

The Effectiveness of the Fifth Preparatory Grade English Textbook in Developing the Four Language Skills

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Abstract:

This research aims to evaluate the effectiveness of the English language curriculum for the fifth grade of middle school in developing and teaching the four basic language skills: listening, speaking, reading, and writing. These skills are the cornerstone of learning any foreign language, and their development is crucial to building students' language proficiency. The research stems from the importance of language as a tool for communication and thinking, and demonstrates how textbooks and educational curricula represent the primary means for achieving educational objectives and enhancing language skills. It also highlights the role of textbooks in transforming educational objectives into structured content that includes exercises, assessments, and activities. The research relied on analyzing the content of the prescribed textbook according to specific criteria, in addition to collecting data through assessment tools to measure the extent to which students achieve the four skills. The results revealed disparities in skill achievement, with some skills being more prominent than others, which calls for a review of certain aspects of the textbook's design and content. The research recommends developing textbook content to be more balanced and comprehensive, with a focus on teaching practices that integrate the various skills in an integrated manner.

Keywords : English language textbook, Fifth secondary ,Curriculum objectives Skill distribution ,Iraqi education , Humanities stream , Textbook evaluation Language teaching

فعالية كتاب اللغة الإنكليزية للصف الخامس الإعدادي في تطوير المهارات اللغوية الأربع

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المخلص:

يهدف هذا البحث إلى تقييم مدى فاعلية منهاج اللغة الإنكليزية المقرر للصف الخامس الإعدادي في تنمية وتدريب المهارات اللغوية الأربع الأساسية، وهي: الاستماع، التحدث، القراءة، والكتابة. تُعد هذه المهارات الركيزة الأساسية لتعلم أي لغة أجنبية، ويُعتمد على تطويرها لبناء المقدرة اللغوية لدى الطلاب. ينطلق البحث من أهمية اللغة كأداة للتواصل والتفكير، ويبين كيف أن الكتب الدراسية والمناهج التعليمية تمثل الوسائل الرئيسة لتحقيق الأهداف التربوية وتعزيز مهارات اللغة. كما يسلط الضوء على دور الكتاب المدرسي في تحويل الأهداف التعليمية إلى محتوى منظم يشمل التدريبات والتقويم والأنشطة. اعتمد البحث على تحليل محتوى الكتاب المقرر وفق معايير محددة، إلى جانب جمع البيانات من خلال أدوات تقييم لقياس مدى تحقق المهارات الأربع لدى الطلاب. وقد أظهرت النتائج تفاوتاً في تحقيق

المهارات، حيث برزت بعض المهارات على حساب الأخرى، مما يستدعي مراجعة بعض الجوانب في تصميم الكتاب ومحتواه. يوصي البحث بضرورة تطوير محتوى الكتاب المدرسي ليكون أكثر توازنًا وشمولية، مع التركيز على ممارسات تدريسية تدمج بين المهارات المختلفة بشكل تكاملي.

الكلمات المفتاحية: كتاب اللغة الإنجليزية، الصف الخامس الثانوي، أهداف المنهج، توزيع المهارات، التربية العراقية، فرع العلوم الإنسانية، تقييم الكتب المدرسية، تدريس اللغة

Introduction:

Language is a tool for thought and communication between individuals, Language teaching and learning programs aim to develop language skills, which are the building of knowledge related to the vocabulary that is improving daily. Curricula for teaching and learning language (objectives, content = educational activities, teaching processes, calendars) focus on the four language skills, including listening, speaking, reading and writing. The importance of teaching and learning language takes into account the continuous development of its programmes and curricula through the development of various tools.(AL sonaid :2019).

A textbook or student's book is one of the most important educational tools entrusted with the achievement of the desired educational objectives. A textbook is a tool for addressing the elements of the curriculum, particularly those related to the formulation of general and procedural educational objectives and the organization of educational experiences in a content organized according to a clear matrix, including activities, training, and remedial and assessment steps. The book is an educational resource for both student, teacher, and parent, and is increasingly important as a window for the student to learn and build knowledge associated with the material. In addition to the above, the textbook is a tool of the hidden curriculum, through which a student can acquire many values and knowledge unintentionally and without prior planning (Khodair, 2021).

