Kuwait University

An Evaluation of First Grade English Textbook
“Modified Fun with English”: from Female Teachers’ Perspectives in Kuwait

Submitted by:
Sara Motluq AlAzmi

A Thesis submitted to the College of Graduate Studies
in Partial Fulfillment of the Requirements
for Master’s Degree in:
Education
(Curriculum & Instruction)

Supervised by:
Dr. Wafa’a Salem Al-Yaseen

Kuwait
February/ 2018
Kuwait University
College of Graduate Studies

Signatory Page
(Thesis Examination Committee)

The undersigned certify that they have read, and recommend to the College of Graduate Studies for acceptance, a Master’s thesis entitled “An Evaluation of First Grade English Textbook “Modified Fun with English”: from Female English Teachers’ Perspectives in Kuwait” submitted by Sara Motluq AlAzmi in partial fulfillment of the requirements for the M.Sc. degree in Education, College of Education.

Signature of Committee Members                        Date

______________________________________          _________

Dr. Su’ad Abdulaziz Al Furaih Associate Professor (Convener)

______________________________________          _________

Dr. Wafa’a Salem Al-Yaseen, Associate Professor (Supervisor)

______________________________________          _________

Dr. Salwa Hassan Al Darwish, Associate Professor (Member)
Abstract

The current study evaluates the content of the textbook “Modified Fun with English” designed for the first grade in Al-Ahmadi Educational schools in the State of Kuwait from teachers’ perspectives. Both quantitative and qualitative methodologies were applied to 63 primary stage female teachers in Al-Ahmadi Educational Area. The questionnaire was based on a five-likert scale and covered 21 items; it was divided into three domains, which are: ‘layout and design, skills, and content-subject’. Furthermore, the questionnaire included open-ended questions. In addition, the interview questions were addressed to 5 teachers from the participants and 4 ELT supervisors who worked at Al-Ahmadi Educational Area.

Frequencies, percentages, means and standard deviations were calculated for each item to figure out the perspective of teachers on how they rate the textbook in the light of the three questionnaire criteria. Interviews data and open-ended questions were analyzed and interpreted by using qualitative method of data analysis and the data was organized and interpreted thematically.

The findings revealed that the teachers’ perspectives were in favor of the textbook “Modified Fun with English” except for some aspects in the textbook. These aspects are the focus on some of the language skills, the amount of mistakes in the textbook, and the lack of the teacher’s handbook and audio-visual aids to support the textbook. Thus, based on these findings of this study, a set of recommendations and suggestions were given to improve the textbook “Modified Fun with English” which is used for the first grade.

Key words: textbook evaluation, English textbook, primary stage, first primary stage, the state of Kuwait.
Table of Contents

ABSTRACT........................................................................................................ iv
TABLE OF CONTENT ....................................................................................... v
LIST OF TABLES ............................................................................................... viii
ABBREVIATIONS ............................................................................................. ix
DEDICATION ..................................................................................................... x
ACKNOWLEDGMENT ....................................................................................... xi

CHAPTER ONE: INTRODUCTION ................................................................. 1
1.1 Introduction ............................................................................................... 1
1.2 Statement of Problem ............................................................................. 2
1.3 Research Questions .................................................................................. 3
1.4 Purpose of the Study ............................................................................... 4
1.5 Significant of the Study .......................................................................... 5
1.6 Limitations of the study ........................................................................ 5
1.7 Definitions of terms ................................................................................ 6

CHAPTER TWO: LITERATURE REVIEW ...................................................... 8
2.1 The Concept of the Textbook .................................................................. 8
2.1.1 The Advantages of the Textbooks ................................................... 10
2.1.2 The Disadvantages of the Textbooks ............................................. 11
2.2 The Concept of the Teacher’s Handbook ............................................. 12
2.2.1 The Specifications of the Teacher’s Handbook ............................... 13
2.3 The Content of the Textbook ................................................................ 14
2.3.1 The Layout and Design .................................................................... 15
2.3.1.1 The Importance of Layout and Design in the Primary Stage ....... 15
2.3.2 The Four Language Skills ................................................................. 16
2.3.2.1 The Implementation of the Textbook in Developing the Four Language Skills ................................................................. 17
2.3.2.2 The Importance of the Four Language Skills in the Primary Stage ..... 18
2.3.3 The Content and Subject of a textbook ......................................... 18
2.3.3.1 The Importance of Choosing Content and Subject in the Primary Stage. 19
## List of Tables

Table 1 Represents the a Comparison between Teaching Centered Strategies and Learning Centered Strategies .................................................. 24

Table 2: Represents the Demographic Data of the Participant .......................... 44

Table 3: The Cronbach Alpha Reliability Coefficient ...................................... 45

Table 4: Frequencies of the Items of Layout and Design Evaluation ................. 50

Table 5: Frequencies of the Items of Skills Evaluation .................................... 54

Table 6: Frequencies of the Items of Content and Subject Evaluation ............... 59

Table 7: Independent Samples Test of Participant’s Years of Teaching Experience according to the Questionnaire criteria .............................................. 66

Table 8: Independent Samples Test of Participant’s Years of Teaching Experience according to the Questionnaire .................................................. 67
Abbreviations

AVA: Audio-Visual Aids.

EFL: English as a Foreign Language.

ELT: English Language Teaching

MOE: Ministry of Education.

NCED: National Center for Educational Development.

NKNC: New Kuwait National Curriculum.

QCA: Qualifications and Curriculum Authority.
Dedication

To my family, without their unfailing love, encouragement and support over time, I could not have done this thesis.
Acknowledgement

First of all, I am deeply grateful to Allah for providing me with the strength and the ability to complete this work. I am deeply indebted to a number of people for helping me to make the present thesis possible. First, I would like to express my deepest gratitude to my supervisor Dr. Wafaa Al-Yaseen for her support, contribution and guidance along the way.

A special thank goes to my Head of Department, Mrs. Manar, for her patience and understanding. Other special thanks are dedicated to the teachers who have worked with me during my time at work.

Above all, all the world’s gratitude are not enough for my parents whom they taught me to peruse my dreams and never to give up. Many thanks and appreciations go to my sisters and brothers for their support and encouragement every day to fulfill my work.

Finally, I would like to express my heartfelt thanks to my husband for helping me during the process of writing this thesis. For my daughters, Nouf, Shahad, and Zaina who always look up to me.
Chapter One

Introduction

1.1 Introduction

The English language in this age of globalization is widely spoken. Graddol (2000:2) stated that “English Language is the main language of books, newspapers, airports and air-traffic control, international business and academic references, science technology, diplomacy, sport, international competitions and advertising”.

Over the recent years, there has been an increase in the use of produced foreign language textbooks to teach English in the EFL classrooms (Dickinson, 2010). Ghorbani (2011) stated that textbooks provide teachers and students with a common framework. Wen-Cheng, Chien-Hung, Chung-Chieh (2011) explained that textbooks provide teachers with instructions in the course and in designing the activities. Textbooks guarantee the logical progression, consistency, and measure of structure in the class. Furthermore, Cunningsworth (1995) stated that ‘a textbook is a necessary resource for presenting the material; it is also a source for learners to practice and to do the activities’. In addition, McGrath (2002) argued that a textbook is essential because it sets the direction, content, and the teaching method for teachers to follow.

Choosing the right and the suitable textbook for the learners is an important process; a lot of selecting and amending the components go under this process. Some experts emphasized on the importance of evaluating the textbooks after selecting them, Rea-Dickens and Germaine (1994:4) asserted that “evaluation is an intrinsic part of teaching and learning”. Therefore, it is essential that careful selection is made, and that the
selected materials should reflect the needs of the learners’ aims, methods and values of the teaching program (Cunningsworth, 1995).

