findings lead to the following deductions. First, the analysis shows that the textbook for Fourth Grade English students complies with the requirements of a fair textbook. Because the achievement rate is 78%, English Fourth grade is deemed a fair textbook. Second, the assessment shows that Fourth Grade English has satisfied most of the requirements for textbook evaluation. The majority of the criteria for curriculum relevance, language appropriateness, presentation coverage, teaching and learning strategies, materials correctness, and presentation coverage of supplemental learning resources were met by English Fourth Grade. Nevertheless, a few items on the checklist remain unfinished. It lacks a model text in the form of a presentation along with an explanation of its generic structure, and it does not give students enough opportunities to create a spoken gender on a scientific topic. These are the reasons why it is deficient in terms of presentational texts and presentation activities. Linguistic elements and presenting cues, such as drawing the audience in, interpreting the data, and beginning,

ending, and summarizing the presentation. Second, the examination shows that fourth-grade English has. Despite the fact that most of them are about reading and relate to daily life and activities related to pair or group work, with a focus on indoor activities, it also lacks exposure to text genres. But as the researcher found, there are no specific activities that let students express themselves in their everyday life, and it doesn't really assist with exposure. As a result, exposure and presentational texts are inadequate, even if Pusbuk's requirements give the English Fourth Grade Textbook a fair rating. Additionally, the learning materials (text, table, and picture) are not relevant to the topic being discussed because, despite Cambodia's culture, history, and festivals, the book's content is unrelated to the country and fails to establish a connection between the newly developed vocational skills and job/occupation. The assessment revealed that the researcher's knowledge of cultural diversity is a shortcoming. Researchers acknowledge the potential and equity at the local, state, and federal levels, but they are unable to identify strategies to advance these qualities. This is a consequence of the textbook encouraging the student to do some research on the area. English in mind falls short in terms of idea coherence and unity across units and language content. There are no problems with coherence or unity of thought that are shared by two units. It offers sufficient explanations for pronunciation in terms of language content. The English Fourth Grade Textbook falls short in the sub-aspect of teaching and learning technique when it comes to student accountability for their own learning process. This resulted from the book's component that allows students to assess their progress, despite its primary focus on grammar and vocabulary. As a result, students are unable to practice and improve all four abilities; also, the textbook provides no checklists to help students assess their own and their classmates' performance, making it difficult for them to determine their strengths and weaknesses. The reference in the manner of presenting covering sub-aspect was lacking since it was unclear from the text and images which information was related. Each section in the textbook ends with a summary, but it also offers insights and ideas about summaries. It was dependent on the main subject of the language. The authors' index featured simply their name, no position information or other pertinent details, and the page number; the subjects' index did not provide a list of important terms along with the chapter number of the appropriate textbook. There isn't an author index, subject index, or summary available.

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