

## **Evaluation of English Textbook for Sixth Primary Grade from Perspective of English Language Teachers**

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### **Abstract:**

The current research aims at investigating evaluation of English textbook for Sixth primary grade from perspective of English teachers .The sample of the research consists of (40) teachers (male &female) which are chosen intentionally from the teachers who teach English for sixth primary grade in Mosul city during academic year 2019-2020 . The researchers prepared questionnaire depending on the previous studies. The questionnaire includes (23) items with three alternatives for answering .The reliability has been calculated by using person correlation which yield (0,86). The results showed many positive and negative aspects such as :-

- 1- The English textbook includes many activates that encourage on speaking skill, it also contains many passages that help them to learn many new vocabularies .
- 2- It includes many typing mistakes.
- 3- There is no balance between number of lessons in textbook and number of English lessons in the school year

.According to that the researchers present many suggestions and recommendations .

### تقييم كتاب اللغة الانكليزية للصف السادس الابتدائي من وجهة نظر معلمي اللغة الانكليزية

المدرس	المدرس
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قسم التربية الخاصة. كلية التربية الاساسية جامعة الموصل	قسم اللغة الانكليزية. كلية التربية الاساسية جامعة الموصل

#### الملخص:

يهدف البحث الحالي الى تقييم كتاب اللغة الانكليزية للصف السادس الابتدائي من وجهة نظر معلمي اللغة الانكليزية . تكونت عينة البحث من (40) معلم ومعلمة الذين تم اختيارهم بصورة قصدية من معلمي اللغة الانكليزية للصف السادس الابتدائي من مركز مدينة الموصل خلال العام الدراسي 2019-2020.

اعدت الباحثتان استبيان بالاعتماد على الدراسات السابقة حيث تضمن (23) فقرة لكل فقرة ثلاثة بدائل للاجابة . تم حساب معامل ثبات الاستبانة باستخدام معامل ارتباط بيرسون وبلغ نسبته (0.86). وبعد تحليل البيانات احصائيا اظهرت النتائج عدة جوانب ايجابية و سلبية وكما يلي

1- ان كتاب اللغة الانكليزية يتضمن عدة فعاليات التي تشجع مهارة التحدث وانه يتضمن العديد من القطع القرائية التي تتساعد الطالب على اكتساب مفردات جديدة .

2- يحتوي الكتاب على العديد من الاخطاء المطبعية .

3- لا يوجد توافق بين عدد الدروس التي يتضمنها الكتاب وعدد دروس اللغة الانكليزية في السنة الدراسية . وفقا لذلك قدمت الباحثتان عدد من المقترحات والتوصيات.

#### Introduction:-

Teaching materials have a direct influence on the process of learning and teaching .So the textbook is the most important element used in teaching process (Al-musaui etal, 2002:285 ) . Regarding on it, English textbook includes many elements such as language ,culture ,learners' need and linguistic proficiency .

According to Oxford advanced learners' dictionary , a textbook is defined as a "a book that teaches a particular subject and that is used specially in schools '(Bojanic Topaloy ,2016:189).According to above definition the role of textbook is

identified as an effective resource for teaching ,it is also a tool in the hand of teacher which is used to realize the objectives. And it includes activities which are used by the school attain the purpose of education (Al- Rifai & Mizhir,2012:174).Sheldon (cited in Bojain & Topalor :137 )described the textbook as a visible heart of any English Language teaching .

While the term evaluation takes many forms and definitions one of the simple and basic definition is collection of analysis and interpretation of information about any aspect of a program of education (Cormpto,without date :1). Consequently , we must make every effort to establish a wide variety relevant and contextually appropriate criteria for evaluation of the textbook that we use in our language classroom.

Therefore evaluation of the textbook helps the teachers

move beyond impressionistic assessments ,it also facilitates the teachers to acquire , useful accurate , systematic and contextual insight into the overall nature of textbook materials

Moreover, it serves the purpose of examining whether the methodology and content of the materials are appropriate for a particular language teaching context (Litz ,2008 :8) The importance of evaluation lies to examine whether the textbook correspond to learners needs of the particular situation (Anjaneyulu,2014:182) . In additional to the above mentioned ability to evaluate the teaching material effectively is a very important professional activity for all English as a foreign language teachers .

