EVALUATION OF THE ENGLISH FOR IRAQ 5TH GRADE PRIMARY TEXTBOOK: FROM THE PERCEPTIONS OF TEACHERS AND STUDENTS

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EVALUATION OF THE ENGLISH FOR IRAQ 5TH GRADE PRIMARY TEXTBOOK: FROM THE PERCEPTIONS OF TEACHERS AND STUDENTS

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

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This study aimed to evaluate the English for Iraq 5th Primary textbook used as teaching material for fifth-grade students in Iraq. Notably, the textbook was assessed based on the perceptions of teachers and students in terms of general effectiveness as teaching material, and also find out whether it promotes autonomous learning in 5th grade English classrooms. The participants were 80 Iraqi students and 40 English teachers from 7 different private schools in Istanbul, Turkey. The data were collected through scales and semi-structured interviews. The findings revealed that the teachers and students generally have positive views about the textbook related to its appearance and objectives. However, both groups stated that they faced some challenges regarding the focus of grammar and vocabulary, the difficulty level of the activities, and the use of the textbook as an independent reference. Based on these findings, the study offers some pedagogical implications and recommendations to be addressed while deciding on the textbook and materials to be used in 5th grade Iraqi EFL classrooms for the following academic year.

Keywords: Textbook Evaluation, Autonomous Learning, Teachers' Perceptions, Students' Perceptions, English as a Foreign Language (EFL)

ÖZ

IRAK 5. İLKÖĞRETİM DERS KİTABI İÇİN İNGİLİZCE DEĞERLENDİRMESİ: ÖĞRETMENLER VE ÖĞRENCİLERİN ALANLARINDAN

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Bu çalışmanın amacı, Irak'taki beşinci sınıf öğrencilerinin öğretim materyali olarak kullanılan Irak 5. İngilizcesi İlköğretim ders kitabını değerlendirmektir. Özellikle, ders kitabı öğretmenlerin ve öğrencilerin genel olarak etkinlik materyali açısından algıları temel alınarak değerlendirilmiş ve ayrıca beşinci sınıf İngilizce derslerinde özerk öğrenmeyi teşvik edip etmediği tespit edilmiştir. Katılımcılar İstanbul'da 7 farklı özel okuldan 80 Iraklı öğrenci ve 40 İngilizce öğretmeni katildi. Veriler ölçekler ve yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Bulgular öğretmenlerin ve öğrencilerin genel olarak ders kitabı ve görünümleri ve amaçları ile ilgili olumlu görüşlere sahip olduğunu ortaya koymuştur. Fakat, her iki grup da gramer ve kelime bilgisine odaklanma, faaliyetlerin zorluk seviyesi ve ders kitabının bağımsız bir referans olarak kullanılması konusunda bazı zorluklarla karşılaştıklarını belirtti. Bu bulgulara dayanarak çalışma, sonraki akademik yıl için 5. sınıf Irak EFL derslerinde ders kitabı ve materyallere karar verirken ele alınacak bazı pedagojik uygulamalar ve öneriler sunmaktadır.

Anahtar Kelimeler : Ders Kitabı Değerlendirmesi, Özerk Öğrenme, Öğretmen Algıları, Öğrencilerin Algıları, Yabancı Dil Olarak İngilizce Eğitimi

To My Grandfather Soul, To My Parents

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Chapter 1

Introduction

This chapter demonstrates the background of textbook analysis, particularly an English textbook designed for 5th-grade Iraqi students. It briefly states the theoretical framework of textbook evaluation and then, introduces a problem statement, the purpose of the study, research questions, and the study's significance for teachers and students of English. Finally, the key terms are concisely defined at the end of this chapter.

1.1 Overview

According to Richards (1998), most teachers consider the textbook as the primary source of ideas for teaching. Besides, teachers believe that teaching and learning can be accomplished through textbooks written by specialists. Thus, the prevailing attitude of most teachers is to focus their attention primarily on textbooks, defying other materials for language learning such as other printed sources, language laboratory facilities, videos, CDs, television and songs. This may also be because a book still is the most easily affordable learning material available and it does not rely for its use on any engine or electrical equipment.

For the last decade, the Iraqi Ministry of Education has been trying to enhance the English teaching and learning process, and it has taken into consideration all the latest changes in language teaching approaches and methods. Mahmood (2006) mentions that English textbooks in Iraq have been the center of attention for the Ministry, which presented and implemented the English for Iraq series in the 2013-2014 academic year and has continued updating each one of those textbooks every year. This series has adopted the communicative language teaching approach (CLTA), which is, as Richards and Rodgers (2001) state: "an approach and a method that aims to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (p.155).

1.2 Statement of the Problem

The rationale behind selecting “textbook analysis” as a topic lies in the struggle that the researcher, like many other teachers, experienced during her last 3 years of teaching using the textbook, which is well-intentioned to be explicitly analyzed in terms of its autonomous learning promoting and generally in terms of how students and educators perceive it.

McGrath (2006) states that “coursebooks tend to dictate what is taught, in what order, and to some extent, how and what learners learn." Teachers regularly give a lot of class time to reading from and using the textbook; it is an essential resource for them in encouraging students to learn multifariousness of subjects (p.171).

Garinger (2002) points out that a textbook can assist teachers in different ways: as a primary material, as supplementary material, as an innovation-stimulating factor for classroom activities and even as the curriculum itself. Thus, the textbook is considered the most significant aspect of teaching, which, in turn, evaluates course books significantly crucial for the future success of educational programs.

Above all, the reason that motivates the researcher to evaluate the textbook entitled English for Iraq 5th Primary is the importance of putting this textbook under close investigation, since it is the only way that parents, teachers, and students will make sure of its validity and reliability for learning English.

In addition, as this is a compulsory textbook assigned by the Ministry of Education to be used for teaching the English language in 5th grades at all public schools in Iraq. However, the effectiveness of this book has not been evaluated yet. Therefore, the aim of this thesis is to investigate how effective this textbook is in terms of the development of language proficiency and learner autonomy in 5th grade EFL classrooms.

1.3 Purpose of the Study

This study aims to evaluate the 5th-grade textbook entitled *English for Iraq 5th Primary* textbook from English teachers’ and learners' point of view and to

examine whether this textbook promotes learner autonomy or not. Besides, the study attempts to highlight the challenges faced by students to become autonomous learners and the challenges faced by teachers to support and encourage independent learning while learning and teaching *English for Iraq 5th Primary* textbook.

1.4 Research Questions

The study addressed the following research questions:

1. What are the overall perceptions of teachers and students about teaching and learning English using *English for Iraq 5th Primary* textbook?

2. What are the overall perceptions of the teachers and students about using *English for Iraq 5th Primary* textbook to promote learner autonomy?

3. What are the challenges that teachers and students experience while teaching and learning English using *English for Iraq 5th Primary* textbook?

1.5 Significance of the Study

Textbooks are the primary resource for both teachers and learners (Gak, 2011). They are not just considered an outline for teachers that aid in accomplishing their goals, but they also have a crucial role in guiding the teacher on how to conduct each lesson. On the other hand, they affect learners' attitudes and performance in lessons over the whole semester. It is a well-known fact that when learners like the textbook, they will eventually like the course and will take more interest and participate more in the lesson (Richards, 2000).

In addition, the textbook is considered a significant source of input, and it also provides an excellent opportunity for EFL learners to communicate in the target language, an opportunity which is only realized in classrooms in public and private schools and language institutes in Iraq.

As long as English teachers use textbooks in the classrooms, they should be included in the process of evaluating textbooks so that they could choose the best book for the appropriate learner group. Their opinions on textbook efficiency are worth taking into consideration. Although learners will not be as expressive as their teachers, sometimes they are aware of which textbooks match their needs and which do not, as they are the primary users of the book. Nevertheless, acquiring the views

of learners and teachers on textbooks can be a difficult task, especially "in the countries where the syllabus is set centrally and where an officially approved coursebook is prescribed for use" (Cunningsworth, 1995, p.11) as in Iraq, where the Ministry of Education selects the book, yet it is necessary for the textbook to be evaluated by teachers to explore its strengths and weaknesses and its appropriateness to their teaching conditions. This is because choosing a textbook includes fitting the material to the setting where it should be used, and many experts have concluded that no textbook will be appropriate and ideal for one specific group of learners. *English for Iraq 5th Primary* textbook was proposed by the Iraqi Ministry of Education to be used in the 2016-2017 academic year. According to McDonough and Shaw (2003), evaluation is continuous. This researcher aims to conduct an initial evaluation of the textbook mentioned above and expects that the results of this research will shed light on the areas that need to be revised and enhanced. Moreover, it is hoped that this research will be an asset to the curriculum development department in the Iraqi Ministry of Education. Finally, it is believed that this research will raise awareness of various criteria that writers should use to develop the best EFL textbooks for use at all primary schools.

1.6 Definitions

EFL: An abbreviation referring to "English as a Foreign Language" (Mitchell, 2017)

Evaluation: the act of considering something to decide how useful or valuable it is (Longman Dictionary of Contemporary English, 2001).

Textbook: A book used for instructional purposes, especially in schools and colleges (Matos, 2000).

Textbook Evaluation: An applied linguistic activity through which teachers, supervisors, administrators, and materials developers can make judgments about the effect of educational materials on the people using them (Tomlinson, 2001, p.15).

Learner Autonomy: It refers to "The learner's possibility of managing and making decisions about his/her learning process" (Sinclair, 2000, p.34).

Chapter 2

Literature Review

The literature part is divided into two sections that focus on the theoretical basis of and empirical data about textbook evaluation. The first section presents the history of textbook analysis through an exploration of its approaches, criteria, and types. The second section is allocated to describing existing studies related to the research questions that attempt to explore students' and teachers' perceptions about textbook analysis.

2.1 Teaching Through Textbooks

The textbook is perceived as an essential part of the classroom, they often dictate what is taught, how it should be ordered, and sometimes, how to teach and what topics to teach the learner (McGrath, 2006).

Azizfar et al. (2009) consider textbooks a necessary material for teachers to assist learners during the learning process, which plays a crucial role in school instruction. They argue that for EFL students, the textbook becomes the primary resource that connects them with the English language, besides the input provided by the teacher.

Tomlinson (2012) states that the risk of using ready-made texts lies in the impact they might have on teachers' responsibility. That is, it could make it easy for teachers to sit back and only apply the system in the textbook, relying on the belief that people who wrote the textbook know better. It is, of course, not true.

Graves (2000) lists some hazards of using textbooks, such as inappropriateness or irrelevance of content when compared to students' age and language background, omitting some crucial items, an imbalanced variety of task-types, the absence of motivating activities and authentic content, and unrealistic proposed timetables. McGrath (2002) explains that there has been a strong argument regarding the desirability of teaching based on course books. Adversaries of teaching through textbooks assume that even the best textbooks take away innovation from teachers.

Tomlinson (2001) emphasizes and supports textbook usage, arguing that it is the most suitable way to present useful teaching materials. It helps to achieve consistency and cohesion, it is more systematic, it gives learners a glimpse of continuation and progress, and it assists teachers to prepare well and learners how to revise. Garinger (2001) points out textbooks usage as being one of the most efficient and instantly available ways to ease some teachers' workload. They reduce preparation time, present readily doable activities, and lastly introduce actual samples of classroom improvement through which external stakeholders can be satisfied. Bahar and Zaman (2013) add that "textbooks perform a very significant role in language teaching and acquisition as well" (p.77).

Similarly, Richard (2012) states that English textbooks offer many exercises which assist in English language teaching and learning. His study clarifies that textbooks are especially favorable for EFL classrooms when they include authentic materials. Richard (2012) also argues that textbooks are the prime element of any language program. Furthermore, Donough and Shaw (2003) explain that learning English through textbooks will increase the learners' chances to learn how to communicate using English rather than learning only structures of the language.

In addition, Cheng, Hung, and Chieh (2010) indicate that the textbook is like a manual that allows the students to learn and the teachers to teach English. Nevertheless, students' and teachers' proficiency in working together has been considered a significant part of the successful process of teaching English. Butler (2004) emphasizes that the most important job for teachers is to create an appropriate environment in which learning can take place. In that case, textbooks can be one of the best elements for engaging the students into the target language (Scrivener, 2006).

To wrap up, it has been affirmed that textbooks can pave the way, set the goal, supply content and suggest ways in which the lesson is to be taught and presented, this means that textbooks can be a useful asset to teachers by helping set the direction of the lesson for them (McGrath, 2002).

2.2 Advantages and Disadvantages of Using Textbooks

Several researchers and educators assert that there are some advantages to using textbooks, and they have acknowledged that textbooks offer both learners and teachers with so many advantages (Harmer 2001; Lawrence, 2011; Charalambous, 2011; Tomlinson, 2008)

Charalambous (2011) argues that a textbook can be used as a tool to help teachers and as an instrument to make modifications and alterations over time. Most teachers consider textbooks to be significant assets that provide useful material and support.

Tomlinson (2008) states that providing a motivational environment for students to learn English will increase the speed of their language acquisition, which makes the learning process more effective. In addition to that, textbooks can offer a reference point for teachers to guide their teaching development, in addition to helping by shedding light on the teaching process.

McGrath (2002) mentions that the central stimulus to using textbooks in the scope of ELT is that textbooks can be good indicators of progress in teaching and learning, serving as a map. Also, they are efficient instruments for careful planning and systematic presentation of an ELT program's syllabus. Furthermore, a textbook can smooth out the process of curriculum change.

Mares (2003) and Tomlinson (2008) argue that textbooks are specifically useful in offering backup and safety for new, inexperienced teachers, who do not trust that they can communicatively deliver an appropriate ELT lesson. Similarly, Litz (2005) indicates that textbooks can be an aid in situations where the teacher is incompetent or has some deficiencies.

Furthermore, textbooks are prime elements in most language classrooms (Richards, 2002). Sometimes, they are used as the basis of language input that learners receive and for the language practice that occurs in the classroom. They can offer a solid base for lesson content, and also, they can provide integrated lessons that cover all four primary skills. At other times, textbooks can be used as an additional aid for the teachers. For learners, the textbook is perceived as the primary source that they have to acquire the language. In scenarios where the

teacher is inefficient or inexperienced, the textbook may serve as a trainer for the teacher, as it offers ideas on lesson planning and methods to teach the content along with some example formats which can be used. Most of the language teaching process that currently happens all over the world could not be performed without the use of textbooks. Thus, learning how to adapt textbooks is an integral part of a teacher's professional knowledge (ibid).

Tomlinson (2008) observes that usually, the student book comes in a textbook passage that also contains other materials like an activity book, a teacher guide book and even sometimes multimodal text for reference. Mares (2003) defines textbooks as "materials designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students" (p.130).

Lawrence (2011) refers to the importance of textbooks in the ELT classrooms, where they are an extensive and almost universal teaching tool. Furthermore, Litz (2005) stresses that they are crucial to any ELT program. Researchers such as Byrd (2001) and Litz (2005) suggest that it is prevalent to see ELT professionals combining the use of textbooks for daily teaching activities, and very few of them would refrain from using those published ELT materials at some phase of their teaching.

Valverde et al. (2002) state that textbooks are artifacts. They are a part of schooling that many stakeholders have the chance to examine and understand (or misunderstand). In most classrooms, they are the physical tools most intimately connected to teaching and learning. Textbooks are designed to translate the abstractions of curriculum policy into operations that teachers and students can carry out. They are intended as mediators between the intentions of the designers of curriculum policy and the teachers that provide instruction in classrooms. Their precise mediating role may vary according to the specifics of different nations, educational systems, and classrooms. Their great importance is constant (p. 2).

According to Ravitch (2003) and Valverde et al., (2002) textbooks are crucially significant, they represent an essential element which influences teachers', students' and families' views of school subjects. Mikke (2000) adds that textbooks are a vital aspect of successful learning; their importance can never be exaggerated.

In addition, mathematics teachers have widely stated that they rely on textbooks for at least 90% of their teaching time; such a statistic can only reveal the necessity for good textbooks. Moreover, the role of the textbook differs from classroom to classroom and from teacher to teacher, yet the role of textbook basically outlined as follows; to teach and motivate students to elevate new knowledge, to equalize detail and accuracy of information, to offer logical reliable mathematical systems, to raise new questions, to supply students with energetic, innovative and many-sided information (Gelfman, Podstrigich, & Losinskaya, 2004).

Even though many researchers refer to the advantages of textbook usage, others indicate the disadvantages of textbooks and set out a warning that slavish use of textbooks may have destructive effects on teaching and learning processes. For example, Harwood (2005) tried to be neutral and according to his reviewing of the previous literature, "he argued that there are 'strong' and 'weak' versions of anti-textbook attack" (p. 154). Nevertheless, we will investigate the anti-textbook reasoning to understand the disadvantages of using textbooks fully.

Tomlinson (2008) highlights that in real life, no textbook can efficiently meet the needs of a student with individual learning styles and the demands of each classroom setting. Furthermore, many teachers' reliance on textbooks can make them uncreative and lacking in innovation, as well as leading them to spend short time preparing for their lessons. Moreover, this, as stated by McGrath (2002), eventually means that the teacher teaches only the textbook instead of teaching the language itself. McGrath adds to that they become unaware of the content and its significance beyond what is covered by the textbook. Moreover, teachers may conclude that the tasks and exercises in the textbook are more appropriate and superior to their ideas.

Bases on these overviews, it can be concluded that each group does have a point in what they are saying. This issue remains controversial, and up to now, there has not been a decision to forbid textbook use, since, as has been discussed, it also has its benefits.

2.3 Levels of Textbook Analysis

There are several theories regarding levels on which textbooks for teaching English can be analyzed, many researchers have come up with their theory and made considerable contributions to this process (Littlejohn, 1998; McDonough & Shaw, 2003; McGrath, 2002).

Littlejohn (1998) suggests a three-level analysis. The first level focuses on the physical content of materials and how they are presented as a whole set or book. Second, a level focuses on analyzing the importance of learners' role in the classroom activities, and whether this focus is on language form or meaning, types of activities and classroom participation and lastly the contents of the tasks. A third and final level tests the implications attained by evaluating the overall goals of materials, content, task selection and sequencing, teachers' and learners' roles, required learner knowledge, effects, skills and abilities and the role of materials as a whole.

Other researchers, such as McDonough and Shaw (2003) and McGrath (2002), present a two-level model for the comprehensive evaluation of textbooks. Level one, introduced by McDonough and Shaw, includes a short exterior evaluation which involves norms dealing with the organizational foundation of the textbook, "as proclaimed by the author/publisher" by exploring the cover, introduction, and table of contents. McGrath suggests a similar process, known as "First Glance Evaluation," which takes into consideration several relevant contextual aspects and the collection of information analysis of the material.

The second level that McDonough and Shaw (2003) present involves a profound interior examination of the textbook in order to decide whether the material inside matches the author's claims and whether it fits the aims and objectives of a particular teaching program. To ensure a sufficient interior examination, McDonough and Shaw propose an in-depth investigation of at least two units of a textbook. McGrath's second level of analysis, in-depth evaluation, includes a very detailed investigation of the materials by using either the checklist or in-depth analysis or both, each of which would require paying attention to the needs of the learners and the teaching context. The checklist method is to do a thorough examination of the whole book by inspecting general categories and investigating specific criteria. McGrath (2002) states that the deep analysis suggested by Cunningsworth (1995) could supplement the checklist method and

vice-versa. The deep analysis, like the interior evaluation described by McDonough and Shaw (2003), includes a thorough analysis of one or two units and profound analysis of the treatment of specific features.

In brief, researchers state that the levels of textbooks analysis are concerned with three areas: one physical content; two, the importance of the learners' role; three, the content of the tasks. Other researchers propose a two-level model for textbook analysis. One level is concerned with the exterior aspects, and the other is concerned with the interior aspects. This is important to mention since the questionnaires that were used in this study aimed to reveal learners' overall perceptions about the textbook (English *for Iraq 5th Primary Textbook)*.

2.4 Textbook Evaluation

In education, the term "evaluation" is used to refer to processes related to curricula, programs, and interventions, methods of teaching, and organizational aspects. It involves the stages of choosing the information, analyzing, transferring, using, and making a decision on the quality of the curriculum. Therefore, curriculum evaluation is a substantial and crucial element of any national education system. It presents the basis for curriculum policy decisions, for feedback on continuous curriculum modifications and application (Gul Fatima, Shah & Sultan, 2015).