The textbook is the fulcrum of basic education; it is one of the main tools in the educational process, and is entrusted with organizing content, incorporating questions, exercises and educational activities into the scientific content, and including some models, representations, teaching AIDS and teaching therapies. The textbook is the practical aspect of the general framework of the curriculum. Therefore, constant attention must be given to the development of the textbook by analyzing it in the light of new variables, since the process of analyzing the content of the textbook in the light of certain variables, including the theory of multiple intellect as a contemporary trend, is an evolutionary process, allowing for the identification and enhancement of strengths and shortcomings and their remediation (Abdul Rahman, 2022).

A contemporary concept that has emerged in educational psychology is the multiple Intelligences theory proposed by Gardner in 1983 and developed

throughout the years including 1999, 2008, and 2011, which revolutionized polar or mono theory for the classification of students on IQ and IQ. The theory was based on the premise that all students are able to learn according to IQ patterns that differ in type and degree, and that the situation teacher or leader should look for methods appropriate to the dominant IQ patterns among students or participants in different situations. This theory has been a fertile area for research and development of different perspectives on educational programs and professional development programs (Palla,2022).

Statement of the Problem:

Learning English has become important for all students, because it is important in scientific and practical life, As the universal language used in all human and scientific sciences is English, all students at all levels of education must master the language in order to be able to keep up with the global development, the teaching of English starts in the early stages of primary school and continues through the undergraduate level, but at the same time, the students are graduating from all these stages and after all these years of study are not very good at using English, A student's reading may be slow, poor, or even when he or she reads, he or she does not understand what he or she is reading, or the student may feel that he or she cannot achieve smooth reading and writing.

Although all curricula designed for the English language are aimed at developing the use of the language in all aspects and skills (listening, speaking, writing and reading), and contain activities and exercises that support these skills, learning English faces many challenges.

Aim of the Study:

The goal of evaluating the secondary English language curriculum includes several important aspects, including Improving the quality of education, the evaluation helps identify the strengths and weaknesses of the curriculum, as weel as Developing language skills, the assessment aims to measure the extent to which students have acquired basic language skills (reading, writing, listening, and speaking) and to identify areas that need reinforcement, Where this study aims to evaluate the English language curriculum for the fifth preparatory stage by analyzing the components of the curriculum and in terms of the availability and application of the four aforementioned learning skills.

Hypotheses:

The present study hypothesizes that there is no statistically significant relationship between the objectives set by the writers and the content of the textbook for fifth secondary schools.

Research Question:

The study will try to answer whether the content of the fifth secondary stage text book " English for Iraq" matches the objectives which are set the writers.

Limits of the Study:

This study is determined by the evaluation of the English language curriculum for the fifth grade preparatory for the academic year 2023-2024 in Mosul.

Significance of the Study:

Evaluating the English language syllabus is of great importance for several reasons, such as improving the quality of education, evaluation helps identify the strength and weaknesses of the English language syllabus, which improves the quality of education, as well as evaluation helps ensure that the English language syllabus is consistent with international standards for language learning and communication skills, and the evaluation process can determine whether the English language syllabus meets the needs and aspirations of students and contributes to the effective development of their skills.

Definitions of Basic Terms:

1. Evaluation

Assessment refers to a wide range of methods or tools used by teachers to assess, measure, and document academic readiness, learning progress, skills acquisition, or learning needs of students.(<http://www.edglossary.org/evaluation>)

Evaluation can also be defined as a systematic process of determining merit, value or importance.(AEA).American Evaluation Association

The evaluation was also defined by Barbara as a systematic process of collecting and analyzing all information related to a particular subject and approach to evaluating the effectiveness of that approach in a given organization. Walvoord, Barbara E.(2010).