### **Significance of the Research :-**

English language is one of the most important subject in our school curricula ,spoken English alone is not enough to achieve the intended goals .So teachers must in addition to language ,use other tools of communication so as to stimulate the learners and provide them with extra keys for learning .

Textbook is dominate tool in teaching the school subject .Throughout the history of education textbooks have remained essential and associated with school as long as schools have

been known . From this point , the significance of this research is obvious in the following points.

- 1- English language is an important subject , many pupils faced many suffering in learning this subject.
- 2- It is providing the local libraries with a humble scientific effort.
- 3- It is considered one of the first important studies that investigate such a topic on English textbook in city of Mosul

### **The Research Aim :-**

The current research aims at evaluating English textbook for sixth primary grade from perspective of English language.

### **Scope of the Research :-**

The current research is limited to :-

- 1- The English textbook (English for Iraq ) for sixth primary in the academic year 2019-2020.
- 2- An English language teachers who teach sixth primary grade at primary schools in left side of Mosul city .

### **Defenition of Basic Terms:**

#### **Operative Defenition of Evaluation:**

it is the process of determining the value , significance ,quality of English textbook (English for Iraq for sixth primary grade )

### **Textbook**

#### **Operative Definition of textbook :-**

It is a book used in teaching English language for Iraqi pupils at the primary grade

### **Literature Review :-**

A lot of research have been carried out to provide feedback to textbook designer and educationists because of the importance of evaluation and assessment as an integral part in the teaching and learning process . The researchers exposed some of these studies :

#### **1-Al-Tmemi's study (1999):-**

This study aimed to evaluate the content of Arabic textbook for second commercial intermediate school from perspective of teachers and students . In this study , the researcher depended on the descriptive style. The sample of the study includes(21) teachers and (183)students from both male and female .The researcher prepared two questionnaires .The first questionnaire for teachers and the second one for the students . It includes 152 items .person correlation coefficient, percentage and weighted mean were used as the statistical tools .The statistical analysis shows that the textbook material achieved the goals for which the textbook was set .And there is no linear arrangement for the subjects from easy to hard .

(Al-Tmemi,2009:597)

### **2-Mohammed &Hussein s' study(1999):**

They carried out a study to evaluate mathematics course of fifth primary class from teachers point of view . The sample was randomly chosen , it consisted of(47)teachers who teach mathematics in primary schools of Douhok for the academic year 2008-2009.To achieve the research aim , the researcher prepared questionnaire includes (36) items with three alternatives for answering . After analyzing the data .There were many negative and positive aspects such as :-the size of book was not appropriate to the pupils' age and there was no linear arrangement from easily to hard . ( Mohammed &Hussein,2009:436).

### **3 -Awads' study(2013)**

This study aimed at evaluating Palestinian 12th grade textbook in terms of English foreign language /English second language textbook evaluation checklist from the teachers 'perspectives in Nablus .The sample of the study consisted of (26)male and female teachers who teaches English for the second grade in Nablus during the second semester of the academic year 2010-2011.Tool of the research was questionnaire that included (39) items with three alternatives. The results of the research showed that the textbooks could be

suitable for the Palestinian students , their culture and religion .Therefore he recommended using them in the Palestinian public and private schools. (Awad,2013:2426)

#### **4-Akefs' study (2015)**

This study aims to evaluate the English textbook “Iraqi opportunities “book 6th for the second intermediate stage .Since it was adopted by ministry of education in the academic year 2010-2011. The sample was chosen randomly and it consisted of (60) teachers selected randomly from Baghdad /Alkarkh schools .The researcher has chosen one teacher from each school .The results showed the English textbooks have many weak issues need to be analyzed and evaluated, some of teachers complained of difficulties in dealing with it others are dissatisfied with the results of the students' achievement tests .(Akefs,2015:105-132)

#### **Research procedures:-**

The researchers adopted the descriptive study because it is more suitable for nature of the research aim . Therefore the researchers adopted the following procedures:-

**1-** The Sample of the research :-

For Lehmann & Mehrens (1971:18) state “ The sample is a smaller number of elements selected from a population and is hopefully representative of the population for choosing the sample research . The researchers have done the following :-

A- The sample has chosen intentionally .