In order to adopt any textbook, it is very crucial to consider the perspectives of EFL teachers. Tok (2010) emphasized that English teachers have the right to be involved in the evaluation process to find out the suitable textbook for their learners’ group. Teachers have the ability to recognize the strengths and weaknesses in their English textbook based on their classroom teaching experiences.

1.2 Statement of Problem

According to Sheldon (1988), the necessity to evaluate textbooks should be for two aims. Firstly, it will help the teacher or the textbook developer in choosing the right textbook that suits their learners. Secondly, evaluation of the whole textbook will edify the teacher with its merits and demerits.

Based on the collaboration between the Ministry of Education (MOE) and the World Bank, the first version of the textbook “New: Fun with English”, which was taught in the first grade, was implemented in the scholastic year: 2015/2016. After that, another new version of the textbook was published after making some modification in the scholastic year: 2016/2017 and; this edition was called “Modified: Fun with English”.

As a researcher and a primary stage teacher, the writer interacted almost daily with other teachers and listened to their observations, comments and concerns on the new textbook which was set for first grade learners. Besides these, the new version of the English textbook for first grade has never been evaluated before. These two reasons were the starting point for this study. It is justified that the present study concentrates on
evaluating the content of the current textbook from teachers’ perspectives, in order to ensure the appropriateness of the textbook for first grade.

1.3 Research Questions

The present study explores the following questions:

1. How attractive is the layout and the design of the textbook from first grade English teacher’s perspectives?
2. What are the skills which the textbook focuses on from first grade English teacher’s perspectives?
3. How interesting is the content-subject to young learners from first grade English teacher’s perspectives?
4. What are the differences between the current textbook “Modified: Fun with English” and the previous edition “New: fun with English” regarding the layout and the design, skills, and content-subject?
5. Are there any significant differences in the responses of the participants regarding their years of teaching experience?

In addition, the following are the interview questions, which were addressed to the teachers and ELT supervisors. The teachers were selected from the participating sample based on their years of teaching experiences, but the supervisors were selected randomly.

The following questions were addressed to the teachers:

1. What do you think of the current textbook “Modified fun with English” in general?”
2. Does the textbook come with a “Teacher’s Handbook” for explanation and clarification of how to implement it?

3. What is the purpose of the current textbook?

4. Is the textbook free of mistakes? Can you entirely depend on the textbook?

5. Does the textbook come with audiovisual aids (AVA) such as flashcard, films, posters CDs and videotapes?

The following questions were addressed to ELT supervisors:

1. What do you think of the current textbook “Modified fun with English” in general, and what is the purpose of it?

2. Is the textbook free of mistakes? Can the teachers entirely depend on it in teaching English as a foreign language?

3. Does the textbook come with a teacher’s handbook and audiovisual aids (AVA)? Do you think that the lack of the teacher’s handbook and the audiovisual aids (AVA) can affect teaching English language for first grade?

4. There were two versions of the textbook: first version was “New: Fun with English” in the scholastic year: 2015/2016 and a new version “Modified fun with English” in the scholastic year: 2016/2017 which was published after some modifications. Based on what were these modifications made?

1.4 Purpose of Study

This study evaluates the overall effectiveness of the textbook “Modified Fun with English” which was designed for first grade in the state of Kuwait from the teachers’ perspectives. The textbook was provided by the Ministry of Education and distributed to first grade learners in the scholastic year 2016/2017.
The study aims to reveal the strengths and the weaknesses of the textbook, when applying it in teaching and learning context in Kuwait primary government schools, in order to provide evaluative strengths and weaknesses for future improvements.

### 1.5 Significance of the Study

- This study will highlight the positive and negative aspects that the teachers face with the new first grade textbook.
- This study will highlight the importance of evaluating the new textbook.
- This study will provide an evaluation of three major criteria in the textbook, which are layout and design, skills and content-subject.
- This study will identify and amend the weakness in first grade new textbook which is applied in Kuwait’s governmental schools.
- This study will be a starting point for other local researchers for further studies about evaluating the textbooks in the primary stage.

### 1.6 Limitations of the Study

- This study is limited to female teachers in Kuwait Primary Schools, as most of the schools have female teaching staff.
- This study is limited to Al-Ahmadi Educational Area in Kuwait; it is considered one of the Kuwait’s biggest governorates.
- The sample, in this study, is too small due to the difficulties in finding teachers who have taught the same editions of the first grade textbooks for two years in a row.
1.7 Definition of terms

As this study deals with very important terms, the following will be a display of definitions, which were cited, in previous studies.

Textbook:

“A book that teaches a particular subject and that is used especially in schools and colleges” (Oxford Advanced Learner’s Dictionary, 2000:1238).

“It is a guide for a teacher, a memory aid for the pupils, and a permanent record or measure of what has been learnt”. (Hutchinson and Torres, 1994:315).

Curriculum:

It is “Principles and procedures for the planning, implementation, evaluation and management of an educational program. Curriculum study embraces syllabus design (the selection and grading of content) and methodology (the selection of learning tasks and activities)”. (Nunan, 1988:158).

Evaluation:

It is “a general term denoting any process leading to judgments and/or recommendations regarding the quality of a unit. (A unit is an institution, program, and discipline). Evaluation can be an internal process, self-evaluation, or an external one which is conducted by external experts, peers, or inspector”. (Campbell and Rozsnyai, 2002:31).

Textbook Evaluation:

“Evaluation refers to the process of delineating, obtaining and providing information on the merit of goals, designs, implementation and outcomes of educational activities, and should help to improve educational activities, and should help to improve
an educational product during the process of its development, and/or demonstrate the merit of the final product when its development is completed” (Nevo, 1977:127).

**Teacher’s Handbook:**

“A handbook is a compact compilation of important facts, principles, theories, and data in reach of the various phases of education… to stimulate teachers and others interested in the profession to further study the field of education… consisting of a list of directions, suggestions, statements of policy, and rules of the school system. A guide is not a textbook” (Baker, 1958:123).
Chapter Two

Literature Preview

This chapter includes a review of related literature, which will support the study with theoretical framework. Thus, the light will be shed on the following: the concept and content of the textbook with its components, the English Language as an EFL subject in Kuwait primary governmental schools; then a review of literature that is related to the evaluation of the textbook will be presented. Finally, there will be a presentation for some previous studies regarding textbook’s evaluation in primary and post primary stage.

2.1 The Concept of the Textbook

As a start, a definition of a textbook must be given to clarify the picture. One can think that a textbook is a book with words, pictures and activities, which is used in schools. However, experts had defined the textbooks in a more sophisticated way. Sheldon (1987) defined it as “a published book specially designed to help language learners to improve their linguistic and communicative abilities”. In addition to being a learning instrument, O’Neil (1982) and Ur (1996) emphasized that textbooks are also used as a supporting teaching instrument. While Awasthi (2006) added that textbooks are beneficial for both teachers and learners as it can be used as teaching tool for the teacher and a learning tool for the learner. It is one of the vital aspects of the overall learning and teaching process.

Hutchinson and Torres (1994) explained that the textbook is almost a global element of English language teaching. No teaching/learning situations could be completed until
it has its related textbook. Other experts such as Sheldon (1988) granted their opinion that textbooks offer considerable advantages for both learner and teacher, when they are being used in the ESL/EFL classrooms. Another advantage suggested by Cunnigsworth (1995), he argued that textbooks are an effective resource for material presentation, a source of ideas and activities, a reference for learners on grammar, vocabulary, pronunciation, etc., a wealthy supplies ideas for classroom language activities, a guide where they reflect the objectives of the curriculum, a way of monitoring the learning process, and also a guide for new teachers who have yet to gain in confidence.

