

An Evaluation of the 5th Primary Textbook through the Iraqi EFL Teachers' Points of View

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ABSTRACT

Textbooks play a significant role in the field of language teaching and learning, particularly in school settings. In this study, the researcher evaluated the fifth-grade textbook used in primary schools in Iraq. To accomplish this, he designed a questionnaire and distributed it randomly to 100 teachers. One teacher was selected from each school, which are located in Baghdad, Rusafa 3. The researcher managed to collect only 86 responses. The questionnaire was presented to a panel of judges and experts specializing in teaching methods to verify its validity. Subsequently, some items of the questionnaire were revised based on their comments and suggestions. To determine the reliability of the questionnaire, Cronbach's alpha coefficient was applied, resulting in a value of 0.87. After statistical analysis of the data, the research findings revealed significant deficiencies in the fifth-grade English book across various components. Consequently, the researcher formulated a set of recommendations and proposals in response to these findings.

Key words: textbook evaluation, primary education, English as a foreign language (EFL), Iraqi teachers.

الملخص:

الكتب الدراسية لها دور مهم في مجال تعليم وتعلم اللغة، وخاصة في السياقات المدرسية. في هذه الدراسة، قدم الباحث على تقييم كتاب الصف الخامس الابتدائي الذي يدرس في المدارس الابتدائية في العراق. من أجل القيام بذلك، قام بتصميم استبيان ووزعه على (١٠٠) معلم ومعلمة بشكل عشوائي. اختار معلما / معلمة واحداً من كل مدرسة. هذه المدارس في بغداد ، الرصافة الثالثة. وقد استطاع الباحث جمع ٨٦ اجابة فقط. قدم الاستبيان الى لجنة من المحكمين والخبراء المتخصصين في طرائق التدريس للتحقق من صدقه. بعد ذلك ، تمت مراجعة بعض فقرات الاستبيان بناءً على ملاحظاتهم واقتراحاتهم. ولتحديد ثبات الاستبيان تم تطبيق معامل ألفا كرونباخ حيث كانت قيمته ٠.٨٧. وبعد التحليل الإحصائي للبيانات، كشفت نتائج البحث عن وجود خلا كبيراً في كتاب اللغة الانكليزية للصف الخامس الابتدائي بمختلف مكوناتها. وعليه فقد صاغ الباحث مجموعة من التوصيات والمقترحات استجابة لهذه النتائج.

الكلمات المفتاحية: تقييم الكتب المدرسية، التعليم الابتدائي، اللغة الإنجليزية كلغة أجنبية، المعلمين العراقيين.

1. INTRODUCTION

1.1 The Statement of the Problem

As an English language teacher, the researcher planned to evaluate the English textbook for the 5th primary stage, "English for Iraq," which was adopted by the Ministry of Education in the 2017/2018 academic year. Upon reviewing the book, the researcher identified several problematic aspects that warranted evaluation. Since then, he has been in contact with the teachers using this textbook. Some

teachers complain about the difficulties in dealing with the book, while others are unconvinced by the pupils' achievements and dissatisfied with their comprehension of the book's content.

This issue is not new. Since beginning of teaching English language in state schools in 1873, the education system in Iraq has adopted several English language books (Chalabi, 1976: 41). Unfortunately, none have succeeded in achieving the necessary level of English proficiency. This failure may be attributed to inadequately designed textbooks, which lack a scientific or systematic analysis of the actual circumstances in Iraq (Akef, 2015: 105).

1.2 The Significance of the Study

The evaluation of textbooks in Iraq is of greatest importance to confirm that they are aligned with current educational values, culturally relevant, and free from biases that may adversely influence pupils' learning results. Last years, the system of the education in Iraq has experienced important changes and difficulties – wars, sanctions, and political instability – which have affected the quality of teaching and learning as well as the availability of updated textbooks (Al-Qaysi, 2019:47). By doing research on textbook evaluation, teacher and decision-makers able to recognize areas for enhancement, confirm that textbooks are timely and relevant, and ultimately improve the quality of learning for pupils.

