

# A CONTENT ANALYSIS ON 4TH PRIMARY CLASS ENGLISH FOR IRAQ TEXTBOOK

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**ABSTRACT---***The current study analyzes and evaluates the English textbook entitled (English for Iraq 4<sup>th</sup> class). This study aims at knowing how much (English for Iraq 4<sup>th</sup> class) a textbook used in the primary schools in Iraq has achieved the requirements of good EFL textbook criteria. The design of the study is a descriptive-evaluative. The procedures and steps started by collecting the data and information multiple sources and analyzing them based on EFL evaluation criteria, then these criteria are designed in a checklist to know how much each item achieves of a good EFL textbook and concluding the results of the analysis in the form of percentage. Finally, the results show that 83 of the textbook has achieved the criteria of a good EFL textbook that is highly classified as approximately relevant and suitable to be a good EFL textbook criteria.*

**Keywords---** *A Content Analysis on 4th Primary Class English for Iraq Textbook*

## I. INTRODUCTION

English language teaching textbooks are considered one of the most factors in teaching-learning process in the English language for learners in the classroom. Therefore, we need to design textbooks are suitable for the levels and needs of learners. Pingel (2009:7) states that textbooks are one of the most important educational inputs: texts reflects basic ideas about a national culture and are often a flash point of cultural struggle and controversy. Okeeffe (2013:1) (13) mentions that textbooks are widely accepted feature of classroom worldwide and are important vehicles for the promotion of curricula. Consequently their content and structure are very important for the promotion of a specific vision of curriculum. Keban, Muhtar and Zen (2012 :1) (3) add that in some situations, textbook serve as the basis for many languages inputs that learners receive the language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the learners take part in. They should also the resource books for ideas and instructional activities as well as giving teachers' rationales for what they do. In addition, materials should be suitable with learners needs. Consequently, the textbooks which have to be used and taught in Iraq for teaching English language must meet the learners' needs.

The problem of this study is (How much does the English textbook: English for Iraq 4<sup>th</sup> class, textbook used in primary schools in Iraq achieves the requirements of a good EFL textbook?). The problem is divided into some secondary problems: How much the English textbook achieves the requirements of a good EFL textbook criteria in terms of the (1) objectives ;(2) design and organization ; (3) language skills; (4) language content ; (5) topic ; (6) practical consideration?.

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Therefore, we can conclude from the six problems mentioned above that the current study aims to find out how much the English textbook for Iraq 4<sup>th</sup> class, textbook used in primary schools in Iraq achieves the requirements of a good EFL textbook (5, 10) .

The results of current study can give several useful information:(1) to help the teacher to evaluate whether the specified materials have matched with the learners needs or not, therefore they can give some decisions to enhance the learners ability for the future;(2) to benefit the education ministry in Iraq in developing English materials for learners ;(3) to give books designers some useful information in order to help in developing the new English textbook;(4) to provide the future researchers about information of how selecting the suitable materials for learners.

## **II. THE ROLE OF TEXTBOOK IN ENGLISH LANGUAGE TEACHING**

As we mentioned before, a textbook is an important source that can help in supporting the teaching learning process to attain the learning objectives. Muafaq (2015: 2) (14) states that the basis of TEFL curriculum in Iraq focuses on the four skills, which are: listening, speaking, reading and writing that should be considered in the designing the textbook. Klimczak and Pawlak (2005:107) (4) mentioned that a textbooks have a central role in English language teaching overall. Textbooks determine a major part of classroom teaching.

For both teachers and learners, the textbook provides a map that lays out the general content of lessons and a sense of structure that gives coherence to individual lessons as well as to an entire course. Also, teachers can use textbooks as their primary teaching resource. The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. In other situations the textbook may serve primarily to supplement the teacher's instruction. A textbook can give learners a sense of independence, which reliance on daily or weekly teacher-prepared lesson handouts does not provide (1).

## **III. EVALUATION OF TEXTBOOK**

Stufflebean and Zhang (2017:1) defines an evaluation is essential to effective programming in all sectors of society. is part of every discipline and of the wide range of service areas.