Not far from this, Ur (2006:184) mentioned seven roles in favor of using textbooks:

1. Framework: A textbook provides a clear framework; teacher and learners know where they are going and what is coming next.

2. Syllabus: In many places, a textbook serves as a syllabus; if it is followed systematically, a carefully planned and balanced selection of language content will be covered.

3. Ready-made texts and tasks: The textbook provides texts and learning tasks which are likely to be of an appropriate level for most of the class and this saves time for the teacher.

4. Economy: A textbook is the cheapest way of providing learning materials for learners. Alternatives, such as kits, set of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.

5. Convenience: A textbook is a convenient package. It is bound, so its components stick together; it is light and small enough to carry around easily; it is of a shape that it
is easily packed and stacked.

6. Guidance: For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the textbook can provide useful guidance and support.

7. Autonomy: The learner can use the textbook to learn new material, review and monitor progress with some degree of autonomy. A learner without a textbook is more teacher-dependent.

### 2.1.1 The Advantages of Textbooks

Different researchers have investigated the advantages and disadvantages of textbooks (Graves, 2000; Ur, 1996; Tomlinson, 2008; O’Neill, 1982). Graves (2000:174) listed some advantages of the textbook such as:

1. It provides a syllabus for the course.
2. It provides security for the students because they have a kind of road map of the course.
3. It provides a set of visual, activities, readings, etc., and so; this saves the teacher’s time in finding or developing such materials.
4. It provides teachers with a basis for assessing students' learning.
5. It may include supporting materials (e.g. teachers’ guide, cassettes, worksheets, and video).
6. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, it will provide consistency between levels.

According to Tomlinson (2008), textbook can serve as a reference point for teachers
to manage their teaching progress and provide a focus on teaching. While others, such as (McGrath, 2002; O’Neill, 1982; Ur, 1996), added that textbooks have a similar function of a map which shows the teaching progresses.

The advantages of textbooks are various, and so as for the reasons behind using the textbooks in classrooms. Each teacher might use the textbooks for different reasons; it depends on the course or the learners’ needs and levels. O’Neill (1982) introduced four aims for using textbooks, which are the following: textbook materials are beneficial for the learners' needs. The learners can have a program for their future learning and a review of previous textbooks. Learners can acquire important and understandable materials. The teachers can have the ability to insert modification and alteration to the textbooks based on learners' needs.

2.1.2 The Disadvantages of Textbooks

As there are many advantages of using textbooks as an essential tool for teaching English in the classroom, other researchers have highlighted some disadvantages of using the textbooks (e.g. Tomlinson, 2003; Ur, 1996; Richards, 2001; McGrath, 2002).

Although Hutchinson (1994) suggested that the textbooks can provide a basic framework on how a lesson can be delivered; however, some teachers might be uncreative in teaching, and totally depend on the textbook, leading into not spending time preparing for their lessons (Tomlinson 2003, Ur 1996). Eventually, according to McGrath (2002), this will ultimately lead into a situation where the teacher focuses on teaching the textbook rather than teaching the language itself. Thus, a balance is needed, where the teacher should use the textbook as a tool to teach the language and to guide the learners.
There are also potential disadvantages of using textbooks according to Richards (2001: 255,256), such as:

1. They may contain inauthentic language: textbooks sometimes present inauthentic language since texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points and are often not considered as representative of real language use.

2. They may distort content: textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts, controversial topics are avoided.

3. They may not reflect students' needs. Textbooks are often written for global markets, so they do not often reflect the interests and the needs of students; and hence they may require adaptation.

4. They can de-skill teachers: if teachers use textbooks as the primary source for their teaching leaving the textbooks and teacher's manual to make the major instructional decisions for them, the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.

2.2 The Concept of the Teacher’s Handbook

Starting the class will require the teacher to plan every step ahead; this process will be easier and more fruitful if a teacher’s handbook is available. Baker (1958:123) defined the teacher’s handbooks as “a compact compilation of important facts, principles, theories, and data in reach of the various phases of education…to stimulate teachers and others interested in the profession to further study the field of education…consisting of a list of directions, suggestions, statements of policy, and rules of the
school system. A handbook is a guide, not a textbook”.

Therefore, the availability of the teacher’s handbook will equip the teacher with the necessary information about the taught textbook. This information will be about the organization of the textbook, the purpose of the textbook, as well as the best way on how to interpret it. Schoenmann (2011) listed three roles of the teacher’s handbook in the classroom. Firstly, it saves time when planning for a lesson. Secondly, it provides ideas on how to bring a topic alive. Thirdly, it provides extra activities which should be given to learners for practicing the areas of language where they may find some challenges. It also provides some ideas on how to employ other available materials like CD-ROMs or workbooks, what resources are included at the back of the book and how to implement the most of it.

2.2.1 The Specifications of the Teacher’s Handbook

When designing a textbook, developers take into account the importance of developing a good teacher’s handbook to facilitate the learning process using the textbook. However, the teacher’s handbook plays only a secondary role. A good teacher’s handbook usually provides a general framework on how the textbook should be taught. In addition, it provides optional activities and additional tasks beyond those that appear in the learners’ textbook (Lansford, 2014). It will also include different activities for all learners’ levels (Schoenmann, 2011), learners who find difficulties in answering the activities and other learners who complete tasks early. This means that the teacher’s handbook will provide more activities for homework; more extension work to fill a spare ten minutes at the end of class (Lansford, 2014).
2.3 The Content of the Textbook

Choosing the content of textbooks is believably one of the most fundamental issue in any course design, giving that a course has to be developed to address particular set of needs and to cover a set of objectives and goals which are meaningful to learner. (Richards, 2001:147).

For the above reasons, textbooks should be used as a guideline with clear components. Seguin (1989:23) asserted that textbooks “should be developed to follow the syllabus and objectives written for the specific learner’s age. The objectives of which can serve as titles or sub-titles of different chapters of the book. The content of the textbooks should be richer as it progress in its topics. They provide more information and details about the topics”.

In addition, textbooks should have a clear layout and design; they must be designed to suit the learner’s age. For primary stage as this study points to, textbooks are supposed to be vivid and colorful; they should be of good quality and has interesting topics to get learner’s attention. They are supposed to be organized and well-structured to set the ground for learning the content of the subject. Seguin (1989) pointed out to the importance of including effective components to the textbooks such as: practical exercises, activities and evaluation of learner’s own work. It is considered as a reference for the teachers, but it must also enable the learners to use it on their own.

Furthermore, the content of the textbook should provide a good balance of the four language skills. These four language skills should be taught in an integrated way. To clarify the concept of integrated skills the Longman Dictionary of Applied Linguistics, according to Richards, Plott and Weber (1985:144) provided a clear definition, “the
integrated skills is the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other”.

In the following section, the focus will be on the most important components of choosing textbook in general term and in specific term for primary stage.

2.3.1 The Layout and Design

Verbal language is not the only way in learning the language. Non-verbal language, as in the visual forms, could also be used efficiently to convey meaning particularly in the instructional materials. According to Landoni & Gibb (2000), the value of textual information is enhanced by the use of graphical and typographical elements. The use of these elements triggers the learner’s curiosity towards exploring the textbook for the first time. Sheldon (1988:8) asserted that “textbooks are physical artifacts, and the author needs to recognize that layout, format, typography and graphics are also essential for a successful course book”. While Nunan (1991:210) pointed out that “The way materials are organized and presented, as well as the types of content and activities, will help to shape the learner’s view of language”. Thus, McGrath (2002) considered the clear layout and presentation as one of the aspects that must be taken in consideration when evaluating a textbook. In return, if the overall textbook is not clear and vague, the teacher will not use it effectively and learners will face difficulties when using it on their own.