The process of curriculum development is one of the theories with relevant pedagogical applications appropriate for the 21st century, its applications in the technological and social media, in addition to its importance in the development of the skills of the 21st century: these skills require student excellence and varied and superior abilities, consistent with the nature of the theory of multiple intelligence, which asserts that each student possesses various types of intelligence at different levels, of which a particular type may prevail. This is reflected in the need to employ this theory in the organization of scientific content, in the improvement of teaching strategies, and in the development of educational media, the theory of multiple intelligence (MI) with the concept of general intelligence has moved from the traditional monism theory (which

dominated educational systems throughout the 20th century) to the diverse holistic theory, which allows all students to learn according to their abilities and levels in multiple modes of intelligence(Richmond, 2023).

2. Curriculum :

“The curriculum is the set of planned experiences that the school provides to students, whether inside or outside the classroom, to achieve specific educational goals.” Abd al-Rahman, Adel. (2009).

3. English Language Curriculum :

“The English language curriculum is an organized framework that specifies the content of the subject, its objectives, its teaching strategies, and its methods.” Richards, J. C. (2001).

4. Listening Skill Definition 1: Listening is the process of perceiving sounds and understanding spoken messages by focusing and paying attention to the content and context of speech. Harmer, J. (2007).

Definition 2: Listening is a language skill in which sounds are received, analyzed, and interpreted with the aim of interacting with the speaker or understanding spoken content. Rost, M. (2011).

5. Speaking Skill Definition 1: Speaking is the expression of thoughts, feelings, and information using spoken language in an understandable and coherent manner. Brown, H. D. (2001).

6. Definition 2: Speaking is a productive skill that requires the use of vocabulary, grammar, and pronunciation to communicate orally in various life situations. Thornbury, S. (2005).

7. Reading Skill Definition 1: Reading is a mental process of understanding meanings from written texts, and includes recognizing words, analyzing texts, and interpreting them. Grabe, W., & Stoller, F. L. (2011).

Definition 2: Reading is a receptive skill used to extract meaning from written language, and includes both superficial and deep understanding of texts. Ur, P. (1996).

8. Writing Skill Definition 1: Writing is the process of producing organized written texts that express ideas or information in a clear and coherent manner. Tribble, C. (1996).

Definition 2: Writing is a productive skill that requires the use of grammar and the organization of ideas to create texts with a specific purpose. Richards, J. C., & Renandya, W. A. (2002).

Procedure :

In the this study work will be done in the following context:

1. Analyze English language syllabus for fifth grade " English for Iraq" by breaking it down in terms of contents into four skills (listening, reading, speaking and writing).
2. Read and observe the objectives which are set by syllabus compilation committee, and then compare whether these objectives are commensurate with content or not.

Aims of Teaching English language at the Secondary Level:

Pedagogy is the art and science of education. It is the artistic method and practice of teaching a theoretical concept or academic subject. From the perspective of science, pedagogy is the knowledge of learning and the educational strategies used in teaching. From an art perspective, pedagogy involves developing theories that have been properly learned in practice and then building huge teaching experiences. The pedagogy of secondary school teachers is aligned with conceptual knowledge and also helps them to manage the content of all educational activities, From my classroom experience, the best teaching methods should cover a student's intellectual and physical development. This holistic approach involves interactive chapters and working in smaller groups. Immediately from high school, the importance of teamwork was emphasized because no man succeeded as an island. The importance of student counselling sessions, coaching, and monitoring and evaluation of individual projects in high school teaching cannot be underestimated (Cornell, R. 1985).

High school is the gatekeeper to the university for all students. One of the main goals of education is to enable students to achieve the disciplines in which they have greater abilities so that they can pursue the careers associated with them. Teachers also advise pupils in secondary schools on their strengths and how to improve them, Teaching in secondary schools is also intended to help students learn about their interests and hobbies. The teachers then help the students turn them into strong, iconic economic and financial opportunities that will help them become independent and the founders of legendary institutions and policies. (Mounce-Penfold Ruth, David Beer, & Roger Burrows, 2011).