There are three types of materials evaluation: pre-use evaluation, in-use evaluation and post-use evaluation. Pre-use evaluation is when there are no actual experience of using the book for teachers to draw on. in-use evaluation refers to textbook evaluation whilst the materials are in use. Post-use evaluation provides retrospective assessment of textbooks performance and can be useful for identifying strength and weaknesses which emerge over a period of continuous use (2).

## **IV. CONTENT ANALYSIS**

Krippendorff (2013:1) (6) says that content analysis is an analysis of the manifest and latent content of a body of communicated material through classification, tabulation and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect.

Neuendorfe (2017:1) (12) states that content analysis is one of the most popular and rapidly expanding techniques for quantitative research. This method is considered as a tool used to the material or data and educational research as well (11, 13).

## V. METHOD

The current study was designed as descriptive evaluative content analysis. Monsen and Horn (2008:5) states that descriptive research is an effectively way to obtain information used in devising hypotheses and proposing associations. This research analyses and evaluates the English textbook which had been published by Ministry of Education in Iraq. The aim of this research is to evaluate and analyze the results of the evaluation. The main source of data was (English for Iraq 4<sup>th</sup> class) a textbook is used in primary schools in Iraq. The author of the textbook was Sarah Macburnie and published by Garnet publishing Ltd, since 2016. The textbook is designed for the fourth Class. In this stage, pupils are prepared to learn a higher level so the materials should be effective (7-9).

In collecting data, the tools used as follows: (1) the researcher himself as tool for collecting data from the English teachers through interview ;(2) the checklist was designed by the researcher to analyze the English textbook based on Cunningsworth and Lilts' theory. The steps followed for collecting data were as follows: (1) evaluating the textbook (English for Iraq 4<sup>th</sup> class) ;(2) overviewing the content of the textbook to see the general idea of the book ;(3) analyzing the content of the textbook based on EFL textbook evaluation criteria (checklist);(4) collecting additional information about the textbook from interviewing the 4<sup>th</sup> class English teachers.

The procedures followed for analyzing the data were ( 1) analyzing the data according to EFL evaluation criteria to find out how much each item of the checklist achieved the requirements of a good EFL textbook criteria by dividing the total score ;(2) matching the results of findings with the data collected from the teacher;( 3) finding out how much each item of the criteria achieved the requirements of a good EFL textbook criteria ;(4) concluding the results of the analysis in the form percentage which is called the level of suitability. The percentage shows whether the textbook is barely relevant, slightly relevant, adequately relevant and approximately relevant or completely relevant. (Yadoleksono: 1999:15)

## VI. FINDINGS

The current study presented six problems which have analyzed based on EFL evaluation criteria (checklist).These criteria as follows:

### *VI.1. Objective*

The findings showed of the objective variable that the highest score of this variable was 91 and it was classified into excellent (see table 1). The objectives of the textbook were systematically organized. There were eight units in the pupil's book and each unit had lessons about different topics. Each lesson concluded objectives, activities and materials in the teacher's book to help the teacher to learn the pupils.

The other score of the objective variable was 88 and it was classified into excellent (see table 1). The textbook allowed with different teaching and learning styles. These styles included activities for the basic skills in teaching and learning English language such as stories, songs, rhymes, games, conversations and puzzles, etc.

The next score of this variable was 80 and it was classified into excellent (see table 1). The aims of the textbook were highly and closely corresponded with the aims of teaching curriculum. The aims were specified and written in points in the teacher's book in order to see whether they have achieved or not.

The last score of the objective variable was 70 and it was classified into good (see table 1). The materials objectives were clear for teachers who especially have gone to the training course in Beirut. The materials topics were about friends, sport, school, places, numbers, days of week ,etc.