2.3.1.1 The Importance of Layout and Design in the Primary Stage

The primary stage in children’s learning builds upon and makes connection with previous early childhood learning and experiences. Therefore, the style of the textbook
should consider the learners' experiences, cultural backgrounds, ages, interests and purposes in acquiring the foreign language.

When designing textbooks which will be directed to primary stage, experts must bear in their minds the following aspects: the general appearance of the book; book cover, quality and level of illustrations, colour usage and suitability, types of fonts which are used, legibility, layout, size of the book and type of paper used. As Rume (2012) asserted that these general aspect could affect the ability of a textbook to communicate with the learner’s early level and influence the way a textbook is perceived by them. In addition, Mark & Ellis (1987:91) added that “Good design attracts attention and arouses interest. It creates motivation in the reader to read further. Moreover, the design should clarify what is being asked of the reader by indicating the weight of importance of different matters within the text, and how they are related to each other”.

2.3.2 The Four Language Skills

More people around the world are studying and learning English because it has become the international language of education. In order for learners to be communicatively and linguistically skilled in the language, they must master the four skills of English, which are listening, speaking, writing and reading. As known the receptive skills are listening and reading; while writing and speaking are known as the productive skills. According to Cunningsworth (1995) the four skills complement the dimension of grammatical, lexical, phonological knowledge and focuses on the ability of learners actually to operate the language. These four skills cannot be isolated from each other. In fact, each skill mastered enhances learner’s ability to acquire the others.
Listening to others who are using the language enhances learner’s ability to speak. However, reading helps students to develop their communicating skills through writing.

Consequently, many teachers attempt to include the four-language skills in preparing their lessons. Yet, some teachers might use one set of skills and neglect or focuses less on the others, according to the course and learner objectives (Oxford, 2001). Thus, comprehending and understanding the language with its four skills is necessary due to the fact that people always need to communicate and interact with others in different moments or situations in their life.

2.3.2.1 The Implementation of the Textbook in Developing the Four Language Skills

Through daily activities, teachers provide learners with opportunities to develop each skill separately and sometimes the focus can be on one or two skills while neglecting the others. According to Hinkel (2006), communication will be meaningful if it happens by integrating the four language skills, with no isolation. For this reason, a well-designed textbook must integrate all the four language skills on daily bases. As a result, the four language skills will work in tandem when the textbook in use is designed to support learners in the process of learning.

The implementation of textbooks in this case would help in developing the four language skills within every learner. Both Selma and Selen (2010) agreed that all language skills are crucial in the teaching and learning process and their integration will have a positive effect on the learners’ success.
2.3.2.2 The Importance of the Four Language Skills in the Primary Stage

According to Rixon (2000), it is extensively believed that starting the study of English as a Foreign Language (EFL), at the age of 12 or 13 years old, will assist the progress of better proficiency. An early start alone will not guarantee a high proficiency. Thus, it should be supported with an appropriate curriculum or program to facilitate language learning correctly. The structure of the curriculum or program in hand must be simplified and contain all the four skills.

Learning English as a new language in primary stage provides an excitement, enjoyment and challenge for both the learners and the teachers. As they are exposed to a new language, it can help learners to be enthusiastic and to develop positive attitudes to learning English throughout their lives. The skills and knowledge, which are gained from learning a new language, will make a great contribution to the development of the learner’s literacy and understanding.

2.3.3 The Content and Subject of a textbook

Cunningsworth (1995) pointed out that ‘although the textbooks help in acquiring the language; yet it couldn’t stop at that point since the language is used in real situations for real purposes’. Thus, studying the language alone in isolation without linking it to real life situations will be pointless to learners, as they cannot relate it to their daily life. In addition, Celce- Murcia (2001) argued that textbooks are for the learners. The textbooks do not only include the English language or communication skills content which is required by the curriculum, but it should also be suitable for the needs of the learners. Also, Cunningsworth (1995) claimed that textbooks should serve the learners’ needs; help the learners to use the language effectively for their own benefit; and facilitate learners’ learning process.
Cunningsworth (1995) asserted on the idea that textbooks should present the language as it is actually used and incorporate topics of various kinds. The content and subject of the textbook should be selected carefully to guarantee that the topics are suitable to the learner’s level. If the content and subject fail to be interesting the attention of the learners will be lost. Consequently, textbook with meaningful communication content and interesting subjects are the best when it comes to the process of learning a new language.

2.3.3.1 The Importance of Choosing Content and Subject in the Primary Stage

Learning is considered a continuous process; it begins at early stages and reflects the learner’s experience of an interaction with his/her environment. The process of learning is at its rapid speed during early stages; by the time the learners come to school they have already acquired a complex range of knowledge, experiences, concepts, and skills.

The challenge nowadays is to find textbooks with content and subject that could fulfill the development and the educational needs of primary stage learners. The importance of content and subject of textbooks at this stage lays the fundamental principles for learning, as they should be chosen to be compatible with the learner’s existing knowledge, experience and cultural background. They should also be interesting to attract the attention of the learners during the classroom; this will enable them to be more familiar with the new language. Consequently, learning the language at this early age helps the child to clarify and interpret experience, acquire new concepts, and add depth to concepts which have already grasped (Primary School Curriculum, 1999).
2.4 English as an EFL Subject in Kuwait Primary Government Schools

In the upcoming section, light will be shed on EFL teaching in the State of Kuwait in general. After that, a special focus will be given to teaching English in Kuwait public primary schools. Therefore, it is important to start with a definition of (EFL) English as a Foreign Language.

2.4.1 English as a Foreign Language (EFL): Seeking a Definition:

English, as a Foreign Language (EFL), is defined according to Tomlinson (1998: x) as “a language, which is not normally used for communication in a particular society”. Gunderson (2009) proclaimed that EFL is most likely learned in environments where the language of the place and community is not English. EFL teachers encounter some difficulties in finding access to and in providing English materials for their learners. Similar explanations were provided by the Oxford University Press (2011: x) where they defined the EFL classrooms as “it is placed in a country where English is not the dominant language. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Outside of the classroom, students have very few opportunities to use English. For some, learning English may not have any obvious practical benefit. Students have limited exposure to English-speaking culture, most often through a distorted lens like TV or music”.

2.4.2 English Language in Kuwait Primary Government Schools

English Language was presented as a subject in primary schools of Kuwait in 1993 by the Ministry of Education (International Bureau of Education of UNESCO, 2010:11). As it is believed that the earlier a child learns a foreign language, the better his/her opportunity to achieve high proficiency in that language. Currently, The
Ministry of Education in Kuwait considers English as one of the important school subjects. It is taught as an obligatory subject at government schools, starting from the first grade. Learners are taught the language on a semi-daily basis – four lessons a week throughout their twelve school years. The new curriculum, which is set for teaching English, “covers the system of learning experiences offered to students in terms of knowledge, skills and attitudes/values. In addition, Teaching English at the primary stage aims to familiarize pupils with the fundamentals of the language and to adapt them to the English sound system. The goal is to allow them to use English as another means of communication” (ELT General Supervision, 2010:11).

According to the National Center for Educational Development (NCED) which mentioned that at the end of primary school, learners who have fully developed their English Language are expected to achieve the following aspects (National Center for Educational Development, 2016:14)

1. Understand simple English speech when it is carefully articulated and spoken slowly and clearly.

2. Understand everyday English language expressions and recognize familiar words and basic phrases concerning themselves, their families, their schools, simple facts about their country.

3. Participate confidently in exchanges of questions and answers in English about familiar topics.

4. Speak with appropriate speed and expression to communicate in English what is being said, using different voice levels when speaking in a variety of situations.
5. Show interest in reading various age-appropriate materials in English.