Learning the English language is not welcome for many learners (in secondary schools), as students considered learning the English language boring and not fun, and therefore students have low motivation outcomes and poor mastery of the given scientific material. Learners academic performance is based on their learning styles, and the results of some studies have shown that learners academic performance can be predicted by their preferred learning styles(Hasegawa, Koshino, & Ban :2015)

Previous Studies:

In fact, there are many studies about the evaluation and quality of curricula, for example,

1. Johnson,m.,&Williams,S,(2019) mentioned that quality of Educational service is a critical issue for every educational institution to deliver education, which conforms to societal requirements and strives to achieve learner satisfaction, as much research has been conducted on the subject to calculate the role and impact of particular approaches on the development of students' use of the English language.

Where this study analyzes the satisfaction of students with the quality of the educational service, perhaps in that lecture, educational program and support activities, where data from 464 students in engineering and economics were collected and analyzed, the findings showed that the students were satisfied with 3 of the 6 factors suggested, with the speaker making the most effort, followed by educational programs and training activities.

Where their study revealed a number of issues related to the current practical application of writing evaluation, one of the most prominent issues is how teachers seem ignorant of the importance of the test. In dealing with determining student achievement in particular as a criterion for assessment and student passing, in addition, teachers believe that all English language skills are worth assessment; however, when they are free to conduct their classroom assessments as a measure of passing students, the resulting assessments barely reflect the validity of the high test.

2. Yusuf Ahmad K. Alsulami (2021) “This study aimed to evaluate a textbook called Traveller 4 that is used in the second grade of secondary schools in Riyadh City, Saudi Arabia. The RESS Journal Route Educational & Social Science Journal 7 Volume 10/Issue 2, March 2023 8 Hiba Mezeil Khalaf study considered the general appearance and design, objectives, content, social and cultural contexts, tasks and activities, and usefulness for developing language skills”. “A questionnaire is employed to investigate teachers’ perspectives. The findings of this study revealed important points relating to the characteristics of a good textbook and identified strengths, weaknesses, and opportunities to modify the book .”

3.Winna and Sabarun(2023) stated in their study (The language Assessment in Teaching-Learning English), that the main purpose of the study was to provide a broad overview of the assessment of language and to identify the different forms of assessment for English. There are many different types of language assessments, including formal and informal ones, Formative, concluding, performance-based, achievement, diagnostic and grading tests, and proficiency tests Instructors can adjust their methods to better meet the needs of their students if they have a strong understanding of the objectives of different forms

of language assessment, Where teachers can foster a positive classroom climate, facilitate the development of their students' language, and enhance language learning outcomes using appropriate assessment strategies, a comprehensive language assessment curriculum ensures that students acquire the language proficiency needed to succeed in today's increasingly interconnected world. Winna,A & Sabarun (2023),

From all the above studies, the goal is to assess the strengths and weaknesses of the English language curriculum based on whether or not the curriculum is being pursued, in terms of listening, reading, writing, and speaking skills, depending on some variants of curriculum analysis, teacher opinion, motivation, and analysis, as well as methods used to collect information based on survey work, testing, motivation, or analysis, in some studies, the objectives set were compatible with the objectives of the curriculum, while in others, the vocabulary was inconsistent with the objectives.

Data Collection:

In order to evaluate the English Language Curriculum for Grade 5, there are several basic aspects to be taught which are the Curriculum, students and teachers. In our current research, we will analyze the academic curriculum for this stage of school in relation to the activities and exercises that enhance students' proficiency in the four language skills Reading, Writing, Listen and Speech. These are the goals of the curriculum.

And then the fifth grade English curriculum will be analyzed, and we'll show the objectives for this curriculum, and we'll analyze this data.

Population:

Krebs,C.J.(2008) defines population as the entire set of items or individuals of interest to be studied or analyzed, and is usually used in relation to the research sample, where it represents the entire set from which the sample is extracted, For example, if it were a research study to understand the behavior of students in a particular school, then the study community would be all of the students in that school, In the current research, the fifth grade English curriculum will be the research community.