Moreover, research on textbook evaluation in Iraq can help to enhance the ideas of "the learning is for all". In the Iraqi schools, textbooks have been analyzed for perpetuating religious, cultural, and gender biases, which may relegate certain groups of pupils (Al-Dabbagh & Toma, 2017:89; Al-Khalidi & Qasim, 2016:33). By evaluating textbooks for accuracy, inclusivity, and representation, researchers able to classify and discourse these issues, leading to more equitable and inclusive educational applies. Furthermore, such research able to raise the growth of critical thinking skills among pupils by inspiring them to analyze and question the information existing in textbooks, leading to a deeper comprehension of the subject matter (Al-Dabbagh & Toma, 2017:21; Al-Qaysi, 2019:72).

1.3 The Aim of the Study

The aim of this study is to evaluate the English textbook "English for Iraq" for the 5th primary stage by teachers' point of views.

1.4 The Limits of the Study

This study is limited to:

- a) The English textbook "English for Iraq" for the 5th primary class.
- b) The EFL teachers of the 5th primary stage at primary schools existed at Baghdad /Al-Rusafa Third.
- c) The academic year: (2023 – 2024).

1.5 The Definitions of the Basic Terms

- a) **Textbook:** is a book used in schools or colleges for the formal study of a subject (The American Heritage Dictionary of the English Language, 2000: 7372).
- b) **Evaluation:** is the process of attempting to ascertain the value of something for a limited purpose (Brown & Rogers, 2002: 227).
- c) **Foreign Language:** is “a language which is not the native language of large numbers of people in a particular country or region, foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or read a printed material in the language” (Richards & Schmidt, 2010: 225).
- d) **5th primary stage:** refers to the stage in which pupils who study EFL in Iraq by the newly prescribed text book entitled “English for Iraq”.
- e) **Cronbach's Alpha:** is a measure of internal consistency, which is how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A high value of Cronbach's Alpha (usually above 0.70) indicates that the items measure the same underlying construct (Cronbach: 1951: 297).

2. REVIEW OF THE RELATED LITERATURE

2.1 Importance of Textbook

Worldwide, textbooks play a central role in language teaching and learning. While some teachers have the freedom to choose their textbooks, most teachers use prescribed or assigned ones. Textbooks are considered the second most crucial element in the second/foreign language (S/FL) classroom after the teacher (Fiona, 2015: 25).

Textbooks are the major resource that teachers use, so they must be fully aware of how to utilize them effectively and harness their potential for everyone's benefit (Ibid). According to Richards (2017: 245–246), textbooks are a crucial component in most language programs. They can form the foundation for much of the language knowledge learners acquire and the language practice that occurs in the classroom.

Textbooks may provide the core content of lessons, the balance of language skills taught, and the types of language practice learners engage in. Additionally, they can support teacher instruction and serve as a form of teacher training, especially for those who are inexperienced (Richard, 2015: 594).

According Cunningsworth (1995: 7), the importance of the textbook, in language teaching, lies in the fact that it is:

- a) an aid to introduce materials;
- b) a reference of activities for pupil to communicate interactively;

- c) a reference source for pupils on grammar, vocabulary, pronunciation, etc.;
- d) a source of motivation and ideas for classroom activities;
- e) syllabus, and support for inexperienced teachers who need to obtain confidence.

2.2 Importance of Textbook Evaluation:

There are many and varied reasons for textbook evaluation as Richards (2017: 303) show three reasons after textbook evaluation:

1. Detecting strong and weak points.
2. Improving the curriculum by establishing an agreed set of principles and action steps.
3. Designing a plan for continuing evaluation of the curriculum relying on data from main sponsors including management, teachers, and pupils.

Tomlinson (2011: 238) claims that the purpose of textbook evaluation is a form of research aims to develop our awareness of how it functions and to contribute to both acquisition theory and pedagogic practices.. According to Grant (1987: 8), "a perfect book does not exist," but the goal is to identify the best possible one that can suit and be applicable to a specific pupil group.