6. Read and comprehend both fiction and non-fiction age-appropriate texts in English using skills and strategies of the reading process to make reasonable predictions, suggesting a suitable title or ending to a story.

7. Compose well-constructed, grammatically, semantically and sequentially correct sentences in English in short paragraphs about their own experiences using proper writing strategies with the help of guide questions, words and pictures.

2.4.3 The Goal of Teaching English Language in Kuwait

In the state of Kuwait, the National Center for Educational Development (NCED) under the guidance of the Ministry of Education has stated the following goals for Teaching English as a foreign Language (National Center for Educational Development, 2015:19):

1. Develop students’ language awareness regarding English, and their knowledge/skills and attitudes of using the language in listening, speaking, reading and writing.

2. Transfer the learning skills from English to the study of other foreign languages.

3. Develop media-related skills.

4. Foster students’ knowledge, skills and attitudes towards the values, beliefs and traditions of other cultures.

5. Achieve students’ accuracy of usage and fluency of using English for social and academic communicative functions.
2.4.4 The New Kuwait National Curriculum (NKNC) for the Primary Stage

A lot of modifications and changes were applied to the English textbook and were put into action as cooperation between the Government of the State of Kuwait and the World Bank with the help of a Team of International Consultants. According to the National Center for Educational Development (2013:7), “the new Kuwait National Curriculum covers the system of learning experiences offered to students through all subjects in terms of knowledge, skills and attitudes/values from Kindergarten to grade 12 by relevant educational institutions. Therefore, the Kuwait National Curriculum defines, by necessity, what students should know, be able to do, and how they are expected to reflect their attitudes as values-oriented human beings as a result of their learning process”.

The current textbook was written based on evaluations of the previous textbooks. Nevertheless, it has never been evaluated before. The scholastic year of 2016/2017 is remarked as the first year of implementing the modified version of the textbook.

2.4.5 The Implementation of the English Language Curriculum in First Grade

The new English Language Curriculum had made a big leap shifting from traditional curriculum into a learner-centered curriculum. In order to fully understand this leap, a comparison of features was given by the National Center for Educational Development (2015). An online document was distributed to all primary schools in the state of Kuwait. The comparison is shown in table (1), which is between the traditional aspects and the new aspects promoted by the new curriculum.
### Table 1: A Comparison between Teaching Centered Strategies and Learning Centered Strategies

<table>
<thead>
<tr>
<th>Criteria/ Parameters</th>
<th>Teaching centered strategies</th>
<th>Learning centered strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Learner</strong></td>
<td>Listens to the teacher’s lecture or explanation</td>
<td>Expresses personal points of view.</td>
</tr>
<tr>
<td></td>
<td>Tries to remember and reproduce the ideas transmitted by the teacher</td>
<td>Makes an exchange of ideas with other learners and the teacher.</td>
</tr>
<tr>
<td></td>
<td>Passively accepts ideas which are transmitted by others</td>
<td>Ask themselves and others/ questions in order to comprehend, fully know the meaning of different ideas</td>
</tr>
<tr>
<td></td>
<td>Works in isolation</td>
<td>Cooperates in order to solve obstacles and manage to do different activities.</td>
</tr>
<tr>
<td><strong>The Teacher</strong></td>
<td>Gives lectures and explains.</td>
<td>Facilitates and mediates learning.</td>
</tr>
<tr>
<td></td>
<td>Imposes a point of view.</td>
<td>Helps learners to understand and explain their own points of view.</td>
</tr>
<tr>
<td></td>
<td>Considers himself/ herself as &quot;master&quot; and acts accordingly.</td>
<td>Is a learning partner.</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Learning is synonym to memorization and standard knowledge reproduction, via the “classical” examples that were validated by tradition.</td>
<td>Learning is focused on developing learners’ competences.</td>
</tr>
<tr>
<td></td>
<td>Learning leads to competition among learners for ranking purposes.</td>
<td>Learning is mainly cooperative.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Aims at knowledge measuring and appraisal. The focus is on what and how much the learners know.</td>
<td>Aims at competence measurement and appraisal. The focus is on what learners can do with what they know.</td>
</tr>
<tr>
<td></td>
<td>Highlights the quantitative aspects (the extent of information the learners acquire).</td>
<td>Highlights the qualitative aspects (values and attitudes acquisition).</td>
</tr>
<tr>
<td></td>
<td>Aims at learners’ ranking for selection purposes.</td>
<td>Looks at every learner’s progress in learning.</td>
</tr>
</tbody>
</table>
2.5 Textbook Evaluation

Textbooks give the practitioners a clear guideline and usage on how they deliver information. They are considered as teaching tools, which present the subject. Tomlinson (2001) offered a short summary of the history of materials development (based on textbooks evaluation). He stated that ‘at 1990s, the study of developing material was not focused on just before that time, when books on this subject started to be published. Only a few books were written in the 1980s discussing textbook evaluation, such as: Sheldon (1987), Cunningsworth (1984), and a methodological guide by Seguin (1989) for the UNESCO’.

As mentioned above, the focus on evaluating textbooks was only done through the past recent years. Wherefore many studies and articles had the opportunities to discuss it. The focus in this study is evaluating the EFL textbooks at primary stage, within non-English speaking communities. Some studies discussed it such as (Kirkgoz, 2009; Tok, 2010; Abdulrahim, 2013; Kalajahi, 2013; Tsagari & Sifakis, 2014; Sungif, Ahmad & Mukundan, 2014; Mukundan & Rezvani). They highlighted the importance of conducting a proper evaluation for textbooks, especially within foreign language contexts.

It is necessary to realize that no textbook will ever be a perfect fit to the language program. Therefore, evaluating the strength and weaknesses of a textbook will help the teacher to be familiarize with its content and can assist practitioners in identifying the strengths and weaknesses in textbooks. The evaluation of current materials, thence, deserves a serious consideration since an inappropriate selection may waste money and time; and has a demotivating effect on learners and possibly teachers.
2.6 Types of Textbook Evaluation

Evaluation of textbook varies from one researcher to another. Each researcher can set up some criteria to evaluate the textbook. Even the teachers and administrators can evaluate the textbook before, during, and after using it. Rea-Dickens and Germaine (1994:11) suggested that evaluation “should be principled, systematic and ask relevant questions. It is about forming a judgment, and providing evidence, about the worth of something”.

Evaluators often talk about two types of Evaluations: “Formative and Summative”. According to Mahfoodh & Bhanegaonkar (2013:3), “the formative evaluation is an ongoing process along the way”. They are decisions on how to improve what you are using at the moment according to Posner (2004). In contrast, summative evaluation is used at the end of the course to make decisions about whether to continue using the textbook or not as declared by Posner (2004). It is a way to find out how well were the objectives achieved.

Other researchers like Ellis (1997&1998) and Tomlinson (2003) referred to the benefits of a post-use textbook evaluation, which is a method to provide a wider picture on the textbook in hand. Similar types of textbook evaluation but with different names were introduced by Cunningsworth (1995:14) which are: in-use evaluation and post-use evaluation. “In-use evaluation: refers to course book evaluation whilst the materials are in use”. On the other hand, “Post-use evaluation provides retrospective assessment of a course book’s performance which can be useful to identify strengths and weaknesses which emerge over a period of continues use”.
Another number of researchers had partial different opinions regarding types of textbook evaluation (e.g Ellis 1997, Grant 1987, Mukudan 2007). They divided evaluation into three stages: pre-use, whilst-in-use and after use. Each stage of them as stated by McGrath (2002) bears its own significance.