Components of English for Iraq, 5th Preparatory

1. Student's book
2. Activity Book
3. Teacher's Book
4. Audio

The student's book offers a new language and opportunities to practice English using a wide range of reading and listening materials. Reading texts include websites, e-mails, articles, publications, reports with graphs and tables, guidebooks and advertisements. Students listen to conversations, conversations, phone calls, news materials and discussions. The topics at hand reflect the age and interest of students and are based on their knowledge and experience of the world. The student book also includes a reference section for rules and functions, providing detailed explanations and examples of language points addressed in the course, and a focus on literature.

The activity book contains motivational activities to standardize vocabulary and grammar, develop vocal awareness, and practice the four skills. Students have the opportunity to customize the language presented in the student's book, participate in communicative speech activities and perform organized writing tasks.

The Teacher's Book contains an introduction with practical tips and procedures for using the course effectively. The basic methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Copyable role-play activities are included to help develop spoken fluency. The appendices at the end of the book provide essential references for the teacher.

The Audio extract comprise recordings of all listening texts, exercises, tests and phonic work in the student's Book and activity Book.

Book Map

Listening and speaking	Reading and writing	Grammatical areas and functions	Lexical areas
UNIT 1 Culture and customs			
*listening for gist and specific information. * transferring information from listening texts to tables and forms. * listening to a poem and detecting rhyme and rhythm. * describing people's characters. * maintaining a conversation (reacting to news, showing	*identifying and recognizing the audience for a range of texts. * scanning for information . *understanding how a text is organized. * writing an information e-mail , letter and postcard. * writing a	*revision of present simple and continuous. * revision and extension present perfect simple and continuous. * question tags. * for and since with perfect tenses.	*Words to describe secular and religious festivals and celebrations. * adjectives=es to describe people . * adjective + preposition patterns.

intsrst and recent events and lifetime experiences . *describing a familiar festival or tradition.	descriptive essay (brainstorming, making notes, organizing content, writing introdactions and conclusions). * writing verses of a poem about Eid.		
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UNIT 2 The environment

*listening to identify speakers. * listening to recorded messages for specific information. * listening to identify features of spoken English, such as word stress and linking. * following a discussion involving four speakers and identifying opinions. * speaking on the telephone and leaving messages on an answerphone.	*skimming and scanning a range of texts. * iterpreting abbreviations used in text messages. * reading instructions .* * interpreting pia charts, bar graphs and tabels. * reading and writing advertisments. * creating a set of instructions. * writing an informal letter desribing an incident. * completing short reports describing charts, graphs and tabels.	*giving instructions (imperatives and zero conditionals). * using so and such with adjectives and noun phrase. * making dedctions about past events with model verbs (might, must and can not).	*compound nouns and phrasal verbs connected to communication and technology(e.g. laptop computer, text massage, washing machine, plug in, turn on). * words for describing machines and technology. * words used in written instructions . * linking words and phases . * phrases for telephoning. * phrases for taking part in a discussion.
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Listening and speaking	Reading and writing	Grammatical areas and functions	Lexical areas
UNIT 3 The Enviroment			
* coping with difficult listning texts by focusing on gist. * listening and taking	*improving exam reading techniques: identifying and locating relevant	* adjective order (for two or more adjectives). * first conditional.	*words to describe environmental problems, such as threats to



notes or completing tables. * describing pictures of animales, places and people. *producing correct intonation in conditional sentences. * taking part in discussions. * describing a process using a flow chart. * making and responding to offers and suggestions. * checking information by asking questions, paraphrasing and asking for confirmation. * pronouncing contracted forms in sentences.	information . * interpreting a flow chart. * identifying points and opinions in formal letters. * dealing with texts about unfamiliar topics (using scanning techniques, features like headlines and and pictures and guessing the meaning of words from context). * reading and producing a poster to persuade readers. * writing a description of a place . * planning and writing a discursive essay (including brainstorming, planning and developing an argument).	* making predections about the future. * making offers with shall and would you like me(+infinitive).	endangered species, recycling , types of pollution and ways to reduce it (e.g.,features to make cars 'green'). * look vs look like . * verbs with the prefix re (e.g. reuse, recharch, replay). * phrases for structuring a discursive essay and contrasting ideas. * adverbs and verbs to express degrees of certainty (certainly, definitely, expect).
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UNIT 4 Review