Dougill (1987: 45) proposes a framework consisting of key considerations that reviewers should keep in mind. Regardless of

the form they take—whether a questionnaire, framework, or evaluation sheet—they all ask the essential questions needed to assess a textbook. These questions guide material evaluators when scrutinizing a particular textbook which they are using or considering for selection or adaptation.

The textbook proposed for the present evaluation is the 5th primary textbook. Since it serves as an introduction to the final stage (the sixth stage), the textbook needs to be engaging enough to capture pupils' interest while thoroughly presenting the fundamentals of English in an age-appropriate manner. Thus, evaluating this textbook is of high importance.

2.3 Definition of Textbook Evaluation

Textbook evaluation is the process of determining the quality and effectiveness of a textbook for use in educational settings. It is an important aspect of curriculum development and can impact pupil learning outcomes and teacher effectiveness. Various methods and approaches can be used to evaluate textbooks, and it is important to consider a range of criteria when making decisions about which textbooks to adopt.

According to a review of the literature by Sharma and Barrett (2007: 88), common criteria for evaluating textbooks include content accuracy and currency, organization and layout, pedagogy and instructional design, and readability and language level. Other

issues that may be considered include social sympathy, interactive program, and budget.

There are different approaches to textbook evaluation: the first is the use of a group of expert reviewer, which consist of teachers and subject matter specialists who evaluate and level textbooks based on fixed standards (Tomlinson, 2013: 45). Second approach is the use of learner feedback, which can be composed through investigations or focus individuals and can offer vision into how well a textbook come across the needs of pupils (Baker & Jones, 2019: 12).

Beside the traditional approaches of evaluation, there is rising concentration in using data analytics to notify textbook choice decisions i.e., data on pupil performance and attraction with digital textbooks can be used to recognize forms and trends that may show the efficiency of a specific textbook (Davidson, 2020).

Overall, textbook evaluation is a complex and multidimensional process that needs attention of a range of criteria and approaches. If the process of the evaluation and the selecting of textbooks were done carefully, teachers can support learner learning and success.

2.4 Types of Evaluation

There are three types of evaluation. They are as follows:

- a) Formative evaluation: it is the process of providing information to textbook developers during the development of a curriculum or a program, in order to improve it. Formative evaluation is also used in syllabus design and the development of language teaching programs and materials (Richard and Schmidt, 2010: 227).
- b) Summative evaluation: is the process of informing decision-makers, post-instruction, about the effectiveness and success of a program. (ibid).
- c) Illuminative evaluation: it is a type of textbook evaluation that focuses on the deeper understanding of the processes of teaching and learning that take place in the program. According to Mathison (2005: 191), illuminative evaluation is concerned with discovering the work of different characteristics of the program and how they are applied. This type of evaluation is used to reveal the complex interactions between the textbook, the teacher, and the learner. It is also used to uncover the underlying assumptions and beliefs that inform the design and use of the textbook. In illuminative evaluation, the goal is not to provide a single judgment of the textbook's effectiveness, but to produce a rich and detailed account of the complex processes that occur during the teaching and learning of a language (Tomlinson, 2013: 27-28).

The present study is an illuminative evaluation since it tries to uncover how the textbook applied by giving a detailed diagnosis.

2.5 Teachers' Function in Textbook Evaluation

Teachers play a crucial role in textbook evaluation, as they are the primary users of textbooks and are responsible for delivering the content to their pupils. According to Sharma and Barrett (2007: 78), teachers should be involved in evaluating textbooks because they have the knowledge and experience to identify a textbook's strengths and weaknesses. They can provide feedback on the textbook's usefulness and suggest improvements based on their teaching experience. Nunan (1987: 8) points out that teachers are capable of planning, implementing, and evaluating textbooks and have a direct responsibility for these tasks. However, some teachers believe that textbook development should be left to experts and authorities in the government, feeling they have not received adequate training for such tasks.

Effective and efficient evaluation of textbooks requires the collection and analysis of viewpoints from textbook users, particularly pupils and teachers who rely on textbooks to support their teaching and learning (Cunningsworth, 1995: 8–10). Textbooks are an essential aspect of a teacher's profession, as they support and align with their instruction. Evaluating textbooks can identify issues with teaching materials that need to be addressed. In Iraq, teachers are responsible for teaching the textbooks assigned by the Ministry of Education. Therefore, they must be equipped with the knowledge and skills necessary to evaluate these textbooks.