In this regard, Graves (2000) mentions, "formative evaluation," which has the purpose of evaluating what is useful and changing what is not so that the course effectively meets students' needs. This type of evaluation aims to give students a voice in their learning to provide information for the design of the course.

Richards (2001) proposes "summative evaluation." This type of evaluation is concerned with making decisions about the worth or value of different elements of the curriculum. It focuses on determining their effectiveness, efficiency, and acceptability.

Finally, Richards (2001) describes "illuminative evaluation." This type of evaluation has the purpose of finding out how different elements of the program work and how they are implemented. It focuses on establishing a deeper understanding of the processes of teaching and learning that occur in the program.

To wrap up, it is evident that there are several textbook evaluation approaches. These were established in order to determine textbooks' efficiency and effectiveness and to decide if each one can achieve the curriculum objectives or not.

2.5 Approaches for Textbook Evaluation

Evaluation plays a crucial role in education, and it is an essential tool for teachers as it can offer significant data for classroom practices, course planning, and management of learning tasks for the students. Lastly, evaluation is very important for guidance materials such as course books (Cakit, 2006).

It is vital to show all the effort in order to reside and enforce various relevant and appropriate criteria for the evaluation of the textbook used in language classrooms in order to achieve sufficient improvement. Therefore, there are different and various approaches for textbook evaluation (Guellai, 2012).

First, Morrow proposes four simple, thorough, and forthright criteria to be taken into consideration while evaluating a textbook. They are: "What is my material about?"; "Why was my material produced?"; "Whom was my material produced for?"; and "How was my material produced?". However, it is crucial to indicate that many essential criteria are missing in Morrow's list; for instance, teachers' expectation and learners need (Morrow, 1977).

Next, the predictive approach, described by Ellis (1997), is tailored to decide what materials to use by considering their appropriateness to the aims of a lesson. The evaluation can either be based on expert reviews published in specialized magazines or applied personally by using checklists and guidelines as helping tools. On the other hand, the retrospective evaluation that takes place after using the textbook, in addition to identifying its strong and weak points and how much it needs modifications, may be a tool for measuring the success of a predictive evaluation and enhancing its methods. The retrospective evaluation may be impressionistic or experimental.

Richards (2001) indicates that when a textbook is being evaluated, the main points should be taken into consideration. First, the role of the textbook in the program that involves the objective of the course, the role of the textbook as the

essence of the program, the size of the class, and availability of workbooks. Second, the role of the teacher in the program in terms of his/her experience, native language, proficiency in the target language obedience to the resource book, role in selecting textbooks for a particular course. Third, the role of learners in the program in terms of their expectation from the textbook, their needs, and how will they use the book.

Similarly, according to McDonough and Shaw (2003), the two types of evaluation have been distinguished as internal and external. The external evaluation examines how the language skills are presented, how the material is sequenced, and the appropriateness of the content. They also state that it is essential to take the claims made on the cover of teachers' and students' book into consideration, along with its table of contents. The internal evaluation looks at the author's claims about the book and what it presents and what is presented in the book. In other words, minimally two units of a textbook should be studied in terms of presentation, the sequencing, and the grading of the materials, the type of recordings and dialogues offered, the suitability of the material for different learning styles as well as teacher/learner interaction and learner/learner relationship.

Furthermore, Tomlinson (2003) proposes that material evaluation should include assessment of some or all of the following criteria: the integrity of the materials to learners teachers, and administrators; the authenticity of the materials, the delicacy of the materials; the capability of the materials to get the learners' and the teachers' attention; the capability of the materials to stimulate the learners; the significance of the materials regarding short-term learning and the significance of the materials regarding long-term learning. In addition, criteria to access may include the learners' and teachers' conceptions of the material's significance, the aid the material provides to the teacher in preparation, delivery, and assessment; the flexibility of the materials; the contribution made by the materials to teacher enhancement and the match with administrative requirements.

In addition to his criteria, Tomlinson also introduces three kinds of materials evaluation that have different aims, according to formality and timing. These are pre-use evaluation, whilst-use (in-use) evaluation, and post-use evaluation. A pre-use evaluation includes making decisions about the possible significance of

materials for their users. A whilst-use evaluation includes assessing the significance of materials while using them or while monitoring them being used. Post-use evaluation is the most significant as it can assess the factual impact of the materials on the users (Morrow, 1977; Ellis, 1997; Tomlinson, 2003; 2008).

Moreover, Abdelwahab (2013) proposes three primary approaches to evaluate textbooks. The impressionistic approach, by looking to its name, it seems to involve analyzing a textbook depending on a general impression. Confirming that this approach will not be fitted alone, thus it needs to be integrated with the checklist approach, the last one, the in-depth approach, demands a deep scanning of characteristics like the design of a specific unit or exercise, or dealing with particular language terms.

All of these approaches and criteria were developed with the single goal of providing a quality textbook evaluation. This includes evaluating it in different phases, such as before and while using it and even after using it, so that there can be a comprehensive evaluation. Also, these approaches and criteria help to determine if a particular textbook best serves the learners who are using.

2.6 Types of Textbooks Evaluation

At first and before analyzing any textbook, it is imperative to conduct an introductory analysis of the textbook content and how is it going to be used along with surveying learners' needs. This is because there is a fragile line to distinguish between the analysis of a textbook and its evaluation (Anjaneyulu, 2014).

McGrath (2002) defines analysis as the procedure which has an objective and is trying to achieve this objective, and it has a demonstrable description, while evaluation includes judgments making. According to Kontozi (2004), evaluation is convenient when we compare between the description of a context and the description of the textbook. Therefore, the analysis of textbooks is done taking specific and required elements or set of criteria into consideration and examining it very well. According to McGrath (2002) and Tomlinson (2003) there are three types of teaching materials 'evaluation pre-use, in-use, and post-use evaluation'. To begin with, "pre-use" evaluation presented by McGrath (2002) and Tomlinson (2003) includes taking decisions for the possible worthiness of materials and their users. Second, "in-use" evaluation includes evaluating the worthiness of materials

while using them or monitoring them while being used. Lastly, post-use evaluation evaluates the factual impact of the materials on the users (McGrath, 2002; Tomlinson, 2003). Last, Tomlinson (2003) argues that "post-use" evaluation can detect the real outcome of materials usage, therefore it offers data to take a reliable decision about the usage, adaptation or replacement of materials, in addition, post-use evaluation assesses the tangible output from using the materials, therefore it offers the information by which a reliable decision can be made about using, adapting or replacing the materials. In this study, the "in-use evaluation" type was used, as this type reveals the use of the textbook in a classroom to decide whether it is relevant or not, and this type involves the real users of the textbook. It is usually undertaken by the teachers themselves who are directly dealing with a particular textbook.

2.7 Teachers' Perceptions about using Textbooks

Most teachers' attitudes toward textbooks are based on how they use them. Teachers' and learners' opinions toward the course books have been examined where they claimed that their views are based upon the language use; it is possible to obtain some insights on teachers' prospects of English-language course books through their attitudes and how they describe them (McGrath, 2006).

As for teachers' perceptions, Zacharias (2005) examined teachers' beliefs about internationally-published textbooks. One hundred teachers took part in the study. Most of those teachers were non-native teachers of English. A checklist, interviews, and classroom observation were used to analyze the coursebook. The purpose of the questionnaire was to reveal the teachers' perceptions related to the materials used for teaching English and the extent to which their perceptions were present in the actual classroom practice. Thirteen teachers who were chosen considering their teaching experience, gender, type of lessons taught and educational background, participated in the interviews and classroom observation. Based on the findings, he states the fact that locally-published materials are not available for the teachers.

For this reason, internationally-published materials by local teachers were used. However, the availability of such texts compels the teachers to utilize international books. Accordingly, administrators and EFL professionals need to

evolve programs or courses concentrating on materials elaborated for local teachers.

Similarly, Riasati and Zare (2010) conducted a study on the EFL teachers' perspectives on the “New Interchange” textbook. The series selected for this evaluation included Intro, Interchange 1, Interchange 2, Interchange 3 and their textbook, workbook, cassettes, teacher's manual, and CDs. These series were examined to disclose its suitability and whether it satisfied the teachers or not, then explored teachers’ beliefs of the weakness and strengths of this series. To this aim, thirty-five EFL teachers who were highly experienced in teaching this series participated in the study, where a questionnaire prepared by Litz (2000) was used. The findings of the research showed that teachers were satisfied with the subject and the content, and they believed that it has realistic, exciting, challenging, motivating content. More importantly, it is relevant to students' needs. The teachers acted positively toward “layout and design of the series; besides, the layout and design are not suitable and precise, and the textbook is not organized effectively.

In the same lines, Ahmadi and Derakhshan (2015) explored and evaluated Iranian junior high school textbooks” Prospect 1” and its old version” RPE1”. The study examined the perceptions of one hundred Iranian teachers using Razmjoo's (2010) checklist which involves six criteria, namely language components, tasks, activities and exercises, language skills, teacher's manual, general consideration, and critical discourse analysis features. The findings of the study highlighted that most of the teachers believed that Prospect 1 followed CLT, and there was more attention paid to listening and speaking skills. Furthermore, grammar was neglected completely. In contrast, RPE1 did not follow the CLT approach.

2.8 Learner Autonomy

Learner Autonomy refers to the ability to take charge of one’s learning. Learner Autonomy is a kind of learning or learning behavior with which learner self-direct their study (Ou 2017).

Benson (2001) emphasized that the first time the concept of learner autonomy was introduced in the language education field, it came as a response to ideas and prospects which were the results of political tumult in Europe in 1960. Then, Little et al. (2002) stated that the term “Learner autonomy” recently become a popular notion and modish word in the educational field, and many researchers have been

interested in its study. On the same line, Benson (2001) indicated that the concept of autonomy signified learner's comprehensive approach to the learning process rather than a specified style of teaching or learning. Fenner (2000) pointed out that the definition of learner autonomy as "taking charge of one's learning" was barely acceptable as it did not bring us any new information because no learning takes place unless the learner is in charge of its learning.

Abderrahmane (2015) added that many educators have attempted to put it into practice and to show its effectiveness in the field of language teaching and learning, and many researchers have tried to explain it and define it (Benson, 2008; Lap, 2005; Little et al., 2002)

According to Lap (2005), the essential elements that define learner autonomy are learners, their ability or capacity (cognitive factors); their attitudes, willingness, readiness and self-confidence (affective factors); the learning goals they set; the choice of learning materials; planned activities to work on; monitoring and self-evaluation of progress (meta-cognitive factors), collaboration with others to encourage interactions and scaffolds, a condition for enhancing one's independent problem-solving skills (social factors). These elements are described in detail in the following part of this study.

2.8.1 Cognitive factors. Cognitive factors have been defined by Benson (2001) and Vanijdee (2003), who stated that the term means a learner's ability or capacity has been taken into account. Bassou (2008) added that to be in charge of one's learning means to uphold the liability for all the resolutions related to all elements of this learning, such as marking the goals, identifying the content and development, choosing approaches and techniques to be used, observing the process of acquisition (rhythm, time, place, etc.) and assessing what has been gained.

Vanijdee (2003) expanded this definition by adding the notion of learner autonomy, referring to capacity as a set of attitudes and ability that permit students to be more responsible for their learning. Ultimately, learner autonomy cognition has been described as the ability to take charge of one's own learning consciously.

2.8.2 Affective factors. Several definitions have been put forward for "effective factors." One is stated by Lap (2005), who claimed that these represent the learner's willingness, readiness, attitudes, and self-confidence. Chan (2001) added

the quality of readiness to the definition above. Ho and Crookall (2004) explained that learner attitude is one of the terms to describe learner autonomy as well as what they refer to as self-knowledge (what one needs to learn) and skills and knowledge about the learning procedure and the shape of language.

2.8.3 Meta-cognitive factors. Contemporary pedagogy is rushing to the point where learners are assumed to be aware of their processes of producing thoughts, and it is essential that educators along with teachers help and assist them to be more meta-cognitive, to be aware of how they think and learn just as they are aware of the material that they are studying (Williams, 2003).

Therefore, it is necessary to explain what is meant by "taking charge of" or "upholding responsibility for" one's learning. Learner autonomy is described as the ability or capacity to take control (instead of responsibility) over the management of one's learning about learning processes, resources, and language use. To control learning refers to "…learner's participation in determining aims, identifying content, and testing evaluation mechanisms for marking accomplishment and improvement" (Little, 2002). Learners can prove the extent of their control over learning by showing their ability to use various strategies in learning, for instance, determining an aim, deciding which materials are going to be studied, thinking about the opportunities for practice and evaluating progress (Cotterall, 2000).

Lap (2005) confirmed that learners' needs and intentions, inverted in learning objectives determined by learners. Definitions that take meta-cognitive factors into account shed light on learners' self-recognition skills, which include planning, observing, and assessing. These are considered significant features of the explicitly qualified language learner.

Moreover, Williams (2003) stressed that real autonomous learning pedagogy calls for teachers to recognize the student's ability to uphold responsibility; even the youngest students can work in ways which challenge them cognitively, through play and other activities, without constant adult interference.

2.8.4 Social factors. According to Lap (2005), social skills are crucial to cooperate with others as a social and responsible person, and this is a desirable feature of an autonomous learner. Control of the learning process, learning sources, and usage of language cannot be accomplished by an individual alone who only

considers their preferences (Benson, 2004). Therefore, in foreign language education as in other cases, control is not a matter of an individual choice; it is a group decision. Theorists and researchers of social-cultural approaches strongly advocate for the assumption that rightly raises support for learners' active participation and motivates their learner autonomy (Lap, 2005).

In brief, the notion of learner autonomy is defined by four kinds of factors: cognitive, affective, social, and meta-cognitive. Hence, it is crucial in this study to measure the growth of learner autonomy through those four perspectives. This was achieved by inviting students to complete a Likert scale questionnaire related to learner autonomy.

2.9 Advantages of Learner Autonomy

The enhancement of independent learning in pedagogical contexts has two prime benefits for the learners. It is advantageous for learners to pay attention to their learning because in this case, each learner will concentrate on their strengths and weaknesses. Additionally, if learners are ready for what will be taught next, they will be more stimulated, and as a result, teachers will not have to look for ways to encourage and motivate them. Although learners may not always feel positive about all elements of their learning, autonomous learners will possess reflective and attitudinal resources to overcome temporary lapses in motivation (Little et al., 2003).

2.10 Previous Studies on Textbook Evaluation & Learner Autonomy

Recent research has highlighted the importance of textbook analysis and textbook evaluation (Fredriksson & Olsson, 2006; Camilleri, 2007; Alamri, 2008; Preveen, 2011; Zohrabi et al, 2012Borg & Al-Busaidi, 2012; Aftab et al, 2014).

To begin with, Fredriksson and Olsson (2006) who used applied qualitative research to inspect the criteria for selecting English coursebooks. The data for this study was gathered by doing interviews and carrying out profound research with methods suggested by McGrath in 2002. The results of this study showed that the essential criterion to be taken into account is, from the teacher's perspective, enjoyable and pertinent texts that students can interact with.

Along the same lines, Preveen (2011) carried out a study to evaluate the curriculum at the primary level in Pakistan. It examined curriculum objectives at

that level and tested various education plans concerning the accomplishment of those objectives. The study concluded that the curriculum did not accomplish its objectives, and that the curriculum plans did not implement properly.

Similarly, Aftab et al. (2014) analyzed and evaluated the textbook Prose and Heroes and examined how it may benefit both learners and teachers, aiming to enhance English language programs in Pakistan. The descriptive study used questionnaires and a semi-structured interview as data collection tools. Its results stated that the textbook did not match learners' needs.

Another study was carried out by the Saudi researcher Alamri (2008), who tried to evaluate an English language textbook for sixth graders in boys' schools which was assigned by the Saudi Ministry of Education for primary stage students. In this study, a survey questionnaire about the textbook was used and then analyzed by descriptive statistics. The study concluded that teachers and supervisors were satisfied with the book's general appearance, design, illustrations, materials, objectives, topic appropriateness, and language components. However, the results also showed a lack of different and attractive representations to motivate creativity and a shortage of topics that would stimulate critical thinking.

Zohrabi et al. (2012) evaluated the appropriateness and efficiency of English textbooks which were used in high schools in Iran, from teachers' and learners' perspectives. They mainly concentrated on seven areas: layout, vocabulary, topics and content, exercises, skills, pronunciation, function, and social and cultural activities. The results revealed that the textbook was full of grammar instruction and emphasized reading more than the other skills; there was not enough attention paid to differences in pronunciation of sounds in English that do not exist in the Farsi language of the students. No social or cultural activities included, and the layout of the book was not attractive.

Camilleri (2007) conducted one of the first qualitative studies on learner autonomy, where her collected questionnaire data of teachers' beliefs in six European contexts to reveal how learners should decide on setting course objectives and materials. The findings showed that teachers found it convincing to engage learners in some activities. On the other hand, teachers working in state schools acted negatively toward the idea of learner participation in the selection of

textbooks and the decision on the time and place of lessons.

Moreover, Martinez (2008) stated that it is worth mentioning that these positive attitudes towards learner autonomy could have resulted from the experience of teachers back when they were language learners.

The most recent studies on learner autonomy from teachers' perspective, was presented by Borg and Al-Busaidi (2012) they have investigated teachers' general perception of learner autonomy as well as its practical dimensions in the context of Oman. The obtained findings showed that the majority of teachers acted positively toward the theoretical conception of learner autonomy. In addition, involving language learners in a decision-making process, they were in the opposite of declaring that this notion is thoroughly practical. In other words, Aririan and Noughabi(2017) stated that a significant discrepancy between the extent of desirability teacher felt and the extent of teachers' beliefs about the feasibility of involving learners in a range of decisions.

Based on these overviews, textbook evaluation is a prominently investigated topic in language education. This study, therefore, aims to focus on textbook evaluation by examining the perceptions of teachers and students as well as to find out whether the book promotes learner autonomy in 5th grade English classrooms. Finally, the study looks at the challenges that both students and teachers experience while learning and teaching English in a 5th grade English classroom.

Conclusion

The review of the literature shows that there is a need for updated data on the issue of textbook evaluation, as there have been very few recent studies, particularly in the Iraqi EFL context. Besides, the research on the effectiveness of material evaluation on learner autonomy is scarce. Therefore, this study aims to contribute to the field by investigating an English textbook and examine its effect on learner autonomy.

Chapter 3

Methodology

Besides providing an outline on the research methods structured around the aims of textbook evaluation, as well as exploring teacher and student reflections about the challenges they face and how much learner autonomy is propagated, the current chapter specifies the setting and participants of the present study along with the procedures carried out, reliability and validity, and finally, limitations. The procedures include types of sampling, data collection instruments, data collection procedures, and data analysis. The goals mentioned above of this thesis can be formulated in the below research questions:

1. What are the overall perceptions of teachers and students about teaching and learning English using *English for Iraq 5th Primary* textbook?
2. What are the overall perceptions of the teachers and students about using *English for Iraq 5th Primary* textbook to promote learner autonomy?
3. What are the challenges that teachers and students experience while teaching and learning English using *English for Iraq 5th Primary* textbook?

3.1 Research Design

This study employed a mixed-method design in order to acquire different yet complementary data on the same topic. The quantitative data were gathered through three scales; the first one was composed of 35 items Likert type scale ranging from "strongly agree" to "strongly disagree." This scale is about Teachers' perceptions concerning the *English for Iraq 5th Primary* textbook. It was adopted from Akef (2015) checklist which aimed to investigate the effectiveness of Iraq Opportunities for the 2ed intermediate grade textbook. The domains that were covered in the scale namely, general shape (items: 1-6), objective (items: 7-12); content which were divided into three sections, first, reading and writing covered (items: 13-18); second, listening and speaking (items: 19-24); structure and vocabulary (items: 25-29); and lastly, teaching aids (items: 30-35).

In addition, the second scale composed of 34 items Likert type scale ranging from strongly agree to strongly disagree. The scale shows students' perceptions about the "English for Iraq 5th Primary" textbook. The scale was adapted from Cakit (2006), which aimed to elicit students' perceptions of the effectiveness of "new bridge to success 3" textbook. The scale consisted of six criteria: selection and organization of content in the textbook (items: 1-3), the level of the textbook (items: 4-8), physical appearance of the textbook (items: 9-13), content (items: 14-21), exercises and activities in the textbook (items: 22-30) and lastly structure and vocabulary (items: 31-34).