Revision and practice of skills, grammar and lexis from Units 1 to 3

Listening and speaking	Reading and writing	Grammatical areas and functions	Lexical areas
UNIT 5 Food and Drink			
*Listening for and writing advice.	*reading and completing an	* can't/mustn't/shouldn't/	*words for food and drink, cooking



*Listening for details to label digrams. *Listening for pronunciation . *Talking about food preferences. *Talking about things one has to/had to do. *asking for and giving advice and opinions. * asking and answering questions about imagined situations. *expressing past and present wishes and regrets.	essay about eating habits. *reading for gist to choose a headline, to match missing questions to an interview and to put main points in order. *reading a narrative for gist and detail . *writing an essay about own eating habits. *writing personal answers to questions about imagined situations. *writing quiz questions , a dialuqe and summaries . * writing letters of thanks and of complaint.	to express prohibition. * must/haveto to express obligation and necessity. * second conditional to talk about imagined situations. * I wish / if only to express present and future wishes and regrets. * should/had better / If I were you, I'd ...and imperative to express advice.	utensils and ways food is cooked. * container words and collocations relating to food. * adjectives to describe food . * words connected to helth and fitness. * compound nouns.
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UNIT 6 The media

*identifying recorded TV programs. *listening to a varity of texts for gist and detail and taking notes. *listening for polite and impolite ways of interrupting . *listening for and practising intonation in yas/no and wh-questions *discussing tv	*choosing the best headlines * choosing the best headlines for newspaper articles * comparing the opinions of a film in a review and a recorded trailer * reading an	*reported speech *revision of Wh- and Yes/No questions. * revision of countable and non-countable nouns. *adverbs/adverbial phrases. expressing result and reason.	*types of TV programmes and film. * words connected with newspapers, films, TV, art. *formal and informal expressions. *language for expressing different functions.
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preferences *interviewing two people about the same event and reporting findings *doing information gap activities *planning a class magazine	interview for detail and adding further questions * reading and discussing information on how to start a class magazine * studying some features of formal and informal language * reporting interview results in writing * writing headlines and a newspaper article. * writing articles for a class magazine.	* revision of punctuation.	
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UNIT 7 The media			
*completing short spoken descriptions with appropriate adjectives * listening to an interview for detail to correct mistakes on a form *identifying emotions of speakers and intonation * identifying ways of expressing concern, sympathy, apology, explanation *making up	* reading a variety of texts for detail and language. * scanning a tourist brochure for information. *distinguishing facts and opinions in newspaper articles. * completing	*passive forms. * defining relative clauses. * prefixes and suffixes: re, im, in, un, -less, -ful. *get/have something done.	*words connected to holidays *adjectives describing feelings * words in common advertisements * words used in application forms. *words connected



dialogues expressing concern and sympathy and offering advice *reading aloud following a model * role-playing a dialogue between a travel agent and a customer *describing a game *making up dialogues expressing different emotions *interviewing someone for a job	application forms * adding interesting details to an outline story * writing a description of a favourite TV show. * designing a form to be used for interviewing someone. *adding opinions to short articles writing dialogues and a story.	to TV games and sports reports. * informal/formal and functional expressions.
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Data Analysis:

Listening rates in units

Unit	Listening rates
First	30.6%
Second	22.7%
Thiard	36%
Fourth	32%
Fifth	32%
Sixth	34.5%

Listening Analysis:

1. The highest listening percentage was in Unit Three (36%), indicating a significant focus on listening in this unit.
2. The lowest listening percentage was in Unit Two (22.7%), indicating a greater focus on other skills in this unit.
3. The approximate average listening skill across the book was approximately 31.3%.