2.7 Criteria for Evaluating Textbooks Materials

Textbook evaluation is a complex matter, as there are many variables which may affect the success or failure of a textbook in a particular course of instruction, and in carrying out an evaluation; evaluators need to take many decisions. One is the selection of criteria for evaluation because no general list of criteria is perfect. Textbooks are evaluated following up certain criteria in order to minimize their demerits. Power (2003) as cited in Mahfoodh & Bhanegaonkar (2013:3) suggested thirty criteria for evaluating English Language Teaching materials:

1. Learners' needs.

2. Ordering and pacing of syllabus.

3. Maintenance of interest-suitable (perhaps for captive learners).

4. Type of course.

5. Exam based.


7. Vacation-fixed period or continuous intake.

8. Age group-suitable for maturity-level and motivation of learners.

9. Time scale-variety and quantity of material-suitable for length of course.

11. Suitable for the class-size.

12. Sole of teachers and learners appropriate to preferred teaching and learning styles.

13. Mono or multilingual.

14. Narrative or topic based.

15. Assumption of learner knowledge.

16. Mixture of syllabus; structural; national functional; task-based.

17. Right measure of authenticity i.e. suitable adapted for level.

18. Appropriateness of lexis.

19. Structure for learner's level.

20. Right selection of vocabulary and syntax for learners' refection and complexity.


22. Range and weight of skills.

23. Revision technique: cyclical or linear, suitability for self-access.

24. Do learners' exercise, activities and task work?

25. Ease of use for teacher, ease of use for students.


27. Visual impact.

28. Accompanying aids: charts, cassettes, etc., dated or modern language.

29. Meta-language.

30. Teacher's' Book and course or part course book.
2.8 The Purpose of Textbook Evaluation

In general, there are three main reasons why evaluations are conducted which are to determine plausibility, probability, and adequacy. Firstly, plausibility evaluation is to determine if a program has attained expected goals, it also identifies changes as the potential effects of program activities rather than external or confounding sources (Habicht and Victora, 1999). Secondly, probability for evaluation is to determine the success of a programs activities and outcomes (Victoria, Habicht & Bryce, 2004). Thirdly, adequacy of evaluation is conducted if evaluators are only interested in whether or not the goals, which are set by program developers, were met. It is important to understand the requirements of text evaluation for materials development and syllabus design (Habicht and Victora, 1999).

Bahar and Zaman (2013) stated that the main purpose of textbook evaluation is to focus on the different factors that determine the successful design and implementation of teaching programs and language teaching materials.

In addition, Hutchinson and Torres (1004:232) provided us with some justifications and purposes on how evaluation can help both teachers and learners:

1. Evaluation should be used as a basis for teaching and learning.
2. It is aimed at serving as a guideline for the teacher.
3. It will provide "support and relief" from the burden of looking for materials
4. It guarantees opening ways for cognitive understanding.
5. A thorough evaluation provides a complete picture of the text in its most possible ways.
6. Finally, it renders out a psychological support to the teachers when they undergo crucial problems while teaching.
2.9 Methods of Textbook Evaluation

The process of planning any textbooks must be done using a specific method to make the process easier. Researchers generated three basic methods; they vary from one researcher to another when it comes to selecting them to be used in a research. According to AbdelWahab (2013), there are three methods to approach evaluating any textbook. Firstly, the impressionistic method that concerns analyzing a textbook on the basis of a general impression. It is planning the whole textbook to get sense of organization, topics, design and visuals. Secondly, the checklist method where it’s a systematic way that the criteria on the list are checked off in a certain order. It doesn’t consume a lot of time comparing to the first method. Thirdly, the in-depth method, it suggests a careful examination of representative features such as the design of one particular unit or exercise. It is concerned only with specific section; therefore, it doesn’t present the evaluation of a textbook as a whole. For this study, the first and the second methods are used as they serve the purpose of the research.

Ellis (1997) distinguished another two types of material’s evaluation, namely, predictive evaluation and retrospective evaluation. The predictive evaluation means making a decision on what materials should be used. Choosing this method for evaluations enables the researcher to choose the suitable materials for the determined purposes. While, retrospective evaluation equips the teacher with information, it can be used to determine whether it is worthwhile to use the materials again.
2.10 The Role of Teachers in Textbook Evaluation

According to Sheldon (1988), teachers, learners and educational administrators are the consumers of the textbooks; they can give conflicting notions of how a good book should be. Since teachers in their classrooms use English textbooks, involving them in the process of evaluation is one of their rights; they are the ones who are familiar with the learner’s level and individual differences as stated by Tok (2010). Therefore, the opinion of teachers and learners must be gathered and analyzed. As they can give solid opinions and practices of how the textbook should be taught because they explore the textbooks’ strengths and weakness through their everyday usage.

According to Richards (2001), teachers are different regarding the following dimensions: language proficiency, teaching experience, skill and expertise, training and qualification, morale and motivation, teaching style, and beliefs and principles. For these reasons, the responses of teachers regarding textbooks’ evaluation would be different, these differences enables the researcher to see through their teaching experience.

Mahfoodh & Bhanegaonkar (2013) stated that teachers could complement, supplement, and adapt any textbook when it’s necessary. They have the ability to give their evaluation straight to the point and can assess the whole content. Teachers’ opinions might vary from one to another; but once they are gathered, they can give a full perspective of the evaluation needed. Therefore, being aware of the significance role of teachers in textbook evaluation, it is essential to take their perspective into consideration.

2.11 The Role of Textbooks in the EFL Classrooms

English Language instruction has many components, but the most essential
component to many EFL classrooms are the textbooks and the teaching materials which are used during the class. As they play a prominent role in the learning process, they are also the primary agents of conveying the knowledge to the learners.

The Qualifications and Curriculum Authority (QCA) cited in The National Strategies for Primary stage (2009:2) has stated the benefits of learning of a foreign language in the primary stage:

The learning of a foreign language in primary school provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils’ learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.

In agreement with the above, Hutchinson and Torres (1994) argued that a good and well-designed textbook in the English language teaching classrooms could be an effective tool for a long sustainable change. They concluded that the textbooks have valuable means of satisfying a wide range of learners needs in the classroom. Their role in education cannot be ignored because they make the lives of both teachers and learners easier and more productive.

EFL learners are becoming more conscious and sophisticated; they reached to a point where they have high standards towards instructional materials. Consequently, thoughtful decisions must be made to produce good and quality books. As Sungif (2014) asserted that a quality textbook in terms of attributes and contents can help learners to grow intellectually and personally.
2.12 Related Studies Concerning Evaluating Textbooks

Many studies have investigated the evaluation of textbooks in the primary stage from different aspects. Evaluation in general is concerned with finding the merits and demerits of the textbook in hand.

2.12.1 Studies on Textbook Evaluation in the Primary Stage

The study by Panezai, Channa, Law (2016) aimed to study the views of Pakistani government primary school teachers to the English textbooks of Grades 1–5 and what impacts the effectiveness of the English textbooks. It was held in the province of Balochistan. The researchers used an exploratory sequential design; the researchers at the beginning recruited 188 government teachers for survey in quantitative part of the study and later selected 12 participants from those who completed the survey for semi-structured interviews in qualitative part of the study.

The quantitative results indicated that the teachers were moderately in favor of the effectiveness of the English language textbooks of Grades 1–5. However, qualitative results indicated some direct issues such as the teachers’ disagreement with the components of vocabulary and grammar in the textbooks and indirect issues such as limited time allotted for teaching English daily, teachers’ lack of proper training for teaching English through the textbooks, dearth of teaching resources in the schools, and meager familial support available to students at their homes that halted the efficacious teaching of the textbooks in the Balochistan government primary schools.