3. METHODOLOGY

3.1 Research Method

To begin the research process, the first step is to choose a suitable research methodology. There are several options available, and the selection process depends on the preceding steps and must align with them. The specific type and characteristics of the study dictate the research method utilized, which, in turn, defines the type of research being carried out. Consequently, the researcher decided to employ the case study approach, which aligns with the research goal.

The case study approach is a research methodology that involves a thorough investigation of a particular individual, group, event, organization, or phenomenon to gain a comprehensive understanding of the complexities of the subject under scrutiny (Baxter & Jack, 2010: 551).

3.2 Population of the Study

The population of the present study comprised of:

- a) 376 public and private primary schools in Baghdad/Al-Rusafa Third.
- b) 688 public and private primary school English teachers in Baghdad/Al-Rusafa Third.

3.2 Pilot Administration

Forty teachers, who selected from the whole population out of the basic sample of the current study, have been selected for the sake

of conducting a pilot administration of the instrument (the questionnaire).

3.3 Sample of the Study

- a) A random sample of 100 primary schools was selected from the entire population of primary schools in Baghdad/Al-Rusafa Third.
- b) The sample of English teachers consisted of 100 individuals (47 males and 53 females) selected by the researcher. One teacher was chosen from each of the 100 primary schools.

3.4 Data Collection

The questionnaire was administered to a sample of 100 English teachers, comprising 47 males and 53 females. To ensure the validity and reliability of the results, the teachers were allowed to complete the questionnaire at their own discretion, and the researcher could collect only 86 copies. Subsequently, statistical analysis was performed on the data obtained from the questionnaire. To assess the reliability of the questionnaire, the Alpha Cronbach Formula was used.

3.5 Instrumentation

In order to achieve the aim of the current research and obtain accurate results, the researcher employed a teacher questionnaire as the appropriate instrument, which can provide quick results.

According to Creswell (2014: 180), a questionnaire is "a self-report data collection instrument consisting of a set of questions or items administered to a sample of individuals". The items of the questionnaire were classified into six fields. They are as follows:

- a) **General considerations:** which included (9) items (1 – 9).
- b) **Objectives:** which included (6) items (10 – 15).
- c) **Listening and speaking:** which included (6) items (16 – 21).
- d) **Reading and writing:** which included (7) items (22 – 28).
- e) **Structure and vocabulary:** which included (5) items (29 – 33).
- f) **Supplementary materials:** which included (6) items (34 – 39).

3.6 Validity of the Instrument

Macky and Gass (2005) define validity as the extent to which accurate generalizations can be made based on the results obtained from a particular measurement. According to Best and Kahn (2006), validity encompasses various types, such as face validity, content validity, and construct validity, among others.

For the present study, content validity is particularly relevant to determine whether the instrument is suitable for achieving the study objectives. To ensure the content validity of the instrument, a panel of experts in the field of teaching English as a foreign language reviewed the questionnaire and suggested minor revisions, which

were subsequently addressed. This process ensured the establishment of content validity. See table 1 for details.

Table 1: Names of the Jury Members

No.	Academic title	Name	Certificate	Place of work
1.	Asst. Prof.	Al Khuzaei Mahmood	Ph.D.	General Directorate of Education of Al-Rusafa
2.	Asst. Prof.	Ali, Bilal	M. A.	College of Basic Education University of al- Mustansiriayh
3.	Instructor	Mizhir, Sa'ad	M. A.	General Directorate of Education of Al-Rusafa
4.	Instructor	Albundawi, Murtada	M. A.	General Directorate of Education of Al-Rusafa

3.7 Reliability of the Instrument

Reliability refers to the degree of consistency that an instrument or procedure demonstrates (Best & Kahn, 2006: 289). To ensure that an instrument is reliable, its outcomes must consistently show similarity when applied across different cases (Richards and Schmidt, 2010: 481). In other words, an instrument must measure consistency to measure anything well (Lilienfeld et al., 2015: 67).