Finally, the third scale was adopted from Karababa, Serbes, and Sahin's (2010) study which aimed to evaluate the textbook Breeze published by the Ministry of National Education in terms of the A2 level criteria. The adapted scale composed of 36 items ranging from strongly agree to strongly disagree. The scale included items based on four language skills; listening skill (items: 1-6); reading skill (items: 7-14); spoken interaction (items: 15-23); spoken production (items: 24-28); writing (items: 29-36). In this study, the researcher purpose of using this scale was to find out the overall perceptions of the teachers and students about using English for Iraq 5th Primary textbook to promote learner autonomy.

As for the qualitative data, semi-structured interviews were carried out with randomly chosen Iraqi teachers (N=10) and students (N=20) of a fifth grade English program.

3.2 Setting and Participants

This study was conducted at 7 Iraqi private schools in Istanbul, Turkey. These schools were mainly chosen because they were Iraqi international schools which aimed to provide a pleasant environment for its students to complete their education successfully. In these schools, English is being taught through "English for Iraq 5th Primary" textbook in fifth grade. There are five hours of English per week. The English lessons aim to enable students to communicate with their peers, broadening the students' horizons through encouraging them to read in English and consequently, acquire knowledge from the newest books and international publications.

For this study, the data were gathered from 40 English teachers (30 females, 10 males) working at Iraqi private schools in Istanbul, Turkey. Their age range was 30-60 with 10-30 years of teaching experience; all of the participating teachers actively used the "English for Iraq 5th Primary" textbook in their classroom. The following table represents the distribution of the teachers' demographic characteristics in terms of frequencies and percentage.

Table 1

Distribution of the Teachers' Demographic Data

	Rating	No.	Percent
Gender	Male	19	47.5
	Female	21	52.5
Age (year)	<45 year	14	35.0
	45-50 year	12	30.0
	51-55 year	7	17.5
	60+ year	7	17.5
Years of experience	10-19	14	35.0
	20-29	23	57.5
	30+	3	7.5

Apart from teachers, data were gathered from 80 students (35 males, 45 females). The students 'age range was between 11-12 years old, and they were at the A1 level (Beginner) level of proficiency.

3.3 Procedures

This sphere of the study demonstrates detailed information about the data collection procedures, which includes scales, semi-structured interview, and implementations. Later, the chapter concludes with the reliability of the study and its limitations.

3.3.1. Data collection instruments. Data collection instruments were composed of three scales, and semi-structured interviews carried out with Iraqi EFL students and their teachers who were learning and teaching English using *English for*

Iraq 5th Primary textbook. The following part explains the research questions, data collection tools and analysis.

Table 2

Research Questions, Data Collection Instruments and Data Analysis

Research Questions	Data Collection Instruments	Data Analysis
1. What are the overall perceptions of teachers and students about teaching and learning English using English for Iraq 5th Primary textbook?	Likert Scale	Descriptive statistic (Data number, percentage, mean and standard deviation)
2. What are the overall perceptions of the teachers and students about using *English for Iraq 5th Primary* textbook to promote learner autonomy?	Likert Scale	Descriptive statistic (Data number, percentage, mean and standard deviation)
3.What are the challenges that teachers and students experience while teaching and learning English using *English for Iraq 5th Primary* textbook?	Semi-structured interviews (with teachers) Semi-structured interviews (with students)	Content Analysis

3.3.1.1 Teachers' overall perceptions about English for Iraq 5th Primary textbook. The first scale aimed to find out the overall perceptions of EFL teachers about teaching English using *English for Iraq 5th Primary* textbook. The scale was

adapted from Akef (2015), which aimed to investigate the effectiveness of Iraq Opportunities for the 2nd intermediate grade textbook (see Appendix A). Specifically, the scale included 35 items in total. There were subsections on the scale. The first subsection attempted to gather data about the general shape of the book (items: 1-6) and the second subsection aimed to elicit the objectives of the book (items: 7-12). The third subsection revealed data about the content; it consists of 3 parts, first part was about reading and writing (items: 13-18); the second part was about listening and speaking (items: 19-24), and the third part was about structure and vocabulary (items: 25-29.) The overall aim was to gather data about the four primary and sub-primary skills of the English language. Finally, the fourth subsection was attempted to explore teaching aids (items: 30-35). The scale was based on a 5-point Likert types scale ranging from "strongly agree" to "strongly disagree." Before using the scale in this study, it was piloted with another group of teachers to check the scale appropriateness. Consequently, the data of the piloting was analyzed through SPSS and the Cronbach's alpha value was found to be .731

3.3.1.2. Students' overall perceptions about English for Iraq 5th Primary textbook. The second scale attempted to reveal the overall perceptions of EFL students about learning English using *English for Iraq 5th Primary* textbook. The scale was adapted from Cakit (2006), which attempted to elicit students' perceptions of the effectiveness of "New Bridge to Success 3" textbook (see appendix B)**.** The scale consisted of 34 items in total. Items were categorized into six criteria: selection and organization of content in the textbook (items: 1-3); the level of the textbook (items: 4-8); physical appearance of the textbook (items: 9-13); content (items: 14-21); exercises and activities in the textbook (items: 22-30); vocabularies and grammar in the textbook (items: 31-34). Before the administration of the scale in this study, it was piloted with another group of students of 5th class of the same school, to check whether the level is suitable for the relevant students. Consequently, the data of the piloting was analyzed through SPSS, and the Cronbach's alpha overall value was found to be .766.

3.3.1.3. Teachers' and students' perceptions about autonomous learning. The researcher adopted a checklist from Karababa, Serbes and Şahin (2010) which performed a detailed quantitative analysis and evaluation of the textbook "BREEZE" which is used to teach English for the ninth graders, and modified it into a five-point

Likert type scale ranging from "strongly agree" to "strongly disagree" (see Appendices E & F). This scale target was to indicate students' autonomy level in each of the four main skills in English, and it was also administrated to teachers and also to students to explore their perceptions about their autonomous learning abilities. The scale contained 36 items in total. Items were classified into five subsections: listening (items: 1-6); reading (items: 7-14); spoken interaction (items: 15-23); spoken production (items: 24-28); writing (items: 29-36). Before administrating this scale, a pilot study was carried out with another group of 5th-grade teachers and students of the same school in order to check whether the statements are appropriate and the level is suitable for the fifth graders. Hence, the data of the piloted study were analyzed through SPSS and the Cronbach's alpha, which showed the reliability of the scale. The overall Cronbach's alpha value of teachers' scale was .926. on the other hand, the overall Cronbach's alpha value of students' scale was .907.

3.3.1.4 Semi-structured interview. Another tool for gathering data in this research was interviews conducted with both teachers and students who participated in this research. According to Dörnyei (2007), interviews are the best way to gather a vast amount of in-depth data. In the semi-structured interviews, the interviewer has a guide that includes questions and the issues that need to be discussed. The interviewer uses flexible questions and may ask questions which are not in the guide according to the flow of the discussion.

At first, the interview was carried out with ten teachers who were actively teaching English using *English for Iraq 5th Primary* textbook. They were asked eight questions. The first question was about their views on the teaching method used in the book. The second one aimed to find out their opinions about the page-by-page manner in the textbook. The third question attempted to reveal their thoughts about the authors of the book. The fourth question tried to state what they think about students using this textbook as an independent reference to study English. The fifth question aimed to indicate the difficulties faced by the teachers using this textbook to teach English. The sixth question attempted to explore their perceptions about the ability of this textbook to help students develop skills which can be transferred to other contexts. The seventh question tried to find out if this textbook provides self-assessment tasks which can help students to reflect on their progress. The last

question aimed to point out whether this textbook expanded teachers' experiences or not.

Second, semi-structured interviews were conducted with 20 students. There were six questions in total. The first question examines the textbook activities and if they were easy enough to be answered by the student alone without the need for the teacher support. The second question attempted to explore the difficulties faced by students while learning English using "English for Iraq 5th Primary" textbook. The third question aimed to reveal students' opinions about "English for Iraq 5th Primary" textbook and whether it can be used as an independent reference to learn English. The fourth question explored students' views about the role of the teacher in promoting autonomous learning. The fifth question investigated students' comprehension of what is learner autonomy and what the features of autonomous learning are and are those features supported by the "*English for Iraq 5th Primary* textbook. Finally, the sixth question was about whether they think "*English for Iraq 5th Primary* textbook enhance their level in English or not.

3.3.2. Data collection procedures. In relation with the data collection procedure, the researcher, got permission from the administration of the seven schools where the scales were administered. The total data collection period took three weeks. The scales were administered as a hard copy to teachers and students, and the participants were given three days to answer the scales. As for the semi-structured interviews, the researcher visited each school and discussed the purpose of this researcher and the confidentiality of the institutes with the teachers and the students. The interviews were conducted face to face. The researcher explained the questions and then, gave a hard copy to the participants who volunteered to share their answers in a written format.

3.3.3. Data analysis procedures. For the analysis of the quantitative data collected from the scales, SPSS was used. Specifically, inferential statistics were reported for each scale. In addition, for the qualitative data gathered from the semi-structured interviews, content analysis method was used. First, in the scales, percentages and means were calculated through SPSS (Statistical Package for the Social Sciences) to describe the overall perceptions of teachers and students about teaching and learning English using *English for Iraq 5th Primary* textbook. In

addition, percentages and means were also calculated through SPSS (Statistical Package for the Social Sciences) to find out the overall perceptions of teachers and students about using *English for Iraq 5th Primary* textbook to promote learner autonomy. As for the interpretation of the statistical information which was presented in the tables, descriptive statistic method was used to analyze the data. Furthermore, quantitative data were supported by qualitative analysis of semi-structured interview through content analysis. Basit (2003) indicated that in a qualitative analysis data should be coded and divided into classes until the classes result in some meaning.

Thus, data become useful through the series of collecting, isolating, coding, reclassification, and comparison. By creating categories and dividing data into them, the researcher forms a conceptual schema allowing the researcher to ask questions of the data and inquire about the situation under investigation. Therefore, the researcher started to code the analyzed data into categories in order to compare those data with the quantitative data and to elaborate on the similarities and difference between the two.

3.3.4. Reliability and validity. To create dependency on the study results, the most critical aspects for the researcher to consider are reliability and validity (Ary et al., 2010). While reliability means how consistently a test measures what it aims to measure. Validity is defined by Creswell (2012) as "the development of sound evidences to demonstrate that the test interpretation of (scores about the concept or construct that the test is assumed to measure) matches its proposed use" (p.159).

In this study, in order to avoid inconsistency of the quantitative data, each scale has been piloted to check its reliabilities. In other words, each scale has been administrated to 10 participants who did not participate in the original study to ensure the reliability of the scales after piloting each scale the alpha coefficient reliability was measured via SPSS program. Respectively, Cronbach's Alpha values of the tests were .731 (Teachers overall perceptions of English for Iraq 5th primary), 766 (Students overall perceptions of English for Iraq 5th primary) whereas the third scale which was administered to both students and teachers and piloted for both its Cronbach's Alpha values of the scales were .907 and .926. These were high enough numbers for proving the reliability of the tests. After ensuring the reliability of the scales, the researcher calculated the alpha coefficient reliability of each scale for the

actual participant's responses via SPSS. The scores were similar to the pilot study scores, as the first scale (Teachers overall perceptions of English for Iraq 5th primary) had a score of .720, while the second scale (Students overall perceptions of English for Iraq 5th primary) had a score of .974. As for scores of the third scale which was intended to measure students' autonomous learning abilities from both teachers and students' point of view the score of the scale that was administrated to teachers was .918 and the one that was administrated to students was .883.

3.4 Limitations

Even though the present research has achieved its objectives, some limitations as to its implementation should be taken into consideration. Firstly, in this study, the number of participants (40 teachers and 80 students) are limited. Thus, conclusions need to be verified so that results can be generalized. A more extensive scope of participants would have provided more reliable results and a boarder perspective. Secondly, the evaluative study is limited to learn autonomy and general perspectives. A further comparative study could be conducted to examine one of the four fundamental skills in the same textbook in order to ensure cohesiveness and coherence. Finally, for the collection of data, seven schools are visited. Spreading the study over a more considerable number of schools would surely have provided more comprehensive results. For this study, scale and interview have been used as tools. Other tools can be used to get more reliable results. Therefore, the findings of this study should be taken as suggestive rather than conclusive.

Chapter 4

Results

This chapter presents the results related to the evaluation of the *English for Iraq 5th Primary* textbook in terms of the perceptions of the EFL teachers and students towards the effectiveness of *English for Iraq 5th Primary* textbook in teaching and learning English. Moreover, it evaluates whether this textbook promotes learner autonomy or not. In addition, this chapter highlights the challenges faced by EFL teachers and students while using this textbook to teach and learn English.

4.1 Findings of EFL Iraqi Teachers' Perceptions about Using *English for Iraq 5th Primary Textbook to Teach English in 5th Grade Classrooms*

In this section, the data were obtained through a five-point Likert scale ranging from strongly agree to strongly disagree. The following part provides quantitative data for each subsection in the scale.

4.1.1 Textbook general shape. Considering the general shape of the textbook, the teachers were asked to evaluate the Textbook General Shape. The obtained frequencies and percentages are depicted below:

Table 3

Frequency and Valid Percent of Items Related to General Shape of the Textbook

No	Items	SA	A	N	D	SD	M	*SD*
1.	The outside cover is attractive	29	6	1	4	0	1.50	.961
		72.5	15.0	2.5	10.0	0.0		
2.	The textbook paper quality is good	26	11	1	1	1	1.41	.675
		65.0	27.5	2.5	2.5	2.5		
3.	The textbook has clear explanation that facilitate students' learning	28	8	3	1	0	1.43	.747
		70.0	20.0	7.5	2.5	0.0		
4.	The textbook is free of errors and mistakes	26	11	0	3	0	1.50	.847
		65.0	27.5	0.0	7.5	0.0		
5.	The textbook list of content is clear	34	3	0	3	0	1.30	.823
		85.0	7.5	0.0	7.5	0.0		
6.	The textbook has a good reference	27	1	3	7	2	1.90	1.392
		67.5	2.5	7.5	17.5	5.0		

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

As indicated in the table above, most of the teachers (87.5%) stated that the outside cover was attractive and almost all of them agreed or strongly agreed that the paper quality was good (92.5%), the textbook had clear explanation that facilitates students' learning (90%), the textbook was free of error and mistakes (92.5%) and that the textbook list of content was clear (92.5%). On the other hand, only 70% of the teachers agreed or strongly agreed that the textbook had a good reference.

The overall findings reported that the majority of teachers were positive about the general shape of the textbook. As it can be concluded from their responses nearly all of them agreed that the general shape was attractive and agreed that the textbook facilitates students' learning.

4.1.2 Objectives of the textbook. Regarding the objectives of the textbook, results of the scale showed that 82.5% of the teachers believed that the objectives of the textbook were balanced between the four primary skills (listening, reading, speaking, and writing) and fitted with the modern developments. Besides, almost all of them (80%) acknowledged that the objectives of the textbook were explicit and accurate. Moreover, 77.5% of the teachers agreed or strongly agreed that the objectives of the textbook corresponded to the local culture and took individual difference among students into consideration. The results also indicated that 72.5% of the teachers approved that the objectives of this textbook took learners' needs and interests into consideration, as shown in the Table 4 below:

Table 4

Frequency and Valid Percent of Items Related to the Objectives of the Textbook

No.	Items	SA	A	N	D	SD	M	SD
7.	They take learners' needs and interests into consideration	25	4	2	7	2	1.93	1.366
		62.5	10.0	5.0	17.5	5.0		
8.	Are explicit and accurate	18	14	4	4	0	1.85	.975
		45.0	35.0	10.0	10.0	0.0		
9.	Fit the modern-day developments	21	12	2	4	1	1.80	1.091
		52.5	30.0	5.0	10.0	2.2		
10.	Correspond to the local culture	21	10	2	6	1	1.90	1.194
		52.5	25.0	5.0	15.0	2.5		
11.	Take individual difference among student into consideration	28	3	4	4	1	1.68	1.163
		70.0	7.5	10.0	10.0	2.5		

12.	Balancing between the four primary skills, reading; listening; speaking and writing	32 80.0	1 2.5	1 2.5	6 15.0	0 0.0	1.53	1.109

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

As the obtained findings showed, the majority of teachers were positive about the objectives of the textbook. They agreed that the objectives were balanced between the four primary skill and that the objectives were explicit and accurate.

4.1.3 The content of the textbook (reading & writing). As for the content of the textbook, the responses of the participating teachers related to reading and writing materials revealed that the majority of teachers (95%) believed that some writings activities were difficult to handle for most of the learners. However, almost all of the teachers (87.5%) agreed or strongly agreed that most of the reading passages were up to date and comprehensible, and 82.5% of them asserted that the reading passages of the textbook helped the students to reach to fluency level and enjoyment in reading, and 65% agreed that the textbook contained various number of reading passages.

On the other hand, only 77.5% of them believed that the textbook boosted free writing activities, they were also inconclusive in their agreement on whether the allocated time for teaching the material was sufficient or not (50% agreed, 42.5% disagreed) as indicated in table 5 below:

Table 5

Frequency and Valid Percent of Items Related to Content: Reading and Writing Material

No	Items	SA	A	N	D	SD	M	SD
13.	Contains a suitable and various number of reading passages	19 47.5	7 17.5	1 2.5	12 30.0	1 2.5	2.23	1.387
14.	Aid students to reach to fluency level and enjoyment in reading	29 72.5	4 10.0	4 10.0	3 7.5	0 0.0	1.53	.960
15.	Most of the reading passages are up to date and comprehensible	26 65.0	9 22.5	3 7.5	2 5.0	0 0.0	1.65	1.145
16.	some writings are difficult to handle for most of the learners	31 77.5	7 17.5	0 0.0	1 2.5	1 2.5	1.35	.834

17.	This textbook boost free writing activities	26 65.0	5 12.5	3 7.5	5 12.5	1 2.5	1.75	1.193
18.	The allocated time for teaching the material is sufficient	14 35.0	6 15.0	3 7.5	17 42.5	0 0.0	2.58	1.357

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

In brief, the results revealed that the majority of teachers were positive about the reading and writing components of the textbook. They agreed that reading passages were up to date, comprehensible and that the textbook boosts free writing activities.

4.1.3.1 The content of the textbook (structure & vocabulary). Considering the content of the textbook, the responses of the participating teachers related to structure and vocabulary materials indicated that the majority of teachers (92.5%) agreed that the grammar and vocabulary materials were both fitted according to students' level of language and almost all of them also agreed (90%) that the topical nature of the vocabulary activities was often meaningful to the students. 80% of the teachers strongly agreed or agreed that the structures intended to be taught inductively, while 75% and 72.5 % respectively agreed that the allocated time for teaching the material was sufficient and that the grammar lessons were usually obtained from the reading passages.

Furthermore, 47.5% of the teachers disagreed with grammar as being classified suitably. As clarified in Table 6 below:

Table 6

Frequency and Valid Percent of Items Related to Content: Structure and Vocabulary Material

No	Items	SA	A	N	D	SD	M	SD
19.	Structures are intended to be taught inductively	29 72.5	3 7.5	1 2.5	5 12.5	2 5.0	1.70	1.366
20.	The grammar is classified suitably	6 15.0	3 7.5	12 30.0	18 45.0	1 2.5	3.13	.975
21.	Grammar lessons are usually obtained from the reading passages	12 30.0	17 42.5	2 5.0	8 20.0	1 2.5	2.23	1.091
22.	The topical nature of the	22	14	4	0	0	1.55	1.194

	vocabulary activities is often meaningful to the students	55.0	35.0	10.0	0.0	0.0		
23.	Grammar and vocabulary materials are both fitted according to students' level of language	25 62.5	12 30.0	1 2.5	1 2.5	1 2.5	1.53	1.163
24.	The allocated time for teaching the material is sufficient	24 60.0	6 15.0	2 5.0	6 15.0	2 5.0	1.90	1.109

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

The overall findings displayed that the majority of teachers were positive about the structure and vocabulary components of the textbook. Nearly all the teachers agreed that the topical nature of the vocabulary activities was often meaningful to the students and that the allocated time for teaching the material was sufficient.

4.1.3.2 ***The content of the textbook (listening & speaking).*** Concerning the content of the textbook in terms of listening and speaking materials, the results showed that the majority of the participating teachers (95%) agreed on the fact that listening activities were about stress, rhythm, and intonation. In addition, almost all of them (85%) believed that speech activities allowed students to talk about their daily routines and interests, similarly, 80% of them asserted that the audio recordings exposed the students to the voices and pronunciation of the native speakers of English.