**Table 1:** objective

No	The checklist items	Score range			
		Poor	Fair	Good	Excellent
		0-25	26-50	51-70	76-100
1.	The aims of the textbook correspond closely with the aims of teaching curriculum				80
2.	The materials objectives are apparent to both the teachers and pupils			70	
3.	The objectives are systematically organized				91
4.	The textbooks allow different teaching and learning styles				88
Total score		329			
Final score for objective		82			

**VI.2. Design and Organization**

The scores of the design and organization variable were all classified into excellent. The highest score was 95 (see table 2). The layout and design of the textbook were clear and appropriate. The pictures of the textbook were colorful and the cover of the textbook contained a picture for children.

The next score was 89 (see table 2) and it was about the topics and skills organization variable. The topics and skills of the textbook were organized systematically and effectively to the pupils. The topics were different and suitable with the learners' needs and levels. Also, the skills were organized (listening, speaking, reading and writing) to be effective in teaching the English language for the pupils.

Also, the score of the textbook guidance was 90. The textbook was accompanied with teacher's book that guide and help the teachers of how the textbook can be used. The teacher's book contained aims, objectives, plans, instructions and procedures of how teaching the lessons for pupils in the activity and pupil's book.

In addition, the textbook was accompanied with other teaching and learning materials and the score of this item was 76. The materials companied (pupil's book, activity book, teacher's book, word cards, audio and posters) that helps in the teaching process for pupils.

The last score was 95 and it was about the revision units and vocabulary list (your dictionary) .There was two units for revision, each unit was revision for the three previous units. The vocabulary list (your dictionary) was available in the end of the pupil's book.

**Table 2:** Design and organization

No	The checklist items	Score range			
		Poor	Fair	Good	Excellent
		0-25	26-50	51-75	76-100
1.	The layout and design (in terms of pictures, color) is appropriate and clear.				95
2.	The textbooks are organized effectively (e.g. according to topics and skills.etc)				89
3.	The textbook contain guidance about how the textbook can be used .				90
4.	The textbooks is accompanied with other teaching learning materials (workbook, cassettes, and cd ).				76
5.	There was review section and vocabulary list or glossaries are included				95
Total score		445			
Final score for objective		89			

### **VI.3. Language Skills**

The findings showed that the score of the integrated and balanced skills variable was 74 and it was classified into good. The score of suitability of listening materials was 70 and it was classified into good .The textbook included many exercises with audio records to help the pupils in pronouncing the words correctly such as conversations or monologues.

Also, the score of suitability of speaking materials was 85.The textbook contained varied and different exercises of speaking skill that help the pupils to speak some sentences and words in English language such as ask and answer, name objects, talk about likes and dislikes, group work and pair work activities, playing games, songs and rhymes, short conversation questions and talking about pictures and topics.

In addition, the suitability of reading materials could be classified into excellent since the score was 80.The reading activities in this stage gives progress from recognition of single words and short phrases to global comprehension of short descriptions, sets of instructions, conversations and picture stories.

The last skill was writing and the score of suitability of writing materials was 77 and it was classified into excellent .The writing activities focused on forming the letters correctly, placing the letters on lines, leaving space between words such as write about yourself, trace, rewrite, rearrange and complete .The three previous classes before this class gave the writing skill less importance so we need to focus more on the writing skill.

**Table 3:** language skills

No	The checklist items	Score range			
		Poor	Fair	Good	Excellent
		0-25	26-50	51-75	76-100
1.	All language skills (reading, writing, listening, speaking) balanced and integrated within each unit.				74
2.	Suitability of listening skills to young learners.				70
3.	Suitability of speaking skills to young learners .				85
4.	The reading passages are sufficient and suitable with young learners (level ability )				80
5.	Writing activities are suitable with young learners level				77
Total score		386			
Final score for objective		77			

**VI.4. Language Content**

The highest score was about the language used. It was 80 and it classified into excellent. The textbook used a language in real life. The vocabularies were connected with the pupil's life and their needs with pictures for each vocabulary in the textbook.

The following score was about the grammar items. It was 71 and it was classified into good .In this grade the textbook provides the pupils with opportunities to use the grammar item in real situations to help them to acquire the grammar items.