Reading rates in units

Units	Reading
First	31.6%
Second	36.4%
Thiard	28%
Fourth	28%
Fifth	32%
Sixth	31%

Reading Analysis:

1. The highest focus on reading was in Unit Two (36.4%), indicating the presence of extensive reading texts or activities in this unit.
2. The lowest focus on reading was in Units Three and Four (28%), indicating that other skills were emphasized in these units.
3. The approximate average reading skill across the book was approximately 31.2%.

Grammar rates in units

Units	Grammar
First	21.1%
Second	13.6%
Thiard	16%
Fourth	20%
Fifth	20%
Sixth	13.8%

Grammar Analysis:

1. The highest emphasis on grammar was in Unit 1 (21.1%), followed by Units 4 and 5 (20%).
2. The lowest emphasis on grammar was in Unit 2 (13.6%), indicating that emphasis was placed on other skills.
3. The approximate average for grammar skills across the book was approximately 17.4%.

Lexical rates in units

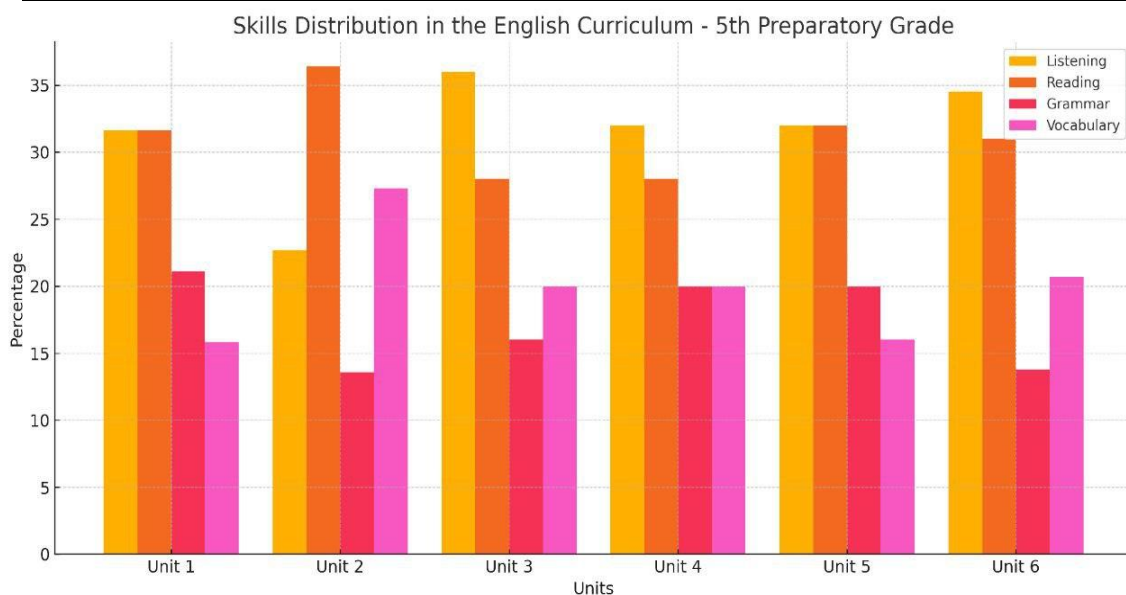
Units	Lexical
First	15.8%
Second	27.3%
Thiard	20%
Fourth	20%
Fifth	16%
Sixth	20.7%

Vocabulary Analysis:

1. The highest percentage of vocabulary was in Unit Two (27.3%), indicating a significant focus on vocabulary expansion in this unit.
2. The lowest percentage of vocabulary was in Unit One (15.8%), indicating a lesser focus on vocabulary in this unit.
3. The approximate average vocabulary proficiency across the book was approximately 20%.