B- The researchers have chosen (40) male and female teachers who teach English language in primary schools in the left side of Mosul city so as to know their view of English textbook . They are distributed according to two variables scientific qualification and Academic qualification i.e (Academic experiences ). The researchers distributed the teachers according to their scientific qualification .Table (1) shows the teachers distribution according to their scientific qualification .

#### **Table (1)**

**The Teachers Distribution According to the Level of Education**

Scientific qualification	Frequency	Percentage
Diploma	19	47,5
Bachelor	15	37,5
Training course	6	15
Total	40	100

The subjects also have distributed according to their academic qualification . (15) of teachers have less than ten years of academic experiences, (18) of them have(eleven – twenty )years while (7) subjects have more than (twenty one)academic year . As shown in table (2)

**Table (2)**  
**The teachers distribution according to the years of academic qualification**

Academic qualification	Frequency	Percentages
1-10 years	15	37,5
11-20 years	18	45
21 and more	7	17,5
Total	40	100

**2-The Research Tool :-**

The researchers prepared questionnaire depending on previous studies and literatures about this subject such as lawrennce(2011) & Fayadh(2017). The questionnaire includes (23) items with three alternatives named ( agree- neutral – disagree ) Each alternative carries special degree as follows (agree=3 degrees, neutral=2 degrees, disagree=1 degree).This degrees for positive items while the negative items ( agree =1 degree, neutral =2, disagree =3). The validity was verified by presenting it to a number of experts in the field of teaching methods and educational psychology . After taking their opinions the questionnaire became suitable for achieving the research aim .

As for as reliability of the questionnaire it was applied (15)teachers as a pilot sample . The researchers found the

reliability factor by using person correlation coefficient (Abas , 2007 : 308). Thus , reliability reached (0.86). This indicates that the questionnaire has highest reliability.

**The Results:-**

The researchers used one sample T-Test as a statistical mean (Ameen :2007,125)as well as the calculated mean value to compare the scores for each item with the hypothetical mean value of the tool. The researchers arranged the scores of items descending from high to low as shown in table (3)

**Table (3)**  
**The result of the teachers’ perspective about the research tool**

Number of Item	Mean	Standard Deviation	T-Value
4	2.6500	0.62224	26.935
17	2.6500	0.53349	31.416
20	2.6250	0.66747	24.873
23	2.6000	0.54538	30.151
13	2.5750	0.59431	27.403
3	2.525	0.55412	12.164
6	2.525	0.64001	24.952
16	2.4500	0.74936	20.678
8	2.400	0.70892	21.411
2	2.37500	0.80662	18.622
19	2.3500	0.80224	18.526
18	2.3500	0.7696	19.312
21	2.3250	0.76418	19.242
1	2.1750	0.84391	16.300
14	2.1750	0.71208	19.318
22	2.1750	0.74722	18.410
15	2.1000	0.87119	15.245
9	2.0769	0.8393	15.453
10	2.0750	0.79703	16.465
7	1.9750	0.83166	15.019
12	1.8750	0.82236	14.420
5	1.7500	0.80861	13.688
11	1.6410	0.84253	12.164

The researchers arranged the scores of items descending from high to low , the results of the first quarter of items that scored high degrees as follows:-