The last score was 76. It was about the vocabulary items and it classified into excellent .These vocabularies were authentic and they were given through contextual based topics as well as there was picture for each vocabulary.

**Table 4:** language content

No	The checklist items	Score range			
		Poor	Fair	Good	Excellent
		0-25	26-50	51-75	76-100
1.	The language used in the textbook is authentic-i.e. like real life English.				80
2.	The grammar items are appropriate to the young learners				71
3.	The vocabulary items are appropriate to the young learners				76
Total score		227			
Final score for objective		76			

**VI.5. Topic**

The scores of the topic variable were all classified into excellent. The highest score of this variable was 90 and it was about the variety of the topics in the textbook. The topics were varied and different. They were about friends, school, sport, game, food, drink and days of weeks, etc.

The other score was 87 and it was about whether the topics were interesting, challenging and motivating for the learners needs. The topics supported the activities that help the pupils to challenge and motivate such as songs, games, puzzles and stories.

The last score was 85 and it was about whether the topics were relevant to the pupils needs. Since the topics were about friends, school, games, sports and stories , they could be highly relevant.

**Table 5:** topic

No	The checklist items	Score range			
		Poor	Fair	Good	Excellent
		0-25	26-50	51-75	76-100
1.	The topics of the textbook are relevant to the pupils needs as English language learners				85
2.	The topics of the textbook are interesting, challenging and motivating				87
3.	There is sufficient variety in the topics of the textbook				90
Total score		262			
Final score for objective		87			

**VI.6. Practical Consideration**

The highest score of the practical consideration variable was 91. This score was classified into excellent and it was about the price of the textbook. The textbook was available for all the pupils and teachers freely.

The following score was about the textbook publication and accessibility. It was 90 and it was classified into excellent.

Also, the last score of this variable was about whether the book was strong and long lasting. It was 84 and it was classified into excellent. The cover of book was hard. The papers were in a good quality with colorful pictures. The font size was good and standard.

**Table 6:** practical considerations

No	The checklist items	Score range			
		Poor	Fair	Good	Excellent

		0-25	26-50	51-75	76-100
1.	The price of the textbook is reasonable				91
2.	The textbook is recent publication and easily accessible				90
3.	The book is strong and long-lasting				84
Total score		265			
Final score for objective		88			

## VII. DISCUSSION

### VII.1. Objective

The findings showed that the total score of objective variable is 82. The items of the objective variable displayed by the book (English for Iraq 4<sup>th</sup> class) in primary schools gave the general idea about what the pupils have been taught. The general objectives of teaching English language in primary schools are to (1) engage pupils in learning the language ;(2) give the pupils the confidence to participate ;(3) provide pupils the opportunities to communicate in English language ;( 4) enable the pupils to identify and name objects ;( 5) exposure the pupils to longer sentences ;(6) practice and develop the pupils confidence and competence in write and spelling ;(7) build the pupils on basic reading skills using phonics and whole-word recognition. The objectives of this textbook were apparent for teachers and pupils because the presences of the objectives make teachers and pupils know what they are going to learn. The objectives were clear and organized systematically. The textbook was varied with teaching and learning styles. However, some of teachers need training courses in textbook to be more ability to teach the pupils.

Therefore, based on the explanation above, the objectives were highly matched with the objectives in English language teaching curriculum.

### VII.2. Design and organization

The total score of design and organization variable is 89. The layout and design of the book are appropriate and clear. The textbook is organized according to topics and skills exception there are some difficult topics to the level of the pupils. The textbook was accompanied with teacher's book to guide the teachers of how it can be used. Also the textbook is accompanied with word cards, audio records. There were some of teachers did not received these materials especially teachers book, word cards, posters and audio records. The revision units were two and the vocabulary list were included in the textbook.