Moreover, 67.5 % of the participating teachers confirmed that the audio recordings were of high quality. On the other hand, in terms of the allocated time for teaching the listening and speaking materials, teachers' responses varied between agreed (52.5%) and disagreed (45%) as shown in table 7 below:

Table 7

Frequency and Valid Percent of Items Related to Content: Listening and Speaking Material

No.	Items	SA	A	N	D	SD	M	SD
25.	Audio recordings are of high-quality production	26	1	2	11	0	1.95	1.358

		65.0	2.5	5.0	27.5	0.0		
26.	The audio recordings expose the students to the voices and pronunciation of the native speakers of English	29 72.5	3 7.5	2 5.0	6 15.0	0 0.0	1.63	1.125
27.	The listening activities usually are about stress, rhythm, and intonation	30 75.0	8 20.0	1 2.5	1 2.5	0 0.0	1.38	.838
28.	Speech activities allow students to talk about their daily routines and interests	28 70.0	6 15.0	1 2.5	5 12.5	0 0.0	1.58	1.035
29.	The allocated time for teaching the material is sufficient	15 37.5	6 15.0	1 2.5	14 35.0	4 10.0	2.65	1.528

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

To wrap up, results reported that the majority of teachers were positive about the listening and speaking components of the textbook. Almost all teachers agreed on the listening activities were about stress, rhythm, and intonation. Most of the them also asserted that the audio recordings exposed the students to the voices and pronunciation of the native speakers of English.

4.1.4 Teaching aids in the textbook. Concerning the teaching aids in the textbooks, results indicated that most of the teachers (82.5) agreed that the teaching aids assisted in overcoming anxiety and boredom and three-quarters of them (75%) stated that pictures and diagrams used in the textbook were fitted with learners' background. Furthermore, many of them (72.5%) also expressed that the teaching aids and activities assisted in building the students' confidence. Along the same lines, 67.5% of teachers noted that teaching aids assisted in developing communicative skills, and only 50% of them stated that teaching aids de-stressed the teachers' talk. Table 8 below illustrates the obtained results:

Table 8

Frequency and Valid Percent of Items Related to Teaching Aids in the Textbook

No.	Items	SA	A	N	D	SD	M	SD
30.	The pictures and diagrams used are fitted with the learners' background	25 62.5	5 12.5	2 5.0	8 20.0	0 0.0	1.83	1.217
31.	The aids and activities used to assist in building the students' confidence	20 50.0	9 22.5	5 12.5	5 12.5	1 2.5	1.95	1.176
32.	The aids assist in overcoming anxiety and boredom	24 60.0	9 22.5	2 5.0	5 12.5	0 0.0	1.70	1.043
33.	The activities encourage the student about independent learning	20 50.0	6 15.0	3 7.5	8 20.0	3 7.5	2.20	1.436
34.	Teaching aids assist in developing the communicative skills	21 52.5	6 15.0	5 12.5	8 20.0	0 0.0	2	1.219
35.	Teaching aids assist in de-stressing the teacher's talk	16 40.0	4 10.0	0 0.0	14 35.0	6 15.0	2.75	1.629

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

The gathered findings showed that the majority of teachers were positive about the teaching aids components of the textbook. Most of the teachers agreed that the teaching aids assisted in overcoming anxiety and boredom. They also expressed that the teaching aids and activities assisted in building the students' confidence. Similarly, the teachers noted that teaching aids assisted in developing students' communicative skills.

Table 9 below illustrates a summary of the overall perceptions of teachers about using *English for Iraq 5th Primary Textbook* to teach English in 5th grade and it highlights where they had positive views and where they had negative views.

Table 9

A Summary table for EFL Iraqi Teachers' Perceptions about Using English for Iraq 5th Primary Textbook to Teach English in 5th Grade Classrooms

Textbook general shape			
No	Positive		Negative
1	Cover of the book		×
2	Paper quality		×
3	Clear explanation		×
4	No errors or typical mistakes		×
5	List of content is very clear		×
6	The textbook has a good reference		×
Objectives of the textbook			
No	Positive		Negative
7	Learner's needs and interests are taken into consideration		×
8	explicit and accurate		×
9	fits the modern-day development		×
10	correspond to students' local culture		×
11	Students' individual differences are taken into consideration		×
12	Balanced between the four main skills		×
Content: Reading and Writing			
No	Positive		Negative
13	The textbook has various number of reading passages		×
14	The textbook helped students to reach fluency in reading		×
15	Reading passages are up-to-date		×

	16 ×	Some writing activities are difficult
17	The textbook boosts free writing chances	×
18	×	The allocated time to teach writing and reading is not sufficient

Content: Structure and Vocabulary		
No	Positive	Negative
19	Structures are being taught inductively	×
20	×	The grammar is not classified suitably
21	Grammar was derived from reading passages	×
22	The vocabulary topics are useful to students	×
23	Grammar materials are fitted according to the student's level	×
24	The allocated time to teach structure and vocabulary is sufficient	×

Content: Listening and Speaking		
No	Positive	Negative
25	High-quality audio recordings	×
26	Exposing students to native speaker voices	×
27	Listening activities concentrated on rhythm, stress, and intonation	×
28	Speaking activities allowed students to talk about their daily routines	×
29	×	Teachers were in dispute about whether the allocated time to teach listening and speaking is sufficient or not

Teaching Aids in the textbook		
No	Positive	Negative
30	Pictures and diagrams used in the	×

	textbook fit learner's background	
31	Teaching aids and activities used in the textbook increased students' confidence	×
32	Teaching aids helped to overcome anxiety and boredom	×
33	Activities diagrams used in the textbook encouraged students to become independent learners	×
34	Teaching aids helped in developing communicative skills	×
35	Teaching aids helped in lessening teacher-time- talk	

As shown in the table above, it can be concluded that most of the teachers were in agreement that using *English for Iraq 5th Primary* textbook is useful in teaching English for fifth graders. Nevertheless, they pointed out some negative points that that should be further addressed by material designers and school administrators

4.2 Findings of 5TH Grade Students' Perceptions about Using *English for Iraq 5th Primary Textbook to Learn English in 5th Grade Classrooms*

Apart from teachers' perceptions, the first research question also aimed to indicate the students' perceptions towards using *English for Iraq 5th Primary* textbook to learn English. Hence, data were obtained through a five-point Likert scale ranging from strongly agree to strongly disagree. The following part presents quantitative data for each subsection in the scale.

4.2.1 Selection and organization of content in the textbook. At first, students were asked to assess the selection and organization of content in the textbook; the frequency and percentages are represented in table 10:

Table 10

Frequency and Valid Percent of Items Related to Selection and Organization of Content in the Textbook

No	Items	SA	A	N	D	SD	M	SD
1.	The activities are systemized from simple to complex	63 78.8	7 8.8	2 2.5	4 5.0	4 5.0	1.48	1.102
2.	Following the units in the textbook is easy	37 46.3	24 30.0	6 7.5	7 8.8	6 7.5	2.02	1.245
3.	The activities of reading passages, listening, writing and speaking are appropriately integrated	47 58.8	17 21.3	3 3.8	9 11.3	4 5.0	1.88	1.359

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

As stated in the table above, most of the students (87.6%) indicated that the activities were systemized from simple to complex. In addition, they agreed or strongly agreed (80.1%) that the activities of reading passages, listening, writing, and speaking were appropriately integrated. Besides, 76.3% of them agreed that following the units in the textbook was easy.

In brief, the findings revealed that the majority of students were positive about selection and organization of content in the textbook. Almost all the students agreed that activities of the textbook were systemized from simple to complex. In addition, many of the teachers also agreed that activities of the primary four skills were integrated.

4.2.2 The level of the textbook. In respect to the level of the textbook, results of the scale indicated that most of the students (86.3%) agreed that the textbook was above the level of 5^{th} grade students, they also acknowledged (77.6%) that the reading passages were difficult, and 77.5% of them believed that the speaking activities were also difficult for them, besides three quarter of them (75%) indicated that writing activities were challenging for them. Furthermore, 72.6% of them stated that listening activities were also tricky (See Table 11 below).

Table 11

Frequency and Valid Percent of Items Related to the Level of the Textbook

No	Items	SA	A	N	D	SD	M	SD
4.	The textbook is above the level of 5th grade students	50	19	2	5	4	1.68	1.154
		62.5	23.8	2.5	6.3	5.0		
5.	The reading passages are difficult	45	17	1	4	13	1.92	1.300
		56.3	21.3	1.3	5.0	16.3		
6.	The writing activities in the textbook is difficult	40	20	9	6	5	1.96	1.247
		50	25	11.3	7.5	6.3		
7.	The listening activities in the textbook is difficult	43	15	6	9	7	2.05	1.413
		53.8	18.8	7.5	11.3	8.8		
8.	The speaking activities in the textbook is difficult	46	16	7	6	5	1.86	1.260
		57.5	20.0	8.8	7.5	6.3		

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

The overall findings reported that the majority of students were negative about the level of the textbook. Most of the students agreed that the textbook was above their level. Besides, many of the students indicated that reading passages were difficult, the speaking activities and writing activities were challenging for them.

4.2.3 Physical appearance of the textbook. Concerning the physical appearance of the textbook, most of the students (81.3%) noted that the font size used in the textbook was appropriate and they agreed (78.8%) on the layout of the textbook motivated them to do the activity. Moreover, many of the students (77.6%) stated that the cover of the textbook was attractive, and 73.8 % of them thought the colors of the textbook were attractive. However, only 71.3 % of them agreed that the artwork (pictures, illustrations, graphs, tables, etc.) in the textbook was contemporary. As shown in table 12 below:

Table 12

Frequency and Valid Percent of Items Related to Physical Appearance of the Textbook

No	Items	SA	A	N	D	SD	M	SD
9.	The cover of the textbook is attractive	45	17	3	7	8	1.93	1.344
		56.3	21.3	3.8	8.8	10.0		
10.	the artwork (pictures, illustrations,	41	16	1	14	8	2.22	1.575

	graphs, tables etc.) in the textbook is contemporary	51.3	20.0	1.3	17.5	10.0		
11.	The colors of the textbook are attractive	46 57.5	13 16.3	11 13.8	2 2.5	8 10.0	1.83	1.152
12.	The font size of the textbook is appropriate	48 60.0	17 21.3	8 10.0	3 3.8	4 5.0	1.71	1.081
13.	The layout of the textbook motivates The students to do the activity	55 68.8	8 10.0	6 7.5	4 5.0	7 8.8	1.71	1.224

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

The gathered results displayed that the majority of students were positive about the physical appearance of the textbook most of the students. Stated that the font size used in the textbook was appropriate. They also, agreed that the layout of the textbook had motivated them to do the activity. Moreover, many of them indicated that the cover of the textbook was attractive, and thought the colors of the textbook were attractive as well.

4.2.4 Content of the textbook. In an attempt to evaluate the content of the textbook according to students' perceptions, results revealed that most of the students (81.3%) believed that the reading passages were authentic and related to their daily life and they agreed that the lesson of "checking your understanding" was quite helpful to ensure their comprehension of each unit.

In addition, 66.3 % of the students agreed that the units of the textbook covered the four primary skills effectively and that 65% of them indicated that the "Song" lesson was quite enjoyable. Similarly, 61.3 % of the students stated that the textbook included topics that reflected their culture. On top of that, 57.6 % agreed that adding topics that contain some knowledge would facilitate their English.

On the contrary, 57.6 % of the students disagreed with reading passages as being quite short, they also were inconclusive in their views (47.5 % agreed, 32.6% disagreed) towards the topics covered in the textbook and whether they motivate them to communicate in English or not. Table 13 shows the obtained results:

Table 13

Frequency and Valid Percent of Items Related to the Content of the Textbook

No	Items	SA	A	N	D	SD	M	SD
14.	Reading passages in the textbook is authentic and related to our daily life	50 62.5	15 18.8	1 1.3	12 15.0	2 2.5	1.88	1.450
15.	The unites in the textbook effectively cover the four fundamental skills (reading, listening, speaking, writing)	31 38.8	22 27.5	10 12.5	8 10.0	9 11.3	2.26	1.348
16.	The reading passages in the textbook are quite short	15 18.8	10 12.5	9 11.3	35 43.8	11 13.8	3.51	1.591
17.	I find "checking your understanding" is quite helpful	37 46.3	28 35.0	6 7.5	5 6.3	4 5.0	1.90	1.143
18.	I find "song" is quite enjoyable	30 37.5	22 27.5	14 17.5	4 5.0	10 12.5	2.20	1.216
19.	I think topics providing us some knowledge would facilitate our English	33 41.3	13 16.3	12 15.0	12 15.0	10 12.5	2.43	1.500
20.	Topics covered by the textbook motivate the students to communicate in English with each other	32 40.0	6 7.5	16 20.0	11 13.8	15 18.8	2.58	1.507
21.	The textbook includes topics that reflect our culture as well	33 41.3	16 20.0	9 11.3	15 18.8	7 8.8	2.43	1.550

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

The overall findings reported that the majority of students were positive about the content of the textbook. Most of the students believed that the reading passages were authentic and related to their daily life. Finally, nearly half of them disagreed with reading passages as being quite short.

4.2.5 Activities of the textbook. Considering the activities of the textbook, results showed that most of the students (81.3%) pointed out that the listening activities in the textbook helped them to improve their listening skill. Besides, 73.8% of the students believed that the conversations that they listened to in the audio

recordings were clear and understandable and that the activities in the textbook motivated them to work collaboratively. Moreover, 71.3% of them expressed that the activities of the textbook increased their desire to participate in the lesson.

Similarly, many of the students (68.8%) asserted that the most of the activities in the textbook were exciting and suitable to their level, and 65% of them indicated that speaking activities in the textbook motivated them to use English in the classroom.On the other hand, only 61.3% of the students agreed that the activities of the textbook helped them in developing their writing skills.

Surprisingly, only half of them (52.6%) agreed that the activities of the textbook motivated them to learn English. As described in table 14 below:

Table 14

Frequency and Valid Percent of Items Related to the Activities of the Textbook

No.	Items	SA	A	N	D	SD	M	SD
22.	The activities in the textbook are interesting	33	22	9	6	10	2.17	1.300
		41.3	27.5	11.3	7.5	12.5		
23.	The activities in the textbook are suitable for our level	32	23	5	13	7	2.32	1.482
		40.0	28.8	6.3	16.3	8.8		
24.	The activities in the textbook motivate me to learn English	25	17	13	12	13	2.62	1.453
		31.3	21.3	16.3	15.0	16.3		
25.	The activities increase my desire to participate in the lesson	29	28	3	14	6	2.35	1.476
		36.3	35.0	3.8	17.5	7.5		
26.	The activities in the textbook motivate the collaborative work	37	22	6	6	9	2.06	1.296
		46.3	27.5	7.5	7.5	11.3		
27.	The activities of the textbook help me in developing my writing skills	36	13	6	17	8	2.46	1.630
		45.0	16.3	7.5	21.3	10.0		
28.	The speaking activities in the textbook motivates me to use English in the classroom	40	12	8	10	10	2.22	1.484
		50.0	15.0	10.0	12.5	12.5		
29.	I find the conversations that I listen to (in the audio-recordings) are clear and understandable	38	21	7	7	7	2.05	1.311
		47.5	26.3	8.8	8.8	8.8		

30.	The listening activities in the textbook help me to improve my listening skills	49 61.3	16 20.0	3 3.8	6 7.5	6 7.5	1.80	1.267

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

As shown these results, the majority of students were positive about the activities of the textbook. Most of the students agreed that listening activities in the textbook helped them to improve their listening skill. Besides, many of them asserted that most of the activities in the textbook were exciting and suitable to their level.

4.2.6 Vocabularies and grammar in the textbook. Findings of students' perceptions towards vocabularies and grammar used in the textbook indicated that many of the students (72.6%) agreed that there are too many unknown words for them in the textbook and 70.1% of them pointed out that the textbook included a suitable number of activities and tasks to revise the new vocabulary. However, only 57.6% of the students believed that the vocabulary activities in the textbook made it easier for them to learn new words. Opposite to that 51.3% of the students disagreed that the grammar points in the textbook are presented in a clear and understandable way, as demonstrated in table 15 below:

Table 15

Frequency and Valid Percent of Items Related to Vocabularies and Grammar in the Textbook

No	Items	SA	A	N	D	SD	M	SD
31.	There are too many unknown words in the textbook	41 51.3	17 21.3	6 7.5	4 5.0	12 15.0	2.01	1.288
32.	The textbook includes suitable number of activities and tasks to revise the new vocabulary	21 26.3	35 43.8	13 16.3	4 5.0	7 8.8	2.22	1.091
33.	The vocabulary activities in the textbook make learning them easier	27 33.8	19 23.8	7 8.8	13 16.3	14 17.5	2.58	1.507
34.	The grammar points in the the textbook is presented in a clear and understandable way	17 21.3	12 15.0	10 12.5	29 36.3	12 15.0	3.30	1.544

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

The gathered results indicated that the majority of students were positive about the vocabularies and grammar components of the textbook. Many of the students agreed that there too many unknown words for them in the textbook. They also agreed that the textbook included a suitable number of activities and tasks to revise the new vocabulary.

Table 16 below illustrates a summary of the overall perceptions of students about using *English for Iraq 5th Primary Textbook* to learn English in 5th grade and it mainly describes their negative and positive views.

Table 16

A Summary table for EFL Iraqi Students' Perceptions about Using English for Iraq 5th Primary Textbook to Teach English in 5th Grade Classrooms

Selection and organization of content in the textbook			
No	Positive	Negative	
1	Activities are systemized from simple to complex		×
2	It is easy to follow the units		×
3	Activities of reading, listening, speaking, and writing are integrated		×
The level of the textbook			
No	Positive	Negative	
4	×	The textbook is above students' level	
5	×	Reading passages are difficult	
6	×	Writing activities are difficult	
7	×	Listening activities are difficult	
8	×	Speaking activities are difficult	
The physical appearance of the textbook			
No	Positive	Negative	
9	The cover of the textbook is attractive		×
10	Pictures, illustration, graphs, and tables in the textbook are contemporary		×

11	The colors of the textbook are attractive		×
12	The font size used in the textbook is suitable		×
13	The layout of the textbook motivates the students to do the activities		×
	Content of the textbook		
No	Positive	Negative	
14	Reading passages are authentic and related to daily life		×
15	Units of the textbook effectively covered the four main skills		×
16	×	Reading passages were not short	
17	The lesson “checking your understanding” is very helpful		×
18	The lesson “song” is very enjoyable		×
19	×	The textbook needs to provide more knowledgeable topics to facilitate students English	
20	The topics of the textbook motive students to communicate in English		×
21	The topics of the textbook correspond to students’ culture		×
	Activities of the textbook		
No	Positive	Negative	
22	Activities of the textbook are interesting		×
23	Activities of the textbook are fitted to students’ level		×
24	Activities of the textbook		×

	motivate students to learn English	
25	Activities of the textbook increase students' desire to participate in the lesson	×
26	Activities of the textbook motivate collaborative work	×
27	Activities of the textbook help students to develop their writing skills	×
28	Speaking activities of the textbook motivate students to use English in the classroom	×
29	Conversations in the audio recordings are clear and understandable	×
30	Listening activities of the textbook help to improve listening skills	×

Vocabularies and grammar in the textbook		
No	Positive	Negative
31	Too many unknown words which increased students word bank	×
32	A suitable number of activities to revise new vocabulary	×
33	Vocabulary activities make it easier for students to learn the vocabulary	×
34	×	The grammar points were not presented in a clear or understandable way

From the above table, it can be concluded that most of the students were in agreement that using *English for Iraq 5th Primary* textbook is useful in learning English. However, they pointed out some negative points that need to be improved in the textbook.

4.3 Findings of EFL Iraqi Teachers' Perceptions about Using *English for Iraq 5th Primary* Textbook to Promote Learner Autonomy

In an attempt to answer the second research question, data about teachers' perceptions towards using *English for Iraq 5th Primary* textbook to promote learner autonomy were collected through a five-point Likert scale ranging from strongly agree to strongly disagree. The following part describes quantitative data for each subsection in the scale.