Skills Distribution in all Units

Unit	Listening and speaking	Reading	Grammer	Lexical
First Unit	31.6%	31.6%	21.1%	15.8%
Second Unit	22.7%	36.4%	13.6%	27.3%
Third Unit	36%	28%	16%	20%
Forth Unit	32%	28%	20%	20%
Fifth Unit	32%	32%	20%	16%
Sixth Unit	34.5%	31%	13.8%	20.7%



General Analysis:

An analysis of the content of the fifth grade English textbook shows that the curriculum focuses evenly on auditory and visual comprehension skills, with an average of 31.3% listening skills and 31.2% reading skills, indicating a clear trend towards enhancing the comprehension and reception skills of the student. In contrast, the skill of grammar obtained an average of 17.4%, which is an indicator that the curriculum does not treat grammar separately and intensively, but rather integrates it within educational contexts. Lexical vocabulary accounted for 20% of the content, Concentration varied between units, with a particular interest in vocabulary appearing in the second unit at 27.3%. Based on

these ratios, it can be argued that the curriculum seeks to develop a student's overall language proficiency by first focusing on understanding, and then building the ability to use correct language by supporting grammar and vocabulary within an integrated communicative framework.

From the above results, we can say the following:

1. Lack of balance in skills, The distribution of skills is not equal, which indicates a flaw in the structural design of the curriculum.
2. Focus on communication skills, There is a noticeable greater focus on oral and reading skills, which is in line with modern trends in language teaching, but without neglecting.
3. The impact of distribution on learning outcomes:
Inequalities in the distribution of skills can negatively affect the balance in learning outcomes. The student is reading and listening more without sufficient grammar and vocabulary and may show impairments in accurate written and verbal performance.

The results of an analysis of skills distribution in Grade 5 English showed significant disparity between targeted skills (listening and speaking, reading, grammar, and vocabulary) across the classroom. There was no clear balance or match between the skill ratios and the expected learning goals. Statistical analysis has shown significant differences between the objectives defined by the curriculum authors and the actual content of the modules. Consequently, the null hypothesis that there are no statistically significant differences is rejected, and it is concluded that there is inconsistency between objectives and content in this approach.

"There is no statistically significant relationship between the goals set by the authors and the content of the English language book for the middle grade.

Compared to the hypothesis: If the educational objectives set by the authors stipulate a balanced or specific distribution of the four skills, then this clear disparity in proportions indicates that

Conclusion: Yes, the results support the hypothesis that there is no statistically significant relationship between objectives and content, as: there is no balanced distribution of skills.

Some skills, such as grammar and lexical, receive less or uneven attention. This indicates a lack of consistency between theoretical objectives and practical application in the book.

Based on the general objectives of English at the secondary level, which focus on developing students' listening, speaking, reading and grammar skills through

interactive group based learning, analysis of the content of the textbook shows partial congruence with these objectives.

The textbook shows a varied focus across modules, with some modules lacking sufficient focus on vocabulary or grammar. This suggests that while content addresses basic language skills, the distribution is inconsistent and may not fully support the overall development envisaged by curriculum goals.

Conclusion:

The analysis of the skills distribution across the six units of the fifth secondary English textbook revealed a noticeable imbalance. Listening and speaking skills dominate in some units, while grammar and lexical items receive limited focus in others. These inconsistencies suggest a lack of alignment between the authors' stated objectives and the actual content. Therefore, the hypothesis stating that there is no statistically significant relationship between the textbook's objectives and its content has been supported. This calls for a review of textbook design practices to ensure better consistency with curriculum goals and more balanced language skill development for students.

Recommendations:

1. Review the educational objectives set by curriculum authors and ensure their consistency with the content of the study units and the distribution of skills.
2. Redistribute language skills in a balanced manner across units, so that one skill is not emphasized at the expense of another, to ensure the comprehensiveness of the educational process.
3. Involve English teachers in the curriculum development process, given their practical experience in teaching skills and identifying student priorities and needs.
4. Provide professional training for teachers on how to use the curriculum effectively and cover skills that may be underrepresented in the book.
5. Undertake future studies on other curricula at different levels of study to verify the overall compatibility of objectives and content in the educational system.

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