### VII.3. Language Skills

The fulfillment of language skills variable is 77. The textbook presented as formulas chunks that children use to their daily needs and to express likes and interests, talk about family, friends, daily activities, school, etc. The textbook included the four English skills in teaching and learning the English language (listening, speaking, reading and writing). The listening skill was appropriate to the learners level because it included a variety of listening activities such as and there was available and for each activity



The speaking skill was generally good for learns level. the textbook contained many activities that encourage and help the pupils to communicate such as ask and answer name the objects play roles, change roles , use prepositions of movement etc. but there was a problem with the time of each lesson that not enough for completing all the activities.the reading skill activities in the textbook gives progress from recognition of single words and short phrases to global comprehension of short descriptions ,sets of instructions , conversations and picture stories. The reading texts included words, phrases and sentences, instructing, conversation, short description, short stories with extensive visuals.

The Writing skill activities in the textbook learn the pupils to deal with the mechanics of writing reasonably well. The activities of writing skill included to focus the pupils to form and position their letters and words correctly. The problem of this textbook did not focus greatly on the writing skill. The writing skill needs more than these activities especially that the copybooks did not allow using in the class. There are big numbers in one class with little time as well as there are not instruments for teaching the pupils such as cassette for listening to audio records.

#### ***VII.4. Language Content***

The total score of language content variable is 76. In general, the textbook presented language as formulaic chunks that pupils use to communicate their daily needs and to express likes and interests, talk about family, friends, daily activities, school, etc.

Therefore, the language content of the textbook presented varied vocabularies and topics that were suitable and attractive for the pupils needs.

#### ***VII.5. Topic***

The fulfillment of topics variable is 87. The topics of the textbook were highly relevant with the pupil's learners needs. They presented teaching situations in real life, a good opportunity for acquiring new vocabularies and short sentences in English language. Also they were attractive, interesting, motivating and challenging for the pupil's minds.

#### ***VII.6. Practical Considerations***

The fulfillment of practiced considerations is 88. The practical considerations of the textbook were highly corresponded with the criteria of a good textbook. The books were free for the pupils and teachers. Also they were strong and practical for teaching and learning process. The cover was hard and the papers were standard with colorful pictures. The textbook was distributed by ministry of education in Iraq and the schools gave them to the pupils and teachers. There were some schools did not receive enough books and also it received in late time of the study year.

## VIII. CONCLUSION

The current study presented six specific problems to be analyzed and evaluated. The findings and discussions showed that 82 of the books achieved the requirements of a good EFL textbook in terms of objective ; 89 of the books achieved the requirements of a good EFL textbook in terms of design and organization ; 77 of the books achieved the requirements of a good EFL textbook in terms of skills ; 76 of the books achieved the requirements of a good EFL textbook in terms of language content; 87 of the books achieved the requirements of a good EFL textbook in terms of topics ; 88 of the books achieved the requirements of a good EFL textbook in terms of practical considerations.

It can conclude from the findings and discussions that the textbook (English for Iraq 4<sup>th</sup> class) used in the primary schools in Iraq was highly relevant with EFL textbook evaluation criteria that can be seen from the suitability of (English for Iraq 4<sup>th</sup> class) that was 83. It means that the textbook (English for Iraq) can be used from the teachers to the pupils in the primary school in teaching-learning process also the textbook needs to some improvements in terms of writing skill teaching material and special classes for teaching English language .

## IX. SUGGESTIONS

The current study showed results that can provide designers and teachers of the textbook information and suggestions to develop the textbook in Iraq.

1. Teachers need more teaching course to develop the textbook can be used and taught for pupils.
2. Textbook needs developing in some aspects such writing and listening.
3. Teaching the English language needs special classes that can be provided with teaching materials such instruments for listening and watching the audio and video records for topics in the textbook.
4. The textbook should be accompanied with other teaching learning media such as cassettes, words cards, audio records and posters.
5. The four skills should be balanced and integrated each other.
6. The numbers of pupils should be less in the class in order to be the activates more effective and the time of the lesson is not enough for completing the topics.
7. Putting tests for the pupils to encourage them to study hard because if there are no tests that make them less active and neglects the English lesson.
8. Giving the researchers who want to conduct studies in the textbook evaluation some information in adapting textbook criteria and also the researchers expect this study can be reference who conduct studies.

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