4.3.1 Listening. First of all, teachers were requested to evaluate their students' abilities in learning listening skill autonomously; results clarified that most of the teachers (82.5%) stated that students could understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly. Similarly, 80% of the teachers expressed that students could understand daily conversations if they are spoken clearly, slowly and directly and that they could understand words and expressions related to everyday life such as basic personal and family information, school life, local area, and employment. In addition, many of the teachers (72.5%) consented that students could comprehend the main topic in simple short messages and announcements while 65% of teachers agreed that students could identify the main topic of a discussion when people speak slowly and clearly.

Contrariwise, almost half of the teachers (42.5%) disagreed that students could identify the main points of TV news such as interviews, events, accidents, etc. when the topic is supported visually. The following table reports the results:

Table 17

Frequency and Valid Percent of Items Related to Teachers' Perceptions towards Students' Autonomous Learning Abilities in Listening Skill

No	Items	SA	A	N	D	SD	M	SD
1.	Students can understand daily conversations if they are spoken clearly, slowly and directly	10 25.0	22 55.0	6 15.0	0 0.0	2 5.0	2.00	0.78
2.	Students can identify the main topic of a discussion when people speak slowly and clearly	12 30.0	14 35.0	12 30.0	0 0.0	2 5.0	2.10	0.90

3.	Students can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment	10 25.0	22 55.0	4 10.0	2 5.0	2 5.0	2.10	1.00
4.	Students can comprehend the main topic in simple short messages and announcements	13 32.5	16 40.0	2 5.0	2 5.0	7 17.5	2.22	1.22
5.	Students can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly	15 37.5	18 45.0	4 10.0	0 0.0	3 7.5	1.87	0.88
6.	Students can identify the main points of TV news such as interviews, events, accidents, etc. when the topic is supported visually	6 15.0	7 17.5	10 25.0	7 17.5	10 25.0	3.12	1.32

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

4.3.2 Reading. Second, teachers were asked to investigate their students' abilities in learning reading skill autonomously, results set forth that most of the teachers (77.5%) confirmed that students could understand a simple personal letter in which the writer tells or asks about aspects of everyday life. They also asserted (72.5%) that students could understand simple user's instructions for equipment such as public telephones. Furthermore, many of the teachers believed (70%) that students could comprehend information in advertisements such as size and price and that they can also understand short texts dealing with topics, which are familiar to me if the text is written in simple language. On the top of that, 65% of teachers agreed that students could understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early. Meanwhile, only 55% of teachers approved that students could identify relevant information in news summaries or simple newspaper articles in which

numbers and names play an important role, and which are structured and illustrated and that students could find the most critical information on leisure time activities, exhibitions, in information leaflets. The obtained findings are shown in table 18 below:

Table 18

Frequency and Valid Percent of Items Related to Teachers' Perceptions towards Students' Autonomous Learning Abilities in Reading Skill

No	Items	SA	A	N	D	SD	M	SD
7.	Students can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated	8 20.0	14 35.0	11 27.5	3 7.5	4 10.0	2.50	1.15
8.	Students can understand a simple personal letter in which the writer tells or asks about aspects of everyday life	12 30.0	19 47.5	3 7.5	2 5.0	4 10.0	2.12	1.11
9.	Students can understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early	10 25.0	16 40.0	11 27.5	0 0.0	3 7.5	2.17	0.90
10.	Students can find the most important information on leisure time activities, exhibitions, etc. in information leaflets	6 15.0	16 40.0	14 35.0	0 0.0	4 10.0	2.40	0.87
11.	Students can comprehend information in advertisements such as size and price	17 42.5	11 27.5	6 15.0	2 5.0	4 10.0	2.07	1.20
12.	Students can understand simple user's instructions for equipment such as public telephones	13 32.5	16 40.0	4 10.0	4 10.0	3 7.5	2.22	1.27
13.	Students can understand feedback	10	18	5	2	5	2.27	1.13

	messages or simple help indications in computer programmes.	25.0	45.0	12.5	5.0	12.5		
14.	Students can understand short texts dealing with topics, which are familiar to them if the text is written in simple language	10 25.0	18 45.0	5 12.5	2 5.0	5 12.5	2.27	1.13

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

4.3.3 Spoken interaction. As for students' abilities in spoken interaction, results illustrated that most of the teachers (80%) strongly agreed that students could discuss with other people what to do, where to go and make arrangements to meet, they also confirmed (77.5%) that students could make simple transactions in post offices, shops or banks. Moreover, many of the teachers (70%) indicated that students could make simple purchases by stating what they want and asking the price and that they could ask for and give directions by referring to a map or plan. On top of that, 65% of the teachers asserted that students could get information about the travel that they will do.

Opposite to that, teachers were inconclusive (47.5% agreed, 32.5% disagreed) in their views about students' abilities to use public transport: buses, train, and taxies, ask for necessary information and buy tickets., and they were also inconclusive (42.5% agreed, 37.5% disagreed) about students' abilities to ask people questions about what they do at work and in free time and answer such questions addressed to them. For the gathered results (see table 19):

Table 19

Frequency and Valid Percent of Items Related to Teachers' Perceptions towards Students' Autonomous Learning Abilities in Spoken Interaction Skill

No	Items	SA	A	N	D	SD	M	SD
15.	Students can make simple transactions in post offices, shops or banks	15 37.5	16 40.0	3 7.5	2 5.0	4 10.0	2.05	1.15
16.	Students can use public transport: buses, trains, and taxies ask for	4 10.0	15 37.5	8 20.0	0 0.0	13 32.5	3.65	1.23

	necessary information and buy tickets							
17.	Students can get information about the travel that they will do	11 27.5	15 37.5	4 10.0	0 0.0	10 25.0	2.32	1.14
18.	Students can order something to eat and drink	2 5.0	8 20.0	18 45.0	4 10.0	8 20.0	3.10	1.00
19.	Students can make simple purchases by stating what they want and asking the price	9 22.5	19 47.5	8 20.0	2 5.0	2 5.0	2.22	1.02
20.	Students can ask for and give directions by referring to a map or plan	13 32.5	15 37.5	6 15.0	0 0.0	6 15.0	2.12	1.04
21.	Students can make and respond to invitations	13 32.5	15 37.5	6 15.0	0 0.0	6 15.0	2.12	1.04
22.	Students can discuss with other people what to do, where to go and make arrangements to meet	15 37.5	17 42.5	2 5.0	0 0.0	6 15.0	2.97	1.02
23.	Students can ask people questions about what they do at work and in free time and answer such questions addressed to them	2 5.0	15 37.5	8 20.0	4 10.0	11 27.5	3.00	1.13

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

4.3.4 Spoken production. In terms of spoken production, results pointed out that 60% of the teachers confirmed that students could descript their educational background, and 47.5% of them approved that students could give basic descriptions of events while 42.5% disagreed with that. In addition, 42.5% of the teachers agreed that students could describe their hobbies and interests in a simple way.

On the contrary, 45% of the teachers disagreed that students could talk about themselves and their family and describe them, or that they could describe past activities such as last week or their last holiday as reported in the table below:

Table 20

Frequency and Valid Percent of Items Related to Teachers' Perceptions towards Students' Autonomous Learning Abilities in Spoken Production skill

No.	Items	SA	A	N	D	SD	M	SD
24.	Students can talk about themselves and their family and describe them	8 20.0	7 17.5	7 17.5	4 10.0	14 35.0	2.97	1.32
25.	Students can give basic descriptions of events	4 10.0	15 37.5	4 10.0	4 10.0	13 32.5	2.95	1.23
26.	Students can descript their educational background	12 30.0	12 30.0	8 20.0	4 10.0	4 10.0	2.40	1.29
27.	Students can describe their hobbies and interests in a simple way	6 15.0	11 27.5	11 27.5	4 10.0	8 20.0	2.82	1.21
28.	Students can describe past activities such as last week or their last holiday	0 0.0	10 25.0	12 30.0	8 20.0	10 25.0	3.40	1.08

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

4.3.5 Writing. Regarding writing skills findings showed that most of the teachers (80%) were consent with the fact that students could write simple sentences by connecting them with words such as "and," "but," "because." Many of them (70%) also indicated that students could write about aspects of their everyday life in simple sentences such as; school, family, hobbies; briefly introduce themselves in a letter including their family, school, and hobbies with simple phrases and sentences; and use connecting words such as "first", "then", "after", "later", to indicate the chronological order of events. While only 42.5% of them agreed that students could write short, simple notes and messages. Besides, teachers indicated that almost half (52.5%) of the students could fill in a form giving an account of their educational background, their job, their interests, and their specific skills

On the other hand, only 45 % teachers stated that students could describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened; and that they could write a letter using simple expressions for greeting, addressing, asking or thanking somebody. The findings are presented in table 21 as follows:

Table 21

Frequency and Valid Percent of Items Related to teachers' perceptions towards students' autonomous learning abilities in writing skill

No	Items	SA	A	N	D	SD	M	SD
29.	Students can write short simple notes and messages	6 15.0	11 27.5	13 32.5	2 5.0	8 20.0	2.72	1.10
30.	Students can describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened	9 22.5	9 22.5	8 20.0	4 10.0	10 25.0	2.77	1.32
31.	Students can write about aspects of their everyday life in simple sentences such as job, school, hobbies	15 37.5	13 32.5	4 10.0	4 10.0	4 10.0	2.22	1.32
32.	Students can fill in a form giving an account of their educational background, their interests, and their specific skills	6 15.0	15 37.5	8 20.0	5 12.5	6 15.0	2.72	1.26
33.	Students can briefly introduce themselves in a letter including their family, school, job and hobbies with simple phrases and sentences	10 25.0	18 45.0	4 10.0	0 0.0	8 20.0	2.25	1.05
34.	Students can write a letter using simple expressions for greeting, addressing, asking or thanking somebody	6 15.0	12 30.0	9 22.5	2 5.0	11 27.5	2.77	1.16
35.	Students can write simple sentences by connecting them with words such as "and", "but", "because"	12 30.0	20 50.0	8 20.0	0 0.0	0 0.0	1.90	0.70
36.	Students can use connecting words such as "first", "then", "after", "later", to indicate the chronological order of events	13 32.5	15 37.5	10 25.0	0 0.0	2 5.0	2.02	0.89

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

4.4 Findings of Students' Perceptions about using *English for Iraq 5th Primary* Textbook to promote Learner Autonomy

Apart from teachers' perceptions, the second research question also aimed to investigate students' perceptions towards using *English for Iraq 5th Primary* textbook to learn English. Therefore, data were gathered from a five-point Likert scale ranging from strongly agree to strongly disagree. The following part describes quantitative data for each subsection in the scale.

4.4.1 Listening. Concerning students' perceptions towards their abilities in learning listening skill autonomously, results showed that most of the students (87.6%, 86.3%, 80.1%) respectively confirmed that they could understand daily conversations if they are spoken clearly, slowly and directly, comprehend the main topic in simple short messages and announcements, understand words and expressions related to everyday life such as necessary personal and family information, school life, local area, and employment.

Furthermore, many of the students (77.6%, 76.3%, 75%) respectively stated that they could understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly, identify the main topic of a discussion when people speak slowly and clearly, identify the main points of TV news such as interviews, events, accidents, etc. when the topic is supported visually. The following table 22 reports the gathered results:

Table 22

Frequency and Valid Percent of Items Related to Students' Perceptions of their Autonomous Learning Abilities in Listening Skill

No	Items	SA	A	N	D	SD	M	SD
1.	I can understand daily conversations if they are spoken clearly, slowly and directly	63 78.8	7 8.8	2 2.5	4 5.0	4 5.0	1.48	1.10
2.	I can identify the main topic of a discussion when people speak slowly and clearly	37 46.3	24 30.0	6 7.5	6 7.5	6 7.5	1.98	1.24
3	I can understand words and expressions related to everyday life such as basic personal and family	47 58.8	17 21.3	3 3.8	9 11.3	4 5.0	1.88	1.35

	information, school life, local area and employment							
4.	I can comprehend the main topic in simple short messages and announcements	50 62.5	19 23.8	2 2.5	5 6.3	4 5.0	1.68	1.15
5.	I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly	45 56.3	17 21.3	1 1.3	4 5.0	13 16.3	1.92	1.30
6.	I can identify the main points of TV news such as Interviews, events, accidents, etc. when the topic is supported visually	40 50.0	20 25.0	9 11.3	6 7.5	5 6.3	1.96	1.24

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

4.4.2 Reading. In an attempt to investigate students' perceptions towards their autonomous learning abilities in learning reading skills, findings depicted that most of the students (81.3%) asserted that they could understand simple user's instructions for equipment such as public telephones. In addition, many of the students indicated (78.8%, 77.6%, 73.8%, 71.3%) respectively that they could understand feedback messages or simple help indications in computer programs, understand short texts dealing with topics, which are familiar to me if the text is written in simple language; understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early; comprehend information in advertisements such as size and price; find the most essential information on leisure time activities, exhibitions, etc. in information leaflets. Table 23 below displays the results in detail:

Table 23

Frequency and Valid Percent of Items Related to Students' Perceptions of their Autonomous Learning Abilities in Reading Skill

No	Items	SA	A	N	D	SD	M	SD
7.	I can identify important information in news summaries or simple newspaper articles in which	43 53.8	15 18.8	6 7.5	9 11.3	7 8.8	2.05	1.41

	numbers and names play an an important role, and which are structured and illustrated							
8.	I can understand a simple personal letter in which the writer tells or asks about aspects of everyday life	46 57.5	16 20.0	7 8.8	6 7.5	5 6.3	1.86	1.26
9.	I can understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early	45 56.3	17 21.3	3 3.8	7 8.8	8 10.0	1.93	1.34
10.	I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets	41 51.3	16 20.0	1 1.3	14 17.5	8 10.0	2.22	1.57
11.	I can comprehend information in advertisements such as size and price	46 57.5	13 16.3	11 13.8	2 2.5	8 10.0	1.83	1.15
12.	I can understand simple user's instructions for equipment such as public telephones	48 60.0	17 21.3	8 10.0	3 3.8	4 5.0	1.71	1.08
13.	I can understand feedback messages or simple help indications in computer programs.	55 68.8	8 10.0	6 7.5	4 5.0	7 8.8	1.71	1.22
14.	I can understand short texts dealing with topics, which are familiar to them if the text is written in simple language	55 68.8	8 10.0	6 7.5	4 5.0	7 8.8	1.71	1.22

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

4.4.3 Spoken interaction. Considering the students' perceptions towards their abilities in spoken interaction results revealed that most of the students approved that they could make simple transactions in post offices, shops or banks; order something to eat and drink. Whereas 66.3% of the students confirmed that they could use public transport: buses, trains, and taxies, ask for basic information and buy tickets. Also,

65% & 61.3% respectively stated that they could make simple purchases by stating what they want and asking the price; ask people questions about what they do at work and in free time and answer such questions addressed to them. On top of that, half of the students (57.6%) pointed out that they could ask for and give directions by referring to a map or plan.

However, almost half of the students indicated that they could make and respond to invitations, and discuss with other people what to do, where to go and make arrangements to meet. Nonetheless, 57.6% of the students disagreed that they could get information about the travel that they will do. The obtained results are as in the following table:

Table 24

Frequency and Valid Percent of Items Related to Students' Perceptions towards their Autonomous Learning Abilities in Spoken Interaction Skill

No	Items	SA	A	N	D	SD	M	SD
15.	I can make simple transactions	50	15	1	12	2	1.88	1.44
	in post offices, shops or banks	62.5	18.8	1.3	15.0	2.5		
16.	I can use public transport: buses,	31	22	10	8	9	2.26	1.34
	trains, and taxies ask for basic	38.8	27.5	12.5	10.0	11.3		
	information and buy tickets							
17.	I can get information about	15	10	9	35	11	3.51	1.59
	the travel that they will do	18.8	12.5	11.3	43.8	13.8		
18.	I can order something to	37	28	6	5	4	1.90	1.14
	eat and drink	46.3	35.0	7.5	6.3	5.0		
19.	I can make simple purchases by	30	22	14	4	10	2.20	1.21
	stating what they want and asking the	37.5	27.5	17.5	5.0	12.5		
	price							
20.	I can ask for and give directions by	33	13	12	12	10	2.43	1.49
	referring to a map or plan	41.3	16.3	15.0	15.0	12.5		
21.	I can make and respond to invitations	32	6	16	11	15	2.58	1.50
	I can discuss with other people what	40.0	7.5	20.0	13.8	18.8		
	to do, where to go and make							
22.	arrangements to meet	32	6	16	11	15	2.58	1.50
		40.0	7.5	20.0	13.8	18.8		
23.	I can ask people questions	33	16	9	15	7	2.43	1.54
	about what they do at work and in	41.3	20.0	11.3	18.8	8.8		

	free time and answer such questions addressed to them							

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

4.4.4 Spoken production. In respect with students' perceptions towards their autonomous learning abilities in spoken production skill, results demonstrated that many of the students (73.85%, 71.3%) agreed that they could describe past activities such as last week or their last holiday, and describe their hobbies and interests in a simple way and. In addition, 68.8% of the students indicated that they could talk about their selves and their family and describe them, and give basic descriptions of events. While only 52.6% of them agreed that they could descript their educational background. Table 25 below shows these results:

Table 25

Frequency and Valid Percent of Items Related to Students' Perceptions towards their Autonomous Learning Abilities in Spoken Production Skill

No	Items	SA	A	N	D	SD	M	SD
24.	I can talk about themselves	33	22	9	6	10	2.17	1.30
	and their family and describe them	41.3	27.5	11.3	7.5	12.5		
25.	I can give basic	32	23	5	13	7	2.32	1.48
	descriptions of events	40.0	28.8	6.3	16.3	8.8		
26.	I can descript their educational	25	17	13	12	13	2.62	1.45
	background	31.3	21.3	16.3	15.0	16.3		
27.	I can describe their hobbies	29	28	3	14	6	2.35	1.47
	and interests in a simple way	36.3	35.0	3.8	17.5	7.5		
28.	I can describe past activities such as	37	22	6	6	9	2.06	1.29
	last week or their last holiday	46.3	27.5	7.5	7.5	11.3		

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

4.4.5 Writing. In terms of students' perceptions towards their autonomous learning abilities in writing skills, results manifested that most of the students (81.3%) consented that they can fill in a form giving an account of their educational background, their interests, and their specific skills. Moreover, many of the students (73.8%, 72.6%, and 70.1%) respectively noted that they could write about aspects of their everyday life in simple sentences such as school, family, hobbies; briefly

introduce themselves in a letter including their family, school and hobbies with simple phrases and sentences. While, only 65% of the students could describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened, and 61.3% of them affirmed that they could write short, simple notes and messages. Besides, 57.6 % of the students approved that they could write simple sentences by connecting them with words such as "and," "but" "because." However, 51.3% of them disagreed that they could use connecting words such as "first," "then," "after," "later," to indicate the chronological order of events. Specifically, the gathered findings are shown below in table 26:

Table 26

Frequency and Valid Percent of Items Related to Students' Perceptions of their Autonomous Learning Abilities in Writing Skill

No	Items	SA	A	N	D	SD	M	SD
29.	I can write short simple notes and messages	36 45.0	13 16.3	6 7.5	17 21.3	8 10.0	2.46	1.62
30.	I can describe an event or social activity such as an accident alternatively, a party in simple sentences and report what happened, when and where it happened	40 50.0	12 15.0	8 10.0	10 12.5	10 12.5	2.22	1.48
31.	I can write about aspects of their everyday life in simple sentences such as job, school, hobbies	38 47.5	21 26.3	7 8.8	7 8.8	7 8.8	2.05	1.31
32.	I can fill in a form giving an account of their educational background, their interests, and their specific skills	49 61.3	16 20.0	3 3.8	6 7.5	6 7.5	1.80	1.26
33.	I can briefly introduce myself in a letter including my family, school, job and hobbies with simple phrases	41 51.3	17 21.3	6 7.5	4 5.0	12 15.0	2.01	1.28
34.	I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody	21 26.3	35 43.8	13 16.3	4 5.0	7 8.8	2.22	1.09
35.	I can write simple sentences by connecting them with words such as "and", "but", "because"	27 33.8	19 23.8	7 8.8	13 16.3	14 17.5	2.58	1.50

36.	I can use connecting words such as "first", “then”, "after", "later", to indicate the chronological order of events	17 21.3	12 15.0	10 12.5	29 36.3	12 15.0	3.30	1.59

Note: SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree M: Mean SD: Standard Deviation

Finally, the following table 27 presents a summary of the overall perceptions of both teachers and students about using *English for Iraq 5th Primary Textbook* to promote learn autonomy and it shows where teachers and students had positive views and where they had negative ones.