In this study, the reliability of the data was assessed using Statistical Package for the Social Sciences (SPSS) version 25 to measure the consistency of the questionnaire. The overall reliability results indicated

that the questionnaire used in this research is reliable, with a Cronbach's Alpha value of 0.87. See table 2 for details.

Table 2: Alpha–Cronbach's Coefficient of Instrument Reliability

No.	Fields	Reliability
1.	General Considerations	0.77
2.	Objectives	0.71
3.	Listening and Speaking Skills	0.78
4.	Reading and Writing Skills	0.76
5.	Structure and Vocabulary	0.78
6.	Supplementary Materials	0.79
Total		0.87

3.8 Decoding the Point System

In the current study, the questionnaire utilizes a three–point rating scale and the scoring method involves assigning a score to each rating option, as illustrated below:

Excellent = 3, Average = 2, Weak = 1

3.9 Procedure

The researcher created a questionnaire comprising of 39 items, and established its reliability and validity. A group of 86 English teachers

was chosen as the study's sample, and the researcher personally handed out and collected the questionnaire forms.

SPSS, descriptive statistics, means, standard deviations, and Likert Scale were utilized by the researcher to analyze the data with the objective of attaining the study's goal. The findings of the study were then disclosed and deliberated on, and suggestions were provided.

4. PRESENTATION OF THE RESULTS

The objective of this study is to assess the effectiveness of the English textbook for the “5th primary stage”. To achieve this aim, the researcher calculated the means and percentages of each item on the questionnaire. For data analysis, a three–point scale was used, with the following percentage ranges:

1. A score between 70% and 79.9% indicates a high degree.
2. A score between 60% and 69.9% indicates a moderate degree.
3. A score between 50% and 59.9% A score less than 50% indicates a low degree.
4. A score $\geq 49\%$ indicates a very low degree of evaluation.

4.1 The Results of General Considerations Field:

Table 3: Means and Percentages of the Evaluation

Items No.	Mean	Percentage	Degree
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1	2.14	71.33	High
2	2.28	76	High
3	2.10	70	High
4	2.21	73.66	High
5	1.94	64.66	Moderate
6	2.06	68.66	Moderate
7	1.63	54.33	Low
8	1.74	58	Low
9	1.88	62.66	Moderate
Total	1.99	66.58	Moderate

Table (3) illustrates that the evaluation degree for the general considerations was notably high on items (1, 2, 3, 4), with response percentages ranging from 70% to 71.33%. The degree was moderate on the items (5, 6, 9), with response percentages ranging from 62.66% to 68.66%. The degree was low on the items (7, 8), with response percentages ranging from 58% to 54.33%. For the total score of the general considerations, the degree was moderate where the percentage of response was (66.58%).

4.1.2 The Results of the Objectives Field:

Table 4: Means and Percentages of the Evaluation

Items No.	Mean	Percentage	Degree
10	1.63	54.33	Low
11	1.79	59.6	Low
12	1.86	62	Moderate
13	1.64	54.66	Low
14	1.66	55.33	Low
15	1.77	59	Low
Total	1.72	57.48	Low

Table (4) indicates that the evaluation degree for the objectives was moderate on item (12), with a response percentage of 62%. However, the degree was low on the remaining items, with response percentages ranging from 54.33% to 59.6%. For the total score of the objectives, the degree was low where the percentage of response was (57.48%).

4.1.3 Results of the Listening and Speaking Skills Field:

Table 5: Means and Percentages of the Evaluation

Items No.	Mean	Percentage	Degree
١٦	1.77	59	Low
1٧	1.79	59.66	Low

1٨	1.95	65	Moderate
1٩	1.83	61	Moderate
٢٠	1.80	60	Moderate
٢١	1.72	57.33	Low
Total	1.81	60.33	Moderate

Table (5) demonstrates that the evaluation degree for the listening and speaking skills was moderate on items (18, 19, 20), with response percentages ranging from 60% to 65%. Conversely, the degree was low on items (16, 17, 21), with response percentages ranging from 57.33% to 59%. For the total score of the listening and speaking skills, the degree was moderate where the percentage of response was (60.33%).