Abdallah (2016) conducted a study to evaluate the textbook 'Time for English', a New English Language-learning (ELL) textbook series currently taught in the primary schools of Egypt. It involved: 1. recognizing the perspective of both short and long
experienced teachers. The study focuses on finding out to what extent does the textbook series apply with the national ELL standards issued by MOE in 2003? 2. It explored the advantages and disadvantages of the series, as well as the real problems which are encountered by primary teachers while teaching it; 3. It provided some suggestions and guidelines that should help with improving textbooks delivery in the future.

The study employed: (a) a standards questionnaire administered – both face-to-face and online - to some expert English language teachers (n=55); (b) focus groups (both face-to-face and online) to enable both pre-service (n=50) and in-service (n=300) EFL primary teachers to discuss freely many issues related to the series (i.e. mainly about strengths and weaknesses) as well as the teaching/learning problems encountered in classrooms; and (c) a selective content analysis assisted by computer as a confirmatory procedure for triangulation purposes – to understand and cross-check participants’ accounts based on reviewing all textbooks, and thus provide more accurate and comprehensive results.

Findings indicate variability in the achievement of the proposed standards in reality, and present many strengths and weaknesses of textbooks as well as problems related to teaching the series. Finally, based on results, some guidelines for improvement are proposed.

Essuman and Osei-Poku (2015) conducted textbooks evaluation which was selected from primary school in Ghana. The concerns of the teachers and pupils were gathered about the textbooks. The researchers’ primary goal was to establish a correlation between the variables “primary textbooks”, and “children”. The data collection instruments used for the study were the interview and observation. 10 Teachers and 150 pupils responded to a 37 textbook evaluation scheme to express their views concerning the textbooks. The researchers used the content analysis and the descriptive method.
The study revealed that the quality of textbooks enhances the effective teaching and learning at the primary school level. The arrangements of illustrations do not follow any logical sequence. There hasn’t been any testing of textbooks in the classroom before production; therefore, teachers do not contribute to the textbook content development.

A study by Tsagari, C.Sifakis (2014) was conducted to evaluate EFL course book materials by considering their structure and effectiveness through survey questionnaires. The questionnaire was distributed to teachers in the primary schools of the Greek state (4th and 5th grades) and via in-depth interviews with the book authors. The research has found out that materials production can be a predominantly top-down process, in which policy makers; materials authors and teachers can make their own ways to develop and implement the final product, i.e. the course book. The results of the study have implications for teaching, teacher training, materials design and policy making in context where learners use textbooks for foreign language learning.

A study by Sungif, Ahmad & Mukundan (2014) aimed to examine the contents of in-use Year 5 and Year 6 textbooks in Malaysian primary schools in exploring the advantages and disadvantages of the textbooks. It aimed to study whether the textbook is suitable to the level of learners’ proficiency in English language and whether it was giving attention on the learners’ proficiency level in language learning. The sample consisted of 32 English teachers, who were chosen randomly from primary schools in Selangor. In the study, the textbook was evaluated in terms of general attributes and learning content categories and evaluation checklists proposed by previous researchers. The results indicated that the textbook for each year is very highly useful. It is also found that the textbooks are suitable for either for low proficiency or vice versa.
Mukundan & Kalajahi (2013) examined the English textbooks used by Year 1 to Year 6 and Form 1 to Form 5 pupils in the state of Melaka, in terms of general attributes of the textbooks and the teaching-learning content. The results revealed that Year 1 to Year 6 teachers responded that the current textbooks were highly useful, meanwhile Form 1 to Form 5 teachers reported that the textbooks were moderately useful for the pupils in both general attributes of the textbooks and the teaching learning content in the textbooks.

Rume (2012) conducted a study to establish the Role of Design in Primary School Textbook Publishing in Kenya. The study was conceived due to the fact that the majority of learners in Kenya are at the primary level of education. Most school textbook publishing surveys which were conducted in Kenya have concentrated on curriculum and syllabus coverage. They have rarely taken into consideration the general appearance of the book; book cover, quality and level of illustrations, colour usage and suitability, types of fonts used, legibility, layout, size of the book and type of paper used. The study was conducted through a case study and a survey design using self-administered questionnaires and interviewed schedules to 188 respondents. The sample consisted of 4 books publishing houses in Nairobi, 4 public primary schools in Nairobi and 1 School Curriculum Development Center. The data was analyzed using qualitative and quantitative techniques, then presented in frequency distribution tables.

Findings show that school textbook users prefer textbooks with good content based on a given syllabus, attractive illustrations, attractive covers, legible text, good layout and logical book size. The findings also show that the level of a textbook in any given set up or system affects its design, it dictates on the book's suitability. A well-designed textbook addresses needs of particular levels in an education system. Finally,
the findings show that school textbook publishers consider design important element in the publishing process and is highly placed in the production of good books within the publishing houses. It is employed in the composition, layout and general presentation of textbooks. The study concluded that design in primary school textbook publishing process has influence on the way a textbook is perceived by users. Design dictates on factors, which make school textbooks better. The more design is taken seriously in school textbook publishing process, the better the final products, the better the reception of these products by the users will be. The research recommends that authors and school textbook publishers must learn from the responses and endeavor to make their publications better. To make this a success, school textbook publishers should invest more in research on school textbooks writing, design and production.

Opoku-Amankwa, Brew-Hammond and Kofigah (2011) investigated three English textbooks for primary classes 4, 5 and 6 in Ghana from the ‘Gateway to English for Primary Schools’ series, and with the teacher’s handbook guide, to conclude the assumptions about teaching and learning which the textbooks embody. Littlejohn’s three-level framework was used to analyze the course materials. The first stage involved the description of the textbooks, the accompanying teachers’ guide and the English syllabus as well as the textbook selection and evaluation criteria, as spelt out in the ‘Textbook Development and Distribution for Basic Schools in Ghana Policy’. The second stage involved the analysis of tasks and activities from a socio-critical perspective. The third stage drew on the analyses of the first and second stages to determine the language and literacy principles underpinning the textbooks and related materials. The results indicated that the current textbooks used in Primary Schools endorse the ‘technical skills’ approach to language and literacy development.
A study by Tok (2010) aimed to evaluate the English language textbook “Spot On”, which is used in primary schools in Turkey. The study examined the advantages and disadvantages of one type of TEFL materials. The sample of the study consisted of 46 English teachers, who were chosen randomly from state primary schools in Malatya and Adıyaman city centers. A five-likert type scale was used for evaluation. In the study, the textbook was evaluated in term of ‘layout and design, activities and tasks, language type, subject, content and skills and whole aspect’. The study indicated that ‘Spot On’ textbook did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes far out-weighed the positive characteristics.

Kirkgoz (2009) evaluated three English textbooks, which have been prescribed for use in grade 4 classes by the primary schools of Turkish Ministry of National Education. Teachers and pupils answered to a 37-item textbook evaluation scheme (Smiley Questionnaire) to express their understanding concerning various aspects of the textbooks. All the participants were interviewed to gain in-depth information into the use of the textbooks. The results showed the extent of appropriateness of the three textbooks which were used by young learners of English. Suggestions were given for future revision and/or designing the textbooks for young learners of English.

Most of the previous studies showed the importance of conducting a close evaluation for the components of the textbooks used in the primary stage level. These studies show the strengths and weaknesses of each textbook in order to provide practitioners with a set of recommendation for future improvements. This study agrees with most of the studies in that “those who are responsible for evaluation are teachers, while other studies focus on some other elements such as supervisors or student”. That is why the questionnaire is distributed among teachers.
2.12.2 Studies on Textbook Evaluation in Post Primary Stage

The second section involved studies about textbook evaluation in the post stages after the primary stage.