Table 27

A Summary table for Teachers and Students' Perceptions about using English for Iraq 5th Primary Textbook to promote Learner Autonomy

Listening skill		
No	Positive Perceptions	Negative Perceptions
1	Students can understand daily conversation	×
2	Students can identify the main topic	×
3	Students can understand words and expression related to daily life	×
4	Students can comprehend the main topic in a simple, short message	×
5	Students can understand the essential information in short recorded passage	×
6	×	Students cannot identify the main points in TV news

Reading Skill		
No	Positive Perceptions	Negative Perceptions

7	Students can identify important information in simple newspaper articles		×
8	Students can understand simple, short letters		×
9	Students can understand simple messages from friends, for example; a note saying when they should meet		×
10	Students can find the most important information on information leaflets		×
11	Students can comprehend information in advertisements such as price and size		×
12	Students can understand simple user's instructions for equipment such as public telephones		×
13	Students can understand feedback messages in computer programs		×
14	Students can understand the short text if it was in simple language		×

Spoken Interaction Skill

No	Positive Perceptions	Negative Perceptions	
15	Students can make simple transactions in the post office, banks, shops, etc.		×
16	Students can ask about how to buy a ticket for public transportation		×
17	Students can get information about their travel		×

18	Students cannot order something to eat or drink	×
19	Students can make simple purchases	×
20	Students can respond to invitations	×
21	Students can give and ask for directions	×
22	Students can have a discussion on what to do, where to go	×
23	Students can ask people questions about what do they do at work and answer such questions	×

Spoken Production Skill		
No	Positive Perceptions	Negative Perceptions
24	×	Students cannot talk about themselves and their family
25	×	Students cannot give a basic description of events
26	Students can describe their educational background	×
27	Students can describe their hobbies and interests	×
28	×	Students cannot describe past activities

Writing Skill		
No	Positive Perceptions	Negative Perceptions

29	Students can write short, simple notes or messages		×
30	Students can write about an event or social activity and write what, when, and where it happened		×
31	Students can write about their daily life		×
32	Students can fill a form about their education background		×
33	Students can briefly introduce themselves in written form		×
34	Students can write a letter using simple language		×
35	Students can use conjunctions (and, but, etc.) in writing sentences		×
36	×	Students cannot use sequence connectors (first, then, later, after) in writing sentences	

According to the results shown in the table above, it can be concluded that most of teachers and students who participated in this study agreed that English for Iraq 5th Primary textbook could promote learner autonomy, as most of the teachers and students stated that they could perform in the four main skills of the language (listening, reading, speaking, and writing) autonomously.

4.5 Semi-Structured Interviews with Students and Teachers

For the purpose of supporting the quantitative data with reliable qualitative data, the researcher conducted interviews with both teachers and students to find out their overall perceptions of *English for Iraq 5th Primary* textbook while using it to teach and learn English. The following sections present the perceptions of participating teachers and students about using the textbook in 5th grade English classrooms.

Table 28

Illustration of the themes of the teachers and students' interviews

Teachers' Interviews Themes	Students' Interviews Themes
Shortage of time	Difficulty level of the activities
Lacking pronunciation activities	Number of activities
Methodology of the Textbook	Lack of pronunciation activities
Page-by-page manner in the book.	Textbook as an independent reference
Textbook as an independent reference.	Teacher's role
Self-assessment tasks to check students' progress.	Support for autonomous learning
Development of Language skills	Development of English proficiency
Development of teaching experience	

4.5.1 Findings of the semi-structured interviews with teachers about their perception about Using English for Iraq 5th Primary textbook. Considering the perceptions of the teachers about *English for Iraq 5th Primary* textbook, a semi-structured student interview was carried out with ten teachers. As a result of content analysis, the following eight themes were identified:

- Shortage of time
- Lacking pronunciation activities
- Methodology of the Textbook
- Page-by-page manner in the book.
- Textbook as an independent reference.
- Self-assessment tasks to check students' progress.
- Development of Language skills
- Development of teaching experience.

4.5.1.1 Shortage of time

The findings of the semi-structured teacher interview indicated that the shortage of time was the most common difficulty faced by the teachers because most of the teachers could not finish the book by the end of the year. Considering these issues, the majority of the teachers said:

> […] There are lots of exercises and information, but very little time to present them. (T1, Interview Data, 16.03.2019)
>
> […] There are lots of exercises in one unit; it took me almost 16 lessons to finish one unit.
>
> Consequently, I could not finish the whole book by the end of the year. (T2, Interview Data, 16.03.2019)
>
> […] There are too much information and repetitive exercises, which makes the lesson all about giving the answers for exercises instead of actual learning. (T4, Interview Data, 16.03.2019)
>
> […] The lesson is 45 minutes, and each unit in the book has eight lessons in the pupils' book and another 8 in the activity boo. Thus it is impossible to complete one lesson of the book in one lesson, and this leads to frustration for the teacher and the students. (T8, Interview Data, 16.03.2019)

Concerning the findings from teacher interviews, shortage of time and too much information was perceived as a problem that teachers encountered while using a textbook. To overcome this difficulty, the teachers can be exposed to a training workshop on how to adapt time while teaching, which might help them to use the time in class more effectively.

4.5.1.2 Lacking pronunciation activities

The findings of the semi-structured teacher interviews indicated that lack of pronunciation activities was another difficulty experienced by the teachers. In other words, the textbooks lacked some pronunciation activities which prevented teachers from teaching speaking, as shown in these comments:

> […] There are no pronunciation activities in the textbook, and it makes it very difficult for teachers to teach speaking skill. (T1, Interview Data, 16.03.2019)
>
> […] There is a lack of pronunciation activities in the textbook, which makes it difficult to focus on speaking in the class. (T4, Interview Data, 16.03.2019)

In relation to these findings, the teachers need support in terms of using pronunciation activities while teaching speaking in their class. Therefore, some supplementary materials, including pronunciation activities, can be provided to the teachers to help them improve the productive ability of their students.

4.5.1.3 Methodology of the textbook

According to the findings gathered from the interviews, the teachers perceived the methodology of the *English for Iraq 5th Primary* quite positively. In other words, they found that the teaching method used in the book is exciting, educative, and less challenging. This finding can be supported by the comments below:

> […] I totally love the teaching method used in the textbook, and I find it useful to help students focus more on learning how to communicate in English. (T3, Interview Data, 16.03.2019)
>
> […] It is an effective method, and it helps the students to improve their English language rapidly. (T5, Interview Data, 16.03.2019)

> […] I find this method more helpful than other methods of teaching as it focuses more on using the language actively in the classroom. (T6, Interview Data, 16.03.2019)
> […] The teaching method used in the textbook is absolutely fantastic. Yet, it would not hurt to mix another teaching method like the translation method as we are teaching English as a foreign language. (T9, Interview Data16.03.2019)

In brief, the method used in the textbook was appropriate for the teachers, and it supported their practices in fifth grade English classrooms. The focus was on learning how to communicate in English, which helped the students to improve their English and use it actively in the classroom.

4.5.1.4 Page-by-page manner in the book

Considering the questions whether the page-by-page manner in the book was valid or not, the participating teachers expressed that they did not cover all the pages of the book since they were repetitive and sometimes senseless. This finding is supported in the following comments:

> […] The textbook requires formatting and deleting irrelevant pages. There is too much repetition. (T9, Interview data, 16.03.2019)
> […] I do not follow each page in the textbook. There are repetitive activities, and sometimes, they are senseless. (T6, Interview Data, 16.03.2019)

As shown in these comments, the teachers did not follow each page in the textbook. The teachers preferred to omit the pages, which included repetitive activities which should be addressed while choosing a fifth grade English textbook for the following year.

4.5.1.5 Textbook as an Independent reference

Considering the use of *English for Iraq5th Primary* textbook as an independent reference, the teachers expressed conflicting viewpoints. While some said that the textbook could be used as an independent reference to English language

learning, others denied this view as expressed below: These findings can be supported by the comments below:

> […] The references are usually comprehensive for all the needs of the students, and thus, it cannot be used as an independent reference. (T9, Interview Data, 16.03.2019)
> […] The textbook cannot be an independent reference as the amount of grammar is limited. We need more support from other references to teach grammar. (T1, Interview Data, 16.03.2019)

In short, while some teachers were positive about using the textbook as an independent reference, others expressed their needs for extra support to teach grammar. These different perceptions should be discussed in more detail while deciding on a textbook to be used in fifth grade English classrooms next year.

4.5.1.6. Self-assessment tasks to check students' progress

As for the findings of the existence of self-assessment tasks for students to reflect on their progress, the obtained findings revealed that such tasks exist in the textbook. In other words, there were many self-assessment tasks in each unit of the textbook as shared in these excerpts:

> […] The textbook provides self-assessment tasks after each unit, which let the teacher and the student realize how much progress that they have achieved. (T3, Interview Data, 16.03.2019)
> […] Each unit provides self-assessment tasks to measure the students understanding of the topics. (T7, Interview Data, 16.03.2019)

To sum up, all teachers confirmed that the textbook had self-assessment tasks which let the students to reflect on their progress and reveal their comprehension of each topic covered in the lesson.

4.5.1.7 Development of Language Skills

According to the findings of the interview, the teachers indicated that the textbook was useful for students to develop their language skills as it focused on

using English communicatively and meaningfully. The following excerpts support this finding:

> […] The textbook follows a communicative method and focuses on the four skills (speaking, reading, listening, and writing) The students use English communicatively. (T5, Interview Data, 16.03.2019)
> […] The textbook develops students' language skills, and they can use the language in a meaningful context. (T6, Interview Data,16.03.2019)

Regarding these findings, the textbook is perceived as a useful tool for students to develop their language skills. It provides them with the opportunity to communicate in English as well as use the language in meaningful tasks.

4.5.1.8 Development of teaching experience.

The interview results gathered from the teachers confirmed that *English for Iraq 5th Primary* textbook had expanded their teaching experience. Specifically, the communicative method used in the textbook helps teachers improve their teaching practices as supported in these comments:

> […] I was not much aware of the communicative method of teaching English before. After using this textbook, I learned how effective this method is. (T5, Interview Data, 16.03.2019)
> […] The textbook expanded my teaching experience. It notably increased my experience in using teaching English communicatively. (T9, Interview Data16.03.2019)

Briefly, using the *English for Iraq 5th Primary* textbook helped the teachers improve their experience in teaching English communicatively. This finding shows that the teachers gained more experience in communicative language teaching by implementing this textbook in their classroom practices.

4.5.2 Findings of the semi-structured interviews with students about their perception about using English for Iraq 5th Primary textbook. Considering the perceptions of the students about using *English for Iraq 5th Primary* textbook, semi-structured interviews were carried out with 20 fifth grade students. The following section presents the gathered findings under six main themes:

- Difficulty level of the activities
- Number of activities
- Lack of pronunciation activities
- Textbook as an independent reference
- Teacher's role
- Support for autonomous learning
- Development of English proficiency

4.5.2.1 Difficulty level of the activities

The findings of the semi-structured student interview indicated that the difficulty level of the textbook activities varied. Some of the activities were easy and could be done independently; others were hard and needed the extra teacher's explanation. Below are some excerpts shared by the students:

> ,[…] I can do some of the activities alone because they are easy; however, some other activities I tend to ask my teacher to help me with them. (S1, Interview Data, 18.03.2019)
>
> […] I think the textbook has both easy and hard activities. I can do the easy ones alone, but I need extra support from my teacher about the problematic activities. (S2, Interview Data, 18.03.2019)

Following these findings, the students perceived some of the activities easy and others difficult to complete, which shows that the textbook had a variety of activities in terms of difficulty level.

4.5.2.2 Number of activities

Considering the number of activities in the textbook, the students stated that the most common difficulty for them was the overload of activities which were also

repetitive, this made the students feel discouraging, and they did not enjoy much the English class. Some of the students said:

> […] The most challenging thing in the book is that it has lots of activities which makes me feel discouraged. (S19, Interview Data, 18.03.2019)
> […] The book has lots of repetitive activities, and this discourages my classmates and me from enjoying the English class. (S16, Interview Data, 18.03.2019)

Briefly, these findings show that the students had some difficulty with the loaded and repetitive activities, which made them feel discouraged and not enjoy the English lesson. Therefore, this finding should be carefully considered while choosing and adapting the English materials for the following year.

4.5.2.3 Lack of pronunciation activities

According to the interview findings, the students expressed that they have been learning English for five years in school by now. However, they have not learned how to pronounce the words correctly yet. The textbook lacks such activities as shown in these comments:

> […] There are no activities in the textbook on how to pronounce the words. I am learning English for five years, but I still have difficulty with pronouncing words correctly. (S16, Interview Data, 18.03.2019)
> […] The most difficulty that I face in learning English is sounding out new words. The textbook has no such activities. (S6, Interview Data, 18.03.2019)

To wrap up, these statements demonstrated that there are no activities in the textbook to cover learning how to pronounce new words correctly. Therefore, the students should be provided with supplementary activities to help them improve their fluency in English.

4.5.2.4 Textbook as an independent reference

The content analysis of the students' interviews showed that most of the participants agreed that the textbook is not effective on its own as an independent

reference to learn English. The students require teacher explanation and support during the lessons as displayed in the excerpts below:

> […] I don't think that I can use the textbook as an independent reference. I tend to ask my teacher for help to complete the activities and explain the topic. (S3, Interview Data, 18.03.2019)
> […] I don't think this type of book can be used as an independent reference to learn English. I can't comprehend without my teacher help, so no, I can't use the book as an independent reference. (S4, Interview Data, 18.03.2019)

4.5.2.5 Teacher's Role

From the findings of the student interviews, the teacher was perceived to be the motivator in the classroom, who encourages the students during the English learning process. The following comments support this finding:

> […] I have an amazing teacher; she always encourages and motivates me to improve my English. (S20, Interview Data, 18.03.2019)
> […] My teacher always motivates me during the lesson, and I feel happy. (S6, Interview Data, 18.03.2019)

It is evident from the students' responses that their teachers motivate them during the lesson, which encourages the students to learn English, and they enjoy the lesson.

4.5.2.6 Support for autonomous learning

The gathered findings of the student interviews revealed that *English for Iraq 5th Primary* textbook has very few activities that allow them to improve their autonomous learning, as illustrated in these excerpts:

> […] Learner autonomy means that I shall be responsible for my own learning. Yet this textbook has very few activities which allow me to become autonomous. (S9, Interview Data, 18.03.2019)

> […] Learner autonomy means being in charge of my learning. But I don't agree that this textbook can help me in this regard. (S1, Interview Data, 18.03.2019)

To summarize, most of the students were aware of the importance as well as the meaning of learner autonomy, yet they didn't view the book as a supporting tool for autonomous learning. This finding clearly shows that the students want to become autonomous, and they should be exposed to certain activities that will help them to improve this ability.

4.5.2.7 Development of English proficiency

As for the use of the textbook to develop the students' English proficiency, the participants agreed that *English for Iraq 5th Primary* textbook was helpful, particularly in learning new words and grammatical structures. To exemplify, some of the students said:

> […] The textbook improved my level in English for sure, as I have learned new words and new structures. (S3, Interview Data, 18.03.2019)
>
> […] Absolutely, this book helped me to improve my vocabulary and grammar. I can use different words and structures while speaking English. (S15, Interview Data, 18.03.2019)

To sum up, it is obvious that the *English for Iraq 5th Primary* textbook has improved student's level of English, especially in terms of their vocabulary and grammar knowledge. The students shared positive views related to the development of their proficiency in English.

Chapter 5
Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study was to evaluate the *English for Iraq 5th Primary* textbook from teachers and students' perception. In addition, the present study attempted to explore the participant students' perceptions about the challenges they face while reading "*English for Iraq 5th Primary*" textbook and to what extent this textbook promotes autonomous learning. The participant teachers' reflections were also found out about the challenges they face while using this textbook in class and to what extent this textbook promote autonomous learning. The quantitative and qualitative data of the study were gathered through three scales and two semi-structured interviews. The participants were students (*N*= 80) and their teachers (*N*= 40) who were learning and teaching English using "*English for Iraq 5th Primary*" textbook. In the following section, the findings of the study will be thoroughly discussed in relevance to each research question.

5.1.1. Discussion of the findings of RQ 1: What are the overall perceptions of teachers and students about teaching and learning English using *English for Iraq 5th Primary* textbook? The purpose of the first research question was to find out the overall perceptions of teachers and students about teaching and learning English using *English for Iraq 5th Primary* textbook. The following part discusses the overall perceptions of students and teachers about the textbook in relation to the previous literature.

***5.1.1.1. Teachers overall perceptions of English for Iraq 5th Primary* textbook**. The findings indicated multitudinous views from both respondents about the textbook in question. According to the teachers, the textbook outer cover and paper quality were good. Textbook material was clear and easy to understand. It was free of error, and the content list was also unambiguous. The same results have been found by Hassan and Ghafor (2014). In their study which has been conducted in the North of Iraq, they found that the layout and design of the textbook were clear. The textbook objective took learners' need into consideration. The textbook objectives were explicit and accurate fit according to the modern-day development, corresponding to the local culture, and the four primary skills (reading, listening,

speaking, and writing) were balanced. The textbook content contained a suitable and various number of reading passages. Textbook helped students to increase fluency level, and they enjoy reading. Most of the reading passages were up to date and comprehensible. The grammar was classified suitably. The allocated time for teaching was also sufficient. This finding confirmed the argument of Tomlinson (2001) who claimed and supported textbook usage, arguing that it is the most suitable way to present effective teaching materials. It helps to achieve consistency and cohesion; it is more systematic.

The audio recordings exposed the students to the voices and pronunciation of the native speakers of English. Listening activities included suprasegmental features. Bahar and Zama (2013) added that "textbooks perform a very significant role in language teaching and acquisition as well" (p. 77). In a similar vein, Mahmud (2018) findings showed that the teacher participants have positive ideas, and they think that the activities encompassed enough time for discussion and meaningful practice. Textbook teaching aids were relevant. Pictures and diagrams in the textbook were fitted with the learners' background. The teaching aids and activities used to assist in building the students' confidence; it is also used to lessen anxiety and boredom. All the activities encouraged the student for independent learning, assisted in developing the communicative skills and in de-stressing the teacher's talk. As McGrath (2006) stated that the textbook is perceived as an important part of the classroom, they often dictate what is taught, how it should be ordered, and sometimes, how to teach and what topics to teach the learner.

In addition, Valverde et al. (2002) argued that textbooks were artifacts. In most classrooms, they were the physical tools most intimately connected to teaching and learning. Teachers supported the view that the textbook has expanded their teaching experience, as this textbook uses the communicative method, which was not used before for teaching English in the Iraqi curriculum. Charalambous (2011) debated that a textbook could be used as a tool to help teachers and as an instrument to make modifications and alterations over time. Most teachers considered textbooks to be significant assets that provide useful material and support. Teachers indicated that the textbook is useful for students to develop skills which can be transferred to other contexts. According to teachers, self-assessment tasks are also presented in the textbook. Similarly, Richard (2012) contended that English textbooks offered many

activities which assisted in English language teaching and learning. Tomlinson (2001) argued that textbook gives learners a glimpse of continuation and progress, McGrath (2002) mentioned that the main stimulus to using textbooks in the scope of ELT is that textbooks could be good indicators of progress in teaching and learning.

The responses of the teachers were very positive as they found that the teaching method used in the textbook was more interesting and educative and less challenging. Butler (2004) emphasized that the most important job for teachers was to create an appropriate environment in which learning can take place. In that case, textbooks could be one of the best elements for engaging the students into the target language (Scrivener, 2006).

Teachers also claimed that this textbook does not boost free writing chances, and structures are not intended to be taught inductively. Similarly, Ahmadi and Derakhshan (2015) explored and evaluated Iranian junior high school textbooks. The findings of their study highlighted that most of the teachers believed that more attention was paid to listening and speaking skills. Furthermore, grammar was neglected completely.

In brief, the overall perceptions of the teachers about the *English for Iraq 5th Primary* textbook were positive except writing skill and grammar. Teachers were satisfied with the general shape of the book, teaching aids, and all skills of the language integrated into the *English for Iraq 5th Primary* textbook.