The calculated mean value for item number ( 4) was(2.6500) and the standard deviation was(0.62224). The calculated mean value was higher than the hypothetical mean value that equals (2) .This finding is consistent with Mohammed and Hussien's study (1999) whereas there are many typing mistakes in English textbook .While the mean scores for item(17) was (2.6500) and the standard deviation was (9.53349)the calculated mean value was higher than hypothetical mean. This is due to ambiguity of some writing for the pupils and don't suitable for their environment .Where items(20,23)were (2.6250 ,2.6000)and the standard deviation were (0.66747,0.54538) this refers to the English textbook includes many subjects that is not revised in adequate way . In addition to that the pupils faced difficulties in using two books (students book &activity book )because of their limited ability to focus on two books. Where the item number (13) the mean value was (2.5750) and standard deviation was (0.59431)that deals with the subjects are not revised according to the mean value the result confirmed on the subjects are revised as well as this point is very important in teaching any language These results are consistent with Akefe's study(2015) . Then the researchers presented the statistical treatment for the last quarter items as follows :-Item number (10) mean value was (2.0750)and standard deviation was(0.79703)the calculated mean value was lower than the hypothetical mean value that equals (2)this means all the English language teachers agreed that the goals are in line with the individual differences of pupils .Where the item number (7) its mean value was (1.9750) and standard deviation was(0.83166) this means there is balance between the theoretical side and practical side as we know this point is very important in teaching English as a foreign language for making the pupils practice the language patterns .While item (12) the mean value was(1.8750)is lower than hypothetical mean value and standard deviation was (0.82236) this refers to the

drills that encourage the cooperative among the pupils .This correspond with the aims of the curriculum and the communicative method that is used in teaching English .These findings are consistent with Al- Tememis' study(1999) and Awad's study(2013) . But the items (5,13) their mean value were (1.7500,1,6410)and standard deviation were(0.80861,0.84253)therefore there is no scientific mistakes in the English textbook in addition to that the subjects are not revised wherever the repetition of subjects in teaching and learning the foreign language serves pupils in acquisition the foreign language these results are consistent with Mohammad& Hussein's study (1999)and Akef's study (2015) .

### **Recommendations:-**

Based on the conclusions, the researchers recommended the following :-

- 1- Supply every English teachers with teachers' guide .
- 2- -Providing the primary schools with adequate amount of pictures , flash cards, charts which are compatible with the textbook content, and to be able to harmonize with the individual differences among pupils .
- 3-Providing each teacher with lab top and CDs so as to use them for teaching listening and reading skills.
- 4-The English teacher should plays major role to reinforce the confidence in his pupils to speak English.
- 5-Paying more attention for the weekly lessons ,school administrations should put the English lessons at the beginning of school day .
- 6-The ministry of education should take in to consideration the number of units of the 6th primary English textbook that fitness for the time allotted for each lesson of English subject at school so as to enable the teachers to cover the material on time.

### **Suggestions:-**

In the light of the findings of the research ,the researchers present the following :-

3- Teachers should be consulted when selecting the textbook material ,and they should participate in making any modifications concerning the textbook.

4- Conducting evaluation studies on other English textbooks ,especially in the intermediate stages.

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### Evaluation of English Textbook for Sixth Primary Grade from Perspective of English Language Teachers

التحصيل العلمي :-  
 عدد سنوات الخدمة :-

الجنس :-  
 اسم المدرسة :-

	Items	agree	neutral	Disagree
1	Textbook size is suitable for pupils 'age.			
2	The outside cover of the book is attractive .			
3	The textbook paper is of a good quality.			
4	It includes many typing mistakes.			
5	It contains many scientific mistakes.			
6	Textbook is rich with the pictures that facilitate the pupils' learning.			
7	The book lacks the linking between the theoretical and practical aspects.			
8	The textbook is appropriate for the aims of the syllabus.			
9	The textbook questions and activities are not suitable for the pupils' standard.			
10	Objectives meet with the individual differences among the pupils.			
11	The activities encourage conversation .			
12	The activities encourage cooperation among the pupils.			
13	The subject 'book are not revised.			
14	There is a balance between the four skills.			

15	<b>It contains a sufficient number and variety of reading passages.</b>			
16	<b>Many of reading passages are up-to-date and meaningful.</b>			
17	<b>Some writings are difficult for the pupils to deal with.</b>			
18	<b>Grammar and vocabulary are appropriate to the pupils' standard.</b>			
19	<b>Speech exercises invite the pupils to talk about their concerns and interest.</b>			
20	<b>The subjects of the book are inconsistent with the number of lessons.</b>			
21	<b>It enhances free writing opportunities.</b>			
22	<b>The structures are designed to be taught inductively.</b>			
23	<b>The pupils face many difficulties in using two books at the same time.</b>			