Nguyen (2015) evaluated the textbook English 6, which is the official textbook used for six grade pupils in all secondary schools all over Vietnam. The study was done in two stages: a theoretical evaluation and an empirical evaluation. The theoretical evaluation was based on the researcher’s experience, expertise, and the literature on textbook evaluation. The empirical evaluation was based on data collected from 22 teachers and 313 pupils at 8 different secondary schools in four different provinces in the Mekong Delta in the form of questionnaires, semi-structured interviews, documents and classroom observation. The study aimed to discover the users’ perspective on the textbook, its impact on users and the users’ recommendations for improvement.

The results revealed that the textbook:

- Suits the teaching and learning context and culture,

- Receives positive responses from teachers and pupils, help to both teachers and pupils,

- More varied types of activities, especially ones, which help pupils to practice using the target language communicatively, and should be added to the textbook content.

- Free practice activities should be added after the controlled ones to help pupils to practice speaking and writing creatively.

- The textbook should be accompanied with language material from different resources such as picture stories, comic strips …etc.
- The supporting resources need to be more widely available and better, both in terms of physical appearance and quality.

In addition, the results revealed that textbook writers should carry out learners’ needs analysis before writing new textbooks to make sure they meet learners’ needs.

Abdulrahim (2013) conducted an evaluation for the Upper Primary Content in Light of Quality and Accreditation standards. It aimed to evaluate the content and the textbook of the English language "Hello" for primary 6th grade in Egypt to determine if "Hello" for primary 6th is aligned with NAQAAE EFL Content Standards and NAQAAE Textbook Standards. Instruments used in the study were a "standards-based evaluation checklist" and a "questionnaire" for English teachers. The questionnaire was administered to eighty-one English language teachers in three Egyptian directorates. The questionnaire consisted of thirty-eight items grouped under 3 main domains: the general design, evaluation tools and educational technology. The textbook was aligned with NAQAAE Textbook standards. The finding also revealed that there were no significant differences between the means of the three directorates.

Al-Amri (2008) attempted to evaluate the textbook used in the Saudi boys' schools for sixth grade English language. A questionnaire was used in the study to gather the perspectives of 93 English language teachers and 11 supervisors in Riyadh Educational Zone about the textbook in use. The questionnaire consisted of 64 grouped under 12 main categories: the general appearance, design and illustration, accompanying materials, objectives, topic appropriateness, learning components, socio-cultural contexts, skills development, teaching ability, flexibility, teaching methods, and practice and testing. The results were in favor of the textbook except for the teaching methods
and some other sub-items. The category that had the highest mean was the one on learning components, while the category that had the lowest mean was the one on teaching methods. The results also revealed that there were no significant differences between the means of the two populations of the study except on the flexibility of the textbook and the different natures of their jobs might be the reason behind this difference.

Tekir and Arikan (2007) conducted a study to examine the textbook “Let’s Speak English 7” in Turkey. The perspective of 7th grade pupils and teachers were studied through teacher and pupils questionnaires containing Likert-scale items, and an open-ended item for the teachers. Among 130 participants, 50 were English teachers and 80 were seventh grade pupils studying at a primary level State school. The findings suggested that both teachers and the pupils have rather negative feelings about “Let’s Speak English 7”. The disconcerting problems with Let’s Speak English 7 demonstrated that in order to minimize the negative effects of the textbook, a series of support materials were needed.

Al-Saif (2005) evaluated the English textbook in Saudi Arabia. The textbook was taught in the 6th grade in Saudi Elementary Schools. The aim of the study was to examine the advantages and the disadvantages of the textbook with particular emphasis on its suitability to teachers, social contexts and young learners. The researcher used the quantitative study. The sample consisted of 144 male and 149 female English teachers, supervisors and trainers who participated in training elementary stage English teachers. The questionnaires contained 93 specific criteria in 12 categories: rationales, objectives, language skills, teaching aids, vocabulary, grammar, content, methodology, the
Workbook, the Teacher's handbook guide, assessment techniques and general aspects of the textbook. With regard to teachers' perspective, the results of the study showed that the delivery of data was not conclusive. It determined that the textbook was only "moderately adequate" and that it required constant and cyclical evaluation based on the changing circumstances of the program.
Chapter Three
Methodology

This chapter is concerned with presenting the methodology of the study. It consists of the overall design of the study, the sample, data sources, and data procedure and analysis.

3.1 Population

The population of this study consisted of all female English teachers in boys and girls primary stage schools in the state of Kuwait. The study was conducted in Al-Ahmadi Educational Area, it is considered as the second baggiest governorate in the state of Kuwait. The questionnaire was distributed to the schools in that area such as Fahaheel, Almangaf, Sabahiya, Fahad Al Ahmed, Alriqqa, Hadiya and Jaber Al Ali. The researcher found difficulties in finding a representative sample of participants since the questionnaire required teachers who taught the previous textbook “New: Fun with English” and continued teaching the new current textbook “Modified: Fun with English” in the light of the Kuwait National Curriculum (KNC). Their perspectives and opinions were gathered to make the necessary comparison between the old and the new version of first grade textbooks.

3.1.1 Participants

As most of the schools have female teachers staff, the study was conducted only on EFL females’ teachers teaching the English textbook in both boys and girls primary schools of Al- Ahmadi Educational Area. In addition, ELT supervisors in Al-Ahmadi Educational Area have been also participated in the study. The teacher’s sample consisted of 63 female teachers who taught the previous textbook and currently teaching
the new textbook “Modified with English”, as they are experienced enough to evaluate the previous and the current textbook. Their opinions were taken and studied to get a closer look at the changes which were made by the Ministry of the Education and approved by the World Bank. The following table (2) demonstrates the demographic data of the participants in this study.

**Table (2) The Demographic Data of the Participants.**

<table>
<thead>
<tr>
<th>Variable Labels</th>
<th>Frequency (N)</th>
<th>Valid (%)</th>
</tr>
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<tbody>
<tr>
<td><strong>Years of Teaching Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>15</td>
<td>23.80 %</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>48</td>
<td>76.19 %</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100 %</td>
</tr>
<tr>
<td><strong>Gender of the Learners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>34</td>
<td>53.96 %</td>
</tr>
<tr>
<td>Boys</td>
<td>29</td>
<td>46.03 %</td>
</tr>
<tr>
<td><strong>Total Number of Participants</strong></td>
<td>63</td>
<td>100 %</td>
</tr>
</tbody>
</table>

### 3.2 Data Sources

In this study, the researcher applied a questionnaire and interviews to gather the data based on the perspective of first grade EFL teachers. The questionnaire was used to gather the quantitative data, while the interviews were used to gather the qualitative data.

#### 3.2.1 Questionnaire

The questionnaire was adopted from other researchers’ checklists, “Mukundan, Hajimohammadi, Nimechisalem (2011), Tok (2010), Wen-Cheng, Chien-Hung; Chung-Chieh (2011), AbdulWahab M. (2013)”. The questionnaire consisted of 3 sections. The first section was designed to request information about the participants’ years of teaching experience and the gender of the learners whom they were teaching. The second section of the questionnaire had twenty-one items which related to three
The criteria are layout and design, skills, and subject-content (See Appendix, A). The third section was open-ended questions to gain further information about the differences between the current textbook “Modified: Fun with English” and the previous one “New: Fun with English” from teacher’s perspectives, to determine after gathering the information if there are major differences.

The questionnaire was piloted with a small group of EFL teachers to check its comprehensibility and user-friendliness prior to its implementation in March 2017.

### 3.2.1.1 Validity of the Questionnaire

Four faculty members in the College of Education in Kuwait University had confirmed the validity of the questionnaire. Three teachers and one Head of Department teacher from Al-Ahmadi Educational Area had also the opportunity to review and to comment on few items (See Appendix, B).

### 3.2.1.2 Reliability of the Questionnaire

It is