5.1.1.2 ***Students overall perceptions of English for Iraq 5th Primary textbook.*** The second scale attempted to reveal the overall perceptions of EFL students about learning English using *English for Iraq 5TH* Primary textbook. The scale was adapted from Cakit (2006), which attempted to elicit students' perceptions of the effectiveness of "New Bridge to Success 3" textbook (See Appendix B).

According to the findings of the scale administered to the students; the textbook method of selection and organization of content was stated to be systemized from simple to complex and that following the units in the textbook was easy. The content and the passages in the textbook were authentic and related to daily life, and reading passages in the textbook were quite short. Topics were full of knowledge which can help students in learning English. Students claimed that the topics

included in textbooks reflect their culture as well. Along the same line, Riasati and Zare (2010) conducted a study about the EFL teachers' perspectives on the "New Interchange" textbook. The findings of the research showed that participants were satisfied with the subject and the content and they supported the view that the subject and content of the textbook was realistic, interesting, challenging, motivating and relevant to students' needs. The participants acted positively toward the layout and design of the series. According to the students' responses, the physical appearance of the textbook was attractive, artwork (pictures, illustrations, graphs, tables, etc.) in the textbook were contemporary, the font size of the textbook was appropriate, and layout of the textbook motivated the students to do the activity. Griffifths (1995) pointed out that interesting, attractive, colorful, well-illustrated materials were more favorable for learners. Moreover, Mc Donough and Shaw (2003) also indicated clarity of layout and visuals such as tables, charts, and diagrams as the two important criteria for textbook evaluation.

Furthermore, the activities of the textbook were interesting. The conversations in audio-recordings were clear and understandable. Activities of the textbook helped in developing writing skills, and they increased students' desire to participate in the lesson. In addition, the activities in the textbook motivated the collaborative work and listening activities in the textbook helped them to improve listening skills among other questions available under the activities category on the scale.

According to students, the *English for Iraq 5th Primary* textbook included activities and tasks to revise the new vocabulary, and vocabulary activities in the textbook made learning them easier. Tomlinson (2008) highlighted that in real life, no textbook could efficiently meet the needs of the different student with individual learning styles and the demands of each classroom setting. The students also claimed that grammar points in the textbook were not presented in a clear and comprehensible way. This was supported by Graves (2000) who listed some hazards of using textbooks, such as inappropriateness or irrelevance of content when compared to students' age and language background, and imbalanced variety of task-types.

Similar to teachers, students also claimed that grammar points in the textbook were not clear. The units in the textbook did not effectively cover the four fundamental skills (reading, listening, speaking, writing). In addition to that, students indicated that *English for Iraq 5th primary* textbook was above the level of 5th grade. The reading, writing, listening, and speaking activities were difficult for them. This was similar to the findings of cakit (2006) research in terms of the level of the textbook revealed that students were more likely to agree that the level of the particular textbook was not appropriate for the level of 9th-grade students. Therefore, as stated by Cunningsworth (1995), it should be checked whether the coursebook dealt appropriately with all for skills and took the level into consideration.

In brief, students view about selection and organization of content in the textbook, the physical appearance of the textbook and activities and vocabularies were positive. On the contrary to the overall responses of students, their perceptions toward the level of the textbook were negative as they find difficult activities in the book and grammar points were not clear.

5.1.2. Discussion of the findings of RQ 2: What are the overall perceptions of the teachers and students about using *English for Iraq 5th Primary* textbook to promote learner autonomy? The purpose of the second research question was to find out the overall perceptions of teachers and students about using English *for Iraq 5th Primary* textbook to promote autonomous learning. In order to gather data about whether the textbook promotes autonomous learning or not, the researcher used a Likert scale and administrated it to both teachers and students to find out whether they think that this textbook promotes learner autonomy or not. The following part discusses the obtained results in accordance with the previous literature.

5.1.2.1. The perceptions of teachers about autonomous learning. Concerning teachers' perceptions of students autonomous learning in listening skill results showed that majority of the teachers agreed that students could understand the essential information in short recorded passages dealing with everyday matters if they were spoken slowly and clearly. Similarly, students could understand daily conversations if they were spoken clearly, slowly and directly and that they could understand words and expressions related to everyday life such as basic personal

and family information, school life, local area, and employment. In addition, students could comprehend the main topic in simple short messages and announcements. Students could identify the main topic of a discussion when people speak slowly and clearly. These findings were similar to how Vanijdee (2003) defined learner autonomy that is learner autonomy was not considered just as a capacity, it was considered as a construct of attitudes and ability that allows learners to take more responsibility for their own learning.

Furthermore, Dafei (2007) explored the relationship between learner autonomy and English proficiency. The results indicated that the students' English proficiency was significantly and positively related to their autonomous learning, and there were no significant differences among the students' autonomous learning when their English proficiency is not significantly different.

According to the obtained results of the study, there was a strong relationship between autonomy and English proficiency. Hence, according to what the teachers, uttered; it was clear that *English for Iraq 5th Primary* textbook promoted autonomous learning in listening skill.

As for teachers' perceptions of students autonomous learning in reading skill, results revealed that most of the teachers confirmed that students could understand a simple personal letter in which the writer tells or asks about aspects of everyday life. They also asserted that students could understand simple user's instructions for equipment such as public telephones. Furthermore, many of the teachers believed that students could comprehend information in advertisements such as size and price and that they could also understand short texts dealing with topics, which are familiar to them if the text is written in simple language. On the top of that, many of teachers agreed that students could understand simple written messages from friends or colleagues; for example, a note saying when they should meet to play football or asking them to be at work early. Similarly, a quantitative study by Koosha, Abdollahi, and Karimi (2016) which aimed to investigate the relationship between reading comprehension, self-esteem, and autonomy, this study showed that the researchers tested 121 undergraduate students with different proficiency levels of English through a questionnaire measuring self-esteem and autonomy and the reading section of Preliminary English Test (PET), and the results of the study have shown that there is a significant correlation between

reading comprehension and learner autonomy, as well as that learner autonomy, can help predict reading comprehension of EFL learners.

Looking at these findings, it can be concluded that there is a strong relationship between reading comprehension and learner autonomy. Therefore, according to what has been stated by the teachers, it can be said that *English for Iraq 5th Primary* textbook promoted autonomous learning in reading skill.

Considering the teachers' perceptions of spoken interaction skills, the majority of respondents agreed that students could identify the main topic of a discussion and understand daily conversations. Since, in Cheng, Hung and Chieh (2010) study, it was indicated that the textbook is like a manual that allows the students to learn and the teachers to teach English. Moreover, teachers approved that students could identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated.

In addition, teachers claimed that students could use English for public transport, ask for basic information and buy tickets, teachers also approved that students could get information about the travel that they will do and that they could make simple purchases by stating what they want and asking the price, and they could respond to invitations and could ask people questions about what they did at work and in free time and answer such questions addressed to them. Donough and Shaw (2003) mentioned that learning English through textbooks would increase the learners' chances to learn how to communicate using English rather than learning only structures of the language. Similarly, Richard (2002) also argued that textbooks were the prime element of any language program. Teachers also stated that the students could not make simple transactions in post offices, shops, or banks and that students could ask for and give directions by referring to a map or plan.

Regarding *English for Iraq 5th primary* textbook promoting learners' autonomy regarding spoken production, teachers confirmed that students could talk about themselves and their family and describe them, students can give basic descriptions of events. Students could describe past activities, their hobbies, and interests in a simple way. Cohen (2003, p. 2) pointed out, that through focusing on learning skills and through strategy instruction; this has the advantage that 'because

the focus of the activities is contextualized language learning, learners can develop their learning strategy repertoires while learning the target language.'

Considering *English for Iraq 5th primary* textbook promoting learner's autonomy in writing skill, teachers agreed that students could write short, simple notes and messages, students could write about aspects of their everyday life in simple sentences such as job, school, family, hobbies, students could write about aspects of their everyday life in simple sentences. Likewise, in the study of Majeed (2017) which aimed to evaluate the effectiveness of English for Iraq 5th preparatory 'Students Book,' the results showed that most of the students agreed that this textbook increased their autonomous learning in writing skills as it boosted their free writing opportunities. Thus, it can be implied that *English for Iraq 5th Primary* textbook promotes autonomous learning in writing skill.

To summarize, the participating teachers supported the view that the textbook promotes autonomous learning. All skills of language were focused. Only there were a few situations where students did not use the English language. Teachers were mostly satisfied and agreed that *English for Iraq 5th Primary* textbook promoted autonomous learning among students.

5.1.2.2. The perceptions of students about autonomous learning. The textbook promoted autonomous learning as students claimed that they could write simple sentences without their teacher guidance and could write about aspects of everyday life. Similarly, Gelfman, Podstrigich, and Losinskaya, (2004) argued that the role of the textbook was to teach and motivate students to elevate new knowledge, to equalize detail and accuracy of the information, to offer logical solid mathematical systems, to raise new questions, to supply students with energetic, innovative and many-sided information.

According to the majority of students, *English for Iraq 5th primary* textbook also promotes learner's autonomy regarding spoken production as majority students agreed that they could talk about themselves and their family and could describe them, they could give basic descriptions of events, they could describe their hobbies, past activities, and interests in a simple. In addition, students confirmed that *English for Iraq 5th primary* textbook promoted learners' autonomy regarding spoken

interaction as the majority of them agreed that they could use the English language to ask for basic information. They also indicated that they could understand daily conversations if spoken clearly, slowly and directly. Furthermore, students think that their teachers motivate them in autonomous learning. This encouragement helped them a lot in becoming autonomous learner, which was supported by Dornyei (2003), who stated: "presenting quality activities can make an enormous difference in students' attitudes towards learning" (p.14). Brown (2001) also added that learner autonomy has always found to be related to motivation. Moreover, the results of the study conducted by Qamar (2016) related to the impact of leaner's autonomy on teaching oral skills in an EFL classroom revealed that speaking is a transactional activity and the most appropriate way to acquire second language learning is through adopting the learner-centered approach. Hence learner autonomy helped students to achieve true learning as they started to understand and think in the target language. The results clarified that students being as autonomous learners made crucial gains in attaining accent, pronunciation, vocabulary, fluency, and accuracy in the target language. Through having a learner-centered classroom, they developed a more reflective approach towards their English language speaking skills.

To sum up, the overall students confirmed that the textbook promoted autonomous learning. All skills of language were focused. They claimed that they could use the English language in everyday conversation; they could write simple sentences and could comprehend the reading passages.

5.1.3 Discussion of the findings of RQ 3: What are the challenges that teachers and students experience while teaching and learning English using *English for Iraq 5th Primary* textbook? The purpose of the third research question is to find out the challenges faced by teachers and students while using *English for Iraq 5th Primary* textbook. A semi-structured interview was carried out to answer this question. Both teachers and students were interviewed. The next part of this study discusses the gathered results related to recent studies.

5.1.3.1 Findings of the semi-structured interviews with teachers. According to teachers, there were different challenges faced by them while using the textbook. Shortage of time was the most common difficulty faced by the teachers due to the fact that most of the teachers could not finish the book by the end of the year. Asadi,

Kiany, Akbari, and Samar (2016) also elaborated the findings of the research where teachers claimed that the textbook objectives seemed unrealistic because of lack of time and resources

The usage of page-by-page manner was highly rejected by teachers because they thought and felt it was not beneficial for them to use all the pages of the book due to its repetitive topics and inconsistency of page themes. Lack of pronunciation activities was also a difficulty faced by the teachers due to the fact that there were no pronunciation activities in the textbook. Graves (2000) listed some hazards of using textbooks, such as inappropriateness or irrelevance of content when compared to students' age and language background, omitting some significant items, an imbalanced variety of task-types.

The participated teachers split into two groups, one supported using the textbook as an independent reference to learn English by students and the other group denied that the textbook could be used independently by students to learn English. According to teachers, the textbook was above the level of 5^{th}-grade students. Reading passages, listening, writing, and speaking activities in the textbook were difficult for the students.

To wrap up, teachers discussed that there were different problems they face while teaching English using the *English for Iraq 5th Primary* textbook. However, the most common problems were a shortage of time, overloaded material, and lacking pronunciation activities.

5.1.3.2. Findings of the semi-structured interviews with students. Students were of the view that some activities were complex in the book, and they could not do them without the assistance of their teacher. Students indicated that they could not use their textbook as an independent reference. Their teacher's assistance was always required for guidance. The same problem is highlighted by Graves (2000), who lists some hazards of using textbooks, such as inappropriateness or irrelevance of content when compared to students' age and language background, omitting some significant items, an imbalanced variety of task-types, and the absence of motivating activities and authentic content, and unrealistic proposed timetables. Students expressed that the most common difficulty for them was the overload of activities. Students have

been learning English for five years in school by now; still, they haven't learned how to pronounce the words correctly as there were no supportive activities in the textbook that cover pronunciation skill of English language. McGrath (2002) also propagated a view that eventually, the teacher teaches only the textbook instead of teaching the language itself. In short, it can be concluded that the students almost share the same difficulties faced by the teachers while learning from *English for Iraq 5th Primary* textbook.

5.2 Conclusion

The present study significantly contributes to the literature by evaluating the textbook *English for Iraq 5th Primary* from the perceptions of teachers and students enrolled in a 5th grade English program. The results revealed that the participants had positive views about the teaching and learning English using the textbook except for some challenges that they experienced during the classroom practices. In addition, the gathered results indicated that the textbook helped students to become autonomous learners apart from certain skills which should be further addressed while choosing the materials for the following academic year.

5.3 Recommendation

The current study can put forward some certain recommendations for further research. First, the data for this study came from scales and interviews. Similar studies could be conducted by adding different tools such as classroom observations which would lead to in-depth findings. In addition, the number of participants (N=120) were not high enough in this study. Using a larger sample in further studies would help to generalize the results externally. Finally, the participants of this study were from seven schools in Istanbul, Turkey. More schools can be added in future studies, which would lead to comparative and cohesive results. Therefore, the findings of this study should be considered as suggestive rather than conclusive to provide a basis for further studies in the field.

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APPENDICES

A. Teachers' Overall Perceptions about using *English for Iraq 5th Primary* Textbook to teach English

Teacher's information

Gender Female Male

Age

Years of Experience

- Please choose the best answer for each of the following

No	Item	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
	Textbook					
A.	General Shape					
1	The outside cover is attractive					
2	The textbook paper quality is good					
3	The textbook has a clear explanation that facilitates students' learning					
4	The textbook is free of errors and mistakes					
5	The textbook list of					

	content is clear					
6	The textbook has a good reference					
B.	Objectives					
7	They take learners' needs and interests into consideration					
8	Are explicit and accurate					
9	Fit the modern-day developments					
10	Correspond to the local culture					
11	Take individual difference among student into consideration					
12	Balancing between the four primary skills, reading; listening; speaking and writing					
C.	Content					
	1. Reading and Writing					
13	Contains a suitable and various number of reading passages					
14	Aid students to reach fluency level and enjoyment in reading					
15	Most of the reading passages are up to date and comprehensible					
16	some writings are difficult to handle for most of the learners					

17	This textbook boosts free writing activities					
18	The allocated time for teaching the material is sufficient					
	2. Structure& Vocabulary					
19	Structures are intended to be taught inductively					
20	The grammar is classified suitably					
21	Grammar lessons are usually obtained from the reading passages					
22	The topical nature of the vocabulary exercises are often meaningful to the students					
23	Grammar and vocabulary materials are both fitted according to students' level of language					
24	The allocated time for teaching the material is sufficient					
	3. Listening and Speaking					
25	Audio recordings are of high-quality production					
26	The audio recordings expose the students to the voices and pronunciation of the native speakers of					

	English					
27	The listening activities usually are about stress, rhythm, and intonation					
28	Speech activities allow students to talk about their daily routines and interests					
29	The allocated time for teaching the material is sufficient					
D.	Teaching Aids					
30	The pictures and diagrams used are fitted with the learners' background					
31	The aids and exercises used to assist in building the students' confidence					
32	Teaching aids assist in overcoming anxiety and boredom					
33	The activities encourage the student with regard to independent learning					
34	Teaching aids assist in developing communicative skills					
35	Teaching aids assist in de-stressing the teacher's talk					

B. Students' Overall Perceptions about using *English for Iraq 5th Primary* Textbook to learn English

Student's information

Gender Female Male

Age

Grade

- Please choose the best answer for each of the following

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A.	Selection and organization of content in the textbook					
1	The activities are systemized from simple to complex					
2	following the units in the textbook is easy					
3	The activities of reading passages, listening, writing and speaking are appropriately integrated					
B.	The level of the textbook					
4	The textbook is above the level of 5th-grade					

	students					
5	The reading passages in the textbook are difficult for the 5th-grade students					
6	The writing activities in the textbook are difficult for the 5th-grade students					
7	The listening activities in the textbook are difficult for the 5th-grade students					
8	The speaking activities in the textbook are difficult for the 5th-grade students					
C.	Physical Appearance of the Textbook					
9	The cover of the textbook is attractive					
10	The artwork (pictures, illustrations, graphs, tables, etc.) in the textbook is contemporary					
11	The colors of the textbook are attractive					
12	The font size of the textbook is appropriate					
13	The layout of the textbook motivates the students to do the					

	activity					
D.	Content					
14	Reading passages in the textbook are authentic and related to our daily life					
15	The units in the textbook effectively cover the four fundamental skills (reading, listening, speaking, writing)					
16	The reading passages in the textbook are quite short					
17	I find “checking your understanding” is quite helpful					
18	I find “song” is quite enjoyable					
19	I think topics providing us some knowledge would facilitate our English					
20	Topics covered by the textbook motivate the students to communicate in English with each other					
21	The textbook includes topics that reflect our culture, as well.					
E.	Activities of the					

	Textbook					
22	The activities in the textbook are interesting					
23	The activities in the textbook are suitable for our level					
24	The activities in the textbook motivate me to learn English					
25	The activities increase my desire to participate in the lesson					
26	The activities in the textbook motivate the collaborative work					
27	The activities of the textbook help me in developing my writing skills					
28	The speaking activities in the textbook motivate me to use English in the classroom					
29	I find the conversations that I listen to (in the audio-recordings) clear and understandable					
30	The listening activities in the textbook help me to improve my listening skills					

F.	Vocabularies and Grammar in the Textbook					
31	There are too many unknown words in the textbook					
32	The textbook includes a suitable number of activities and tasks to revise the new vocabulary					
33	The vocabulary activities in the textbook make learning them easier for me					
34	The grammar points in the textbook are presented in a clear and understandable way					

C. Teachers' Perceptions of Students' Autonomous Learning Abilities

LISTENING

No	Descriptors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Students can understand daily conversations if they are spoken clearly, slowly and directly					
2.	Students can identify the main topic of a discussion when people speak slowly and clearly					
3.	Students can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment					
4.	Students can comprehend the main topic in simple short messages and announcements					
5.	students can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly					
6.	Students can identify the					

	main points of TV news such as interviews, events, accidents, etc. when the topic is supported visually					

READING

No	Descriptors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7.	Students can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated					
8.	Students can understand a simple personal letter in which the writer tells or asks about aspects of everyday life					
9.	Students can understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football					
10	Students can find the most important					

	information on leisure time activities, exhibitions, etc. in information leaflets					
11.	Students can comprehend information in advertisements such as size and price					
12.	Students can understand simple user's instructions for equipment such as public telephones					
13.	Students can understand feedback messages or simple help indications in computer Programs					
14.	Students can understand short texts dealing with topics, which are familiar to them if the text is written in simple language					

SPOKEN INTERACTION

No	Descriptors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15.	Students can make simple transactions in post offices, shops or banks					
16.	Students can use public transport: buses, trains,					

	and taxies ask for basic information and buy tickets					
17.	Students can get information about the travel that they will do					
18.	Students can order something to eat and drink					
19.	Students can make simple purchases by stating what they want and asking the price					
20.	Students can ask for and give directions by referring to a map or plan					
21.	Students can make and respond to invitations					
22.	Students can discuss with other people what to do, where to go and make arrangements to meet					
23.	Students can ask people questions about what they do at work and in free time and answer such questions addressed to them					

SPOKEN PRODUCTION

No	Descriptors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24.	Students can talk about themselves and their family and describe them					
25.	Students can give basic descriptions of events					
26.	Students can descript their educational background, their present					
27.	Students can describe their hobbies and interests in a simple way					
28.	Students can describe past activities such as last week or their last holiday					