4.1.4 Results of the Reading and Writing Skills Field:

Table (6) Means and Percentages of the Evaluation

Items No.	Mean	Percentage	Degree
٢٢	1.84	41	Very Low
٢٣	1.64	46.66	Very Low
٢٤	1.77	49.66	Very Low

٢٥	1.73	41.33	Very Low
٢٦	1.83	39.66	Very Low
٢٧	1.58	45.66	Very Low
Total	1.73	43.99	Very Low

Table (6) shows that the evaluation degree for the reading and writing skills was exceedingly low across all items, with response percentages ranging from 39.66% to 49.66%. For the total score of the reading and writing skills, the degree was very low where the percentage of response was (43.99%).

1.1.5 Results of the Structure and Vocabulary Field:

Table 7: Means and Percentages of the Evaluation

Items No.	Mean	Percentage	Degree
٢٨	1.65	55	Low
٢٩	1.69	56.33	Low
٣٠	1.76	58.66	Low

٣١	1.95	65	Moderate
٣٢	1.88	62.66	Moderate
٣٣	1.87	62.33	Moderate
Total	1.8	59.99	Low

In Table (7), the evaluation degree for structure and vocabulary was moderate (62.66% to 65%) on items 31, 32, and 33, but low (55% to 58.66%) on items 28, 29, and 30. The overall score for structure and vocabulary indicates a low degree at 59.99%.

4.1.6 Results of the Supplementary Materials Field:

Table 8: Means and Percentages of the Evaluation

Items No.	Mean	Percentage	Degree
٣٤	1.86	62.01	Moderate
٣٥	2.08	69.37	Moderate
٣٦	1.83	60.85	Moderate
٣٧	1.85	61.62	Moderate
٣٨	1.60	53.48	Low
٣٩	1.91	63.56	Moderate
Total	1.85	61.81	Moderate

Table 8 reveals a moderate evaluation degree for supplementary materials across all items, with response percentages ranging from 61.62% to 69.37%, except for item 38, which scored lower. The overall score for supplementary materials reflects a moderate degree at 61.81%.

4.1.7 Results of the all Fields:

Table 9: Means, Percentages and Ranks of the Evaluation of the all Fields

Fields	Means	Percentages	Degree	Rank
General Considerations	1.99	66.58	Moderate	1
Objectives	1.72	57.48	Low	5
Listening and Speaking Skills	1.81	60.33	Moderate	3
Reading and Writing Skills	1.8	59.99	Low	4
Vocabulary and Structure	1.73	43.99	Very Low	6
Supplementary Materials	1.85	61.81	Moderate	2
Total	1.8	58.36	Low	

The results obtained from table (9) demonstrate a low degree of evaluation for the English textbook designed for the 5th primary

stage, considering the overall score. The average response across all fields was recorded at 58.36%.

4.2 Discussion of the Results

To discuss the results, the following fields will be considered and analyzed.

- The evaluation of the textbook's general considerations by teachers yielded a moderate rating. The researcher posits that this moderate assessment is likely a result of the limited interest shown by both the Ministry of Education and curriculum planners in the book.
- The evaluation of objectives received a low rating, primarily because teachers and pupils were not involved in the selection process for the textbook objectives.
- The evaluation of listening and speaking skills indicated a moderate level, suggesting that they may not be sufficiently suitable or beneficial for teachers. The exercises, while relatively well-designed for accommodating pupils' levels and interests, were not deemed highly effective.
- The evaluation of reading skills revealed a very low rating, indicating a lack of meaningful and authentic content. The difficulty level posed a challenge for most pupils. Conversely, all writing activities in the textbook were closely guided and controlled, limiting opportunities for pupils to express

themselves freely and convey their feelings, preferences, and enjoyment through writing.

- The evaluation degree for the structure and vocabulary was moderate. This is due to insufficient engagement, a lack of vocabulary variety, and a dearth of real-world context contribute to the textbook's failure in developing English proficiency among pupils. The absence of a well-structured progression and ineffective teaching strategies further hinder pupils' language acquisition, emphasizing the need for a comprehensive and pedagogically sound approach.
- The ineffectiveness of supplementary materials, such as posters, audio resources, and flashcards, in enhancing English language development among pupils may be attributed to factors such as inadequate alignment with the curriculum, lack of variety in content, insufficient integration into lesson plans, or a failure to address diverse learning styles.

When supplementary materials do not cater to the specific needs of learners or fail to engage them effectively, their potential to support language acquisition diminishes. Therefore, careful consideration of the relevance, diversity, and integration of supplementary materials is essential for maximizing their impact on pupils' English proficiency.

CONCLUSION

In reference to the results which have already been discussed in the current study, the researcher concluded that: there is a big lack in English textbook for the 5th primary stage across various components, reflecting issues such as limited interest from educational authorities, the exclusion of teachers and pupils in objective selection, and challenges in the effectiveness of exercises related to listening, speaking, reading, and writing skills. The evaluation of structure and vocabulary also highlights shortcomings, emphasizing the crucial need for better engagement, diverse content and real-world context. Additionally, the inefficacy of supplementary materials underscores the importance of aligning them with the curriculum, incorporating diverse content, and integrating them effectively into lesson plans to maximize their impact on English language proficiency among pupils.

RECOMENDATIONS

To bridge the gap between research outcomes and their real-world application, the following recommendations are set:

1. Curriculum Alignment and Stakeholder Involvement:

- Confirm that the textbook bring into line with curriculum aims and values.
- Involve teachers and pupils in the choice process of textbook aims to improve relevance and engagement.

2. Enhancing Listening and Speaking Skills:

- Plan exercises that better arrange in a line with pupils' needs, interests, and proficiency levels.

- Offer opportunities for real-world language use.

3. Improving Reading Skills:

- Select or create reading resources that are meaningful, genuine, and appropriately stimulating.
- Take account of the variety of text kinds and genres to cater to differentiate interests and styles of learning.

4. Fostering Writing Opportunities:

- Present more open-ended and creative writing drills to let pupils to express themselves spontaneously.
- Offer help while allowing for more self-regulating and expressive writing.

5. Structure and Vocabulary Enhancement:

- Present a well-structured progress of difficulty in both structure and vocabulary as well.
- Integrate a diverse series of vocabulary and make sure it comes with pupils' developmental stages.

6. Effective Teaching Strategies:

- Apply various teaching approaches to cater to different learning styles and preferences.
- Make certain that teachers are trained in the effective use of the textbook and supplementary materials.

7. Supplementary Material Improvement:

- Line up supplementary materials with the curriculum to support key concepts.

- Vary content in supplementary materials and integrate them seamlessly into lesson plans.
- Offer professional progress for teachers on effectively using supplementary resources.

8. Regular Review and Feedback:

- Start a system for nonstop review and feedback from teachers, pupils, and educational authorities to address evolving needs.
- Frequently bring up-to-date and improve the textbook and supplementary materials based on productive feedback.

9. Cultural Relevance:

- Make sure that the textbook and supplementary materials reproduce cultural diversity and inclusivity.
- Include content that resonates with the cultural backgrounds of the students.

10. Professional Development:

- Offer continuing professional development chances for teachers to stay knowledgeable about best practices and innovative teaching methods.
- Encourage teamwork among teachers to share insights and successful strategies for using the textbook successfully.

By applying these recommendations, educational authorities and curriculum developers able to contribute to the formation of a more

effective and attractive English language learning environment for pupils.

SUUGESTIONS FOR TURTHER STUDIES

- Extend the evaluation process to encompass other primary grades, comparing the strengths and weaknesses of English textbooks to recognize shared aims and differences in the educational resources.
- Directing evaluative studies on the "English for Iraq" curriculum in other regions.
- Examine the dynamics between teachers and pupils in the classroom about the use of the 5th Primary English textbook, evaluating communication patterns, engagement levels, and collaborative learning skills.
- Explore the effect of the 5th Primary Textbook on the language ability levels of pupils. Conduct assessments to measure the enhancement in language skills resulting from the use of the textbook.

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