WRITING

No	Descriptors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29.	Students can write short, simple notes and messages					
30.	Students can describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened					
31.	Students can write about					

	aspects of their everyday life in simple sentences such as school, family, hobbies					
32.	Students can fill in a form giving an account of their educational background, their interests, and their specific skills					
33.	Students can briefly introduce themselves in a letter including their family, school, and hobbies with simple phrases and sentences					
34.	Students can write a letter using simple expressions for greeting, addressing, asking or thanking somebody					
35.	Students can write simple sentences by connecting them with words such as "and," "but," "because"					
36.	Students can use connecting words such as "first," “then,” "after," "later," to indicate the chronological order of events					

D. Students' Perceptions of their Autonomous Learning Abilities

LISTENING

No.	Descriptors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I can understand daily conversations if they are spoken clearly, slowly and directly					
2.	I can identify the main topic of a discussion when people speak slowly and clearly					
3.	I can understand words and expressions related to everyday life such as basic personal and family information, school life, local area and employment					
4.	I can comprehend the main topic in simple short messages and announcements					
5.	I can understand the essential information in short recorded passages dealing with everyday matters, which are spoken slowly and clearly					
6.	I can identify the main points of TV news such					

	as interviews, events, accidents, etc. when the topic is supported visually					

READING

No.	Descriptors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7.	I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated					
8.	I can understand a simple personal letter in which the writer tells or asks about aspects of everyday life					
9.	I can understand simple written messages from friends or colleagues; for example, a note saying when we should meet to play football or asking me to be at work early					
10.	I can find the most important information on leisure time activities,					

	exhibitions, etc. in information leaflets					
11.	I can comprehend information in advertisements such as size and price					
12.	I can understand simple user's instructions for equipment such as public telephones					
13.	I can understand feedback messages or simple help indications in computer programs					
14.	I can understand short texts dealing with topics, which are familiar to me if the text is written in simple language					

SPOKEN INTERACTION

No.	Descriptors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15.	I can make simple transactions in post offices, shops or banks					
16.	I can use public transport: buses, trains, and taxies ask for basic information					

	and buy tickets					
17.	I can get information about the travel that I will do					
18.	I can order something to eat and drink					
19.	I can make simple purchases by stating what I want and asking the price					
20.	I can ask for and give directions by referring to a map or plan					
21.	I can make and respond to invitations					
22.	I can discuss with other people what to do, where to go and make arrangements to meet					
23.	I can ask people questions about what they do at work and in my free time and answer such questions addressed to me					

SPOKEN PRODUCTION

No.	Descriptors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24.	I can talk about myself and my family and describe them					

25.	I can give basic descriptions of events					
26.	I can descript my educational background, my present					
27.	I can describe my hobbies and interests in a simple way					
28.	I can describe past activities such as last week or my last holiday					

WRITING

No.	**Descriptors**	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
29.	I can write short, simple notes and messages					
30.	I can describe an event or a social activity such as an accident or a party in simple sentences and report what happened, when and where it happened					
31.	I can write about aspects of my everyday life in simple sentences such as job, school, family, hobbies					
32.	I can fill in a form giving an account of my					

	educational background, my interests, and my specific skills					
33.	I can briefly introduce myself in a letter including my family, school, job, and hobbies with simple phrases and sentences					
34.	I can write a letter using simple expressions for greeting, addressing, asking or thanking somebody					
35.	I can write simple sentences by connecting them with words such as "and," "but," "because"					
36.	I can use connecting words such as "first," “then,” "after," "later," to indicate the chronological order of events					

E. Teachers and Students Interview Questions

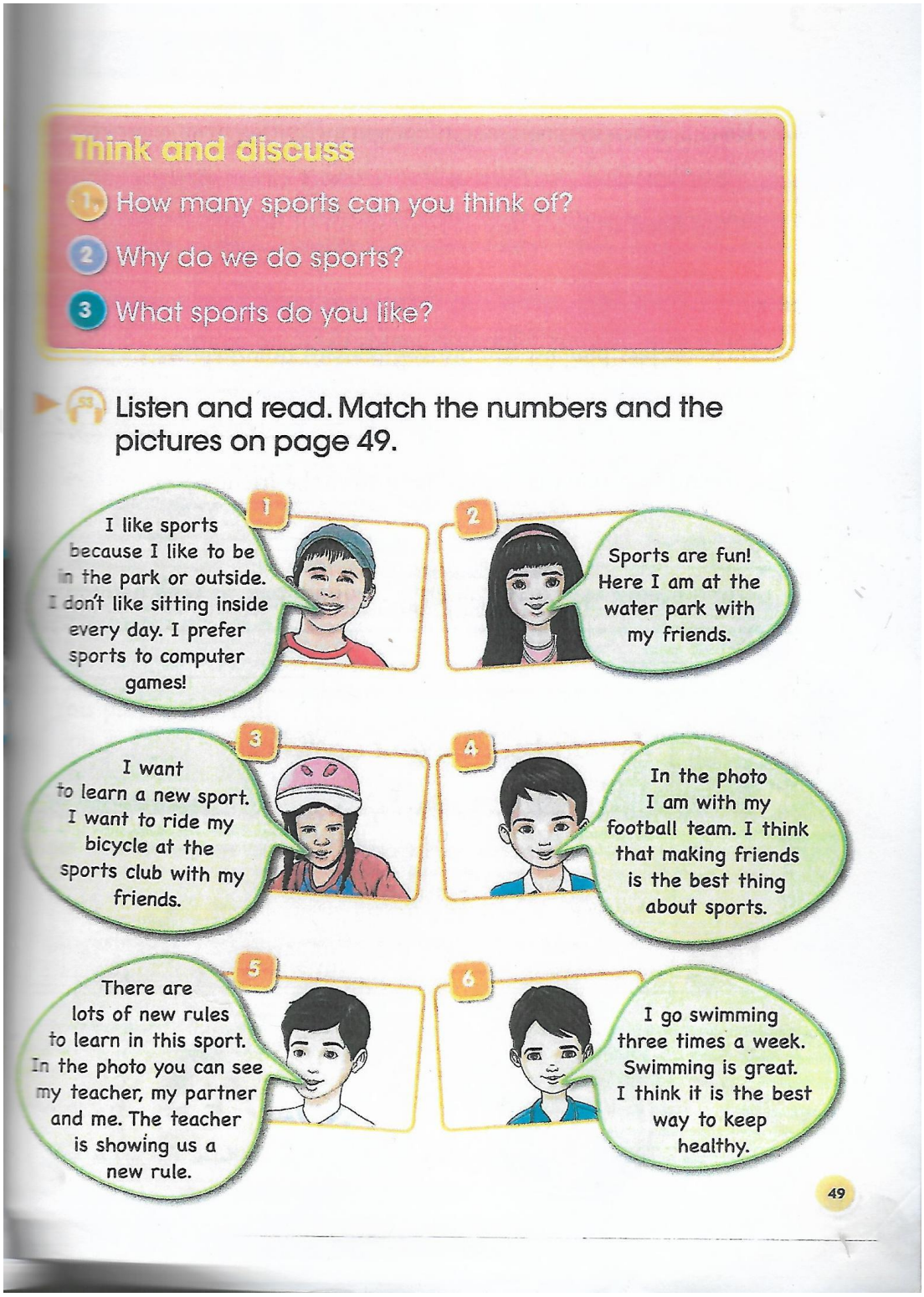
Teachers Interviews Questions:

1. What do you think about the teaching method used in English For Iraq 5th Primary textbook?
2. What do you think about the page-by-page manner in English For Iraq 5th Primary textbook?
3. Do you think English For Iraq 5th Primary textbook can be used as references independently by the students?
4. Do you think English For Iraq 5th Primary textbook can be helpful for the students to develop skills which can be transferred to other contexts?
5. Does English For Iraq 5th Primary textbook provide self-assessment tasks which require the students to reflect on their progress?
6. Do you think English For Iraq 5th Primary textbook expanded your teaching experience?

Students Interviews Questions:

1. Do you think that the activities in English For Iraq 5th Primary textbook are easy enough to be done without the help of your teacher and do you think that the activities in English For Iraq 5th Primary textbook are suitable to promote autonomous learning?
2. What are the difficulties you are facing while using English For Iraq 5th Primary textbook to learn English?
3. Do you think English For Iraq 5th Primary textbook can be used as an independent reference to learn English?
4. Do you think teachers have a role in promoting learner autonomy?
5. Do you understand what is learner autonomy, what are its features and do you think that those features are available in English For Iraq 5th Primary textbook?
6. Do you think that English For Iraq 5th Primary textbook enhanced your level of English fluency?

F. Sample Unit of the Textbook



Think and discuss

1. How many sports can you think of?
2. Why do we do sports?
3. What sports do you like?

53 Listen and read. Match the numbers and the pictures on page 49.

1 I like sports because I like to be in the park or outside. I don't like sitting inside every day. I prefer sports to computer games!

2 Sports are fun! Here I am at the water park with my friends.

3 I want to learn a new sport. I want to ride my bicycle at the sports club with my friends.

4 In the photo I am with my football team. I think that making friends is the best thing about sports.

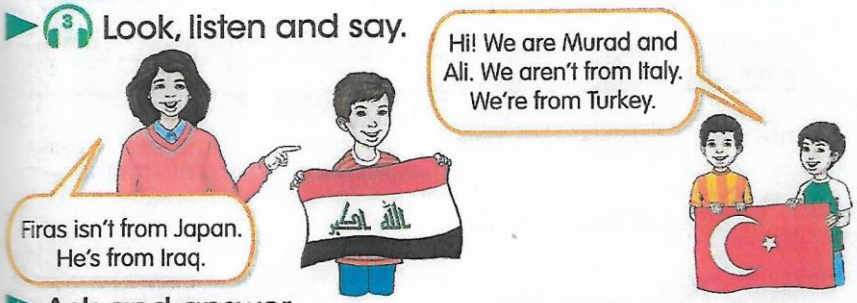
5 There are lots of new rules to learn in this sport. In the photo you can see my teacher, my partner and me. The teacher is showing us a new rule.

6 I go swimming three times a week. Swimming is great. I think it is the best way to keep healthy.

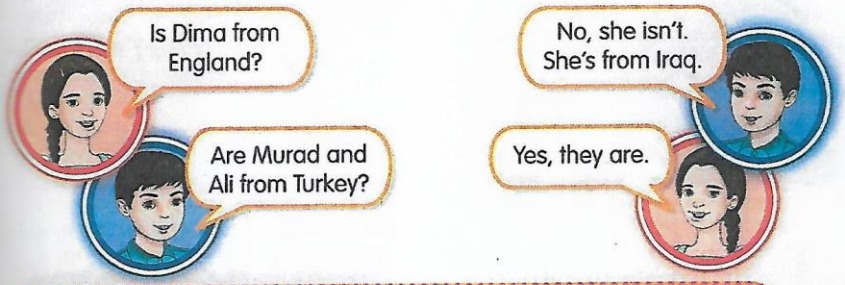
49

Ask and answer. Point to the country.

Look, listen and say.



Ask and answer.



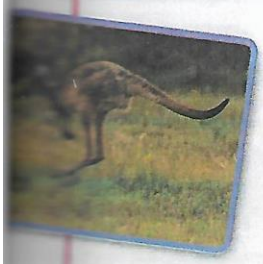
Let's check

Is	he / she	from Iraq?	Yes,	he is. / she is.
			No,	he isn't. / she isn't.
Are	we / you / they		Yes,	they are.
			No,	they aren't.

P for Project

► Look at the mini project that the class did. Look at the blue words. What's wrong?

Kleicha is a very famous Thai cookie. We love kleicha. Masgouf is a popular Iraqi food, and we often eat it on Friday. Curry is from France, but we eat curry in Iraq too. Our class favourite food is chicken curry. A famous Japanese food is macaroni. We like macaroni with tomatoes and cheese.
Elephants are from England and Asia. Kangaroos are from Australia, and pandas are from Italy.



► Write the mini project again. Draw pictures to make it look nice.

Unit 1 Lesson 7

Check my understanding

▶ Read the 'Country information file' again and tick (✔) Yes or No.

	Yes
1 Jake is French.	☐
2 The capital of India is Mumbai.	☐
3 The London Eye is a big wheel.	☐
4 The Taj Mahal is a famous palace in London.	☐
5 Tanvi is Indian.	☐
6 Riya is Tanvi's best friend.	☐
7 Mumbai is bigger than New Delhi.	☐
8 Tower Bridge isn't very old.	☐

▶ Use the information file to complete the sentences about Lebanon.

Information file

Country: Lebanon
Where: Western Asia
Capital: Beirut
Languages: Arabic, French, English
Interesting facts: Lebanon has 225 kilometres of sea coastline. The cedar tree is the symbol of Lebanon.

1 The capital of Lebanon _____

2 The Lebanese people speak _____

3 Lebanon has _____ of sea coast

4 The symbol of Lebanon _____

Let's sing

Listen and say the rhyme.

Let's be friends

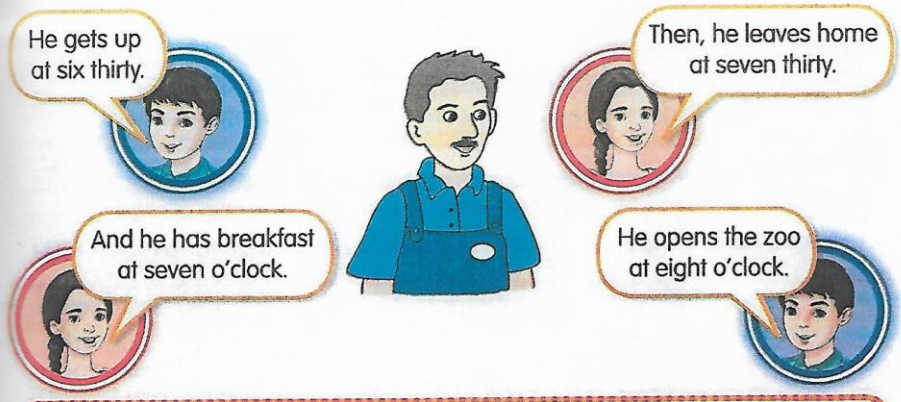
Iraq, Turkey, Egypt, Japan:
One country, two countries, three countries, four …
You know all the names,
So let's say some more!
Thailand, Canada, India, Italy
I'm Iraqi. What's your nationality?
I'm English.
I'm Russian.
I'm French.
And he's from Thailand.
We all live together, so let's hold hands!
We all live together, so let's be friends!

Mr Hadi's day

Look, read and underline the verbs. Listen and say.

Listen again and read.

Talk about Mr Hadi's day.



Let's check

I You We They	get up at seven o'clock.	I _____ breakfast at seven thirty.
He She It	gets up at seven o'clock.	She _____ breakfast at eight o'clock.

Complete the sentences.

1 Mr Hadi _____ breakfast at seven o'clock.

2 He _____ the house at seven thirty.

3 He _____ the zoo at eight o'clock.

4 Mr Hadi _____ the animals at eleven fifteen.

Write the time.

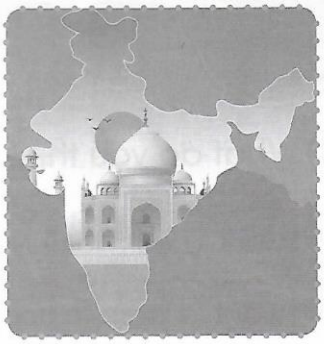
1 7.00 2 _____ 3 _____ 4 _____

A 12 Listen and read about India.

Here is a map of India. You can see the Taj Mahal. India is in Asia. It is a very big country and it has the second biggest population in the world.

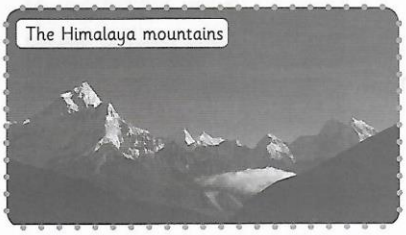
The capital of India is New Delhi, but the biggest city is Mumbai.

People in India speak many different languages, like Hindi, Tamil and Urdu. Lots of people speak English too.



A tiger

The national symbol of India is the tiger. India is famous for elephants, tea, curry and saris. A sari is a dress that many Indian women wear.



The Himalaya mountains

Here is a picture of the Himalaya mountains.
Part of the Himalaya range is in India.

Walking to school in the monsoon rain

The rainy season is called the monsoon. The monsoon is from July to September.

(B) Cover page 14. Can you complete the sentences about India?

1. Where is India? It's in _____
2. New Delhi is the _____ city of India.
3. In India, people speak many different _____
4. India is famous for _____ and _____
5. A _____ is a dress that many Indian women wear.
6. The national symbol of India is a _____
7. The Himalayas are a famous mountain _____
8. The rainy season is from _____ to _____

(C) Read page 14 again and check your answers.

(D) Write two sentences you think are interesting about India.

I think India is interesting because _____

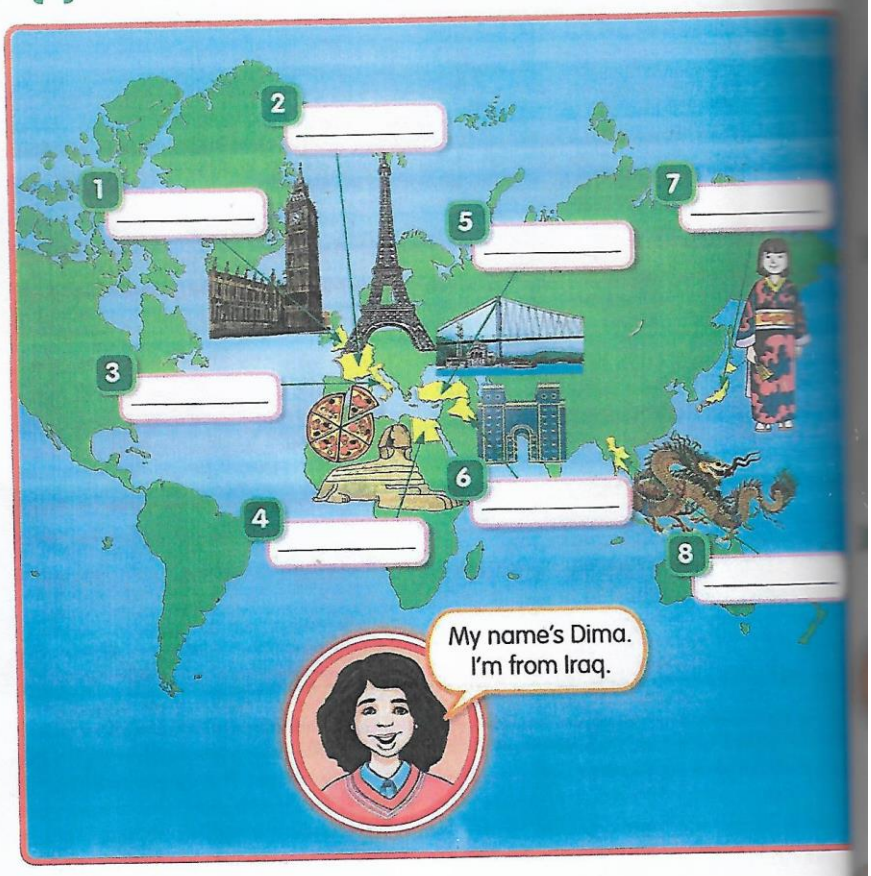
_____

_____

Unit 1 Lesson 1

I'm from ...

Look, listen and say.



Write the country names on the map.

Thailand	France	Japan	Egypt
England	Iraq	Turkey	Italy

G. CURRICULUM VITA

PERSONAL INFORMATION

Surname, Name: Altaleb, Saroo

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EDUCATION

Degree	Institution	Year of Graduation
BS	Al-Zaytoonah University	2011
High School	That Al-Sawari	2007

WORK EXPERIENCE

Year	Place	Enrollment
2017-2016	Baghdad International Schools	English Teacher
2016-2015	Sama Al-Mansoor for Trading	Business services and Relation Coordinator
2015-2014	Al-Jumeirah	Office Manager
2014-2013	HIG	Projects Coordinator
2013-2012	Scientific Group Company	Sales Coordinator

FOREIGN LANGUAGES

Advanced English, Fluent Arabic, Intermediate Turkish

CERTIFICATES

Al-Meena Institute (TEFL Course: Excellent level) Istanbul/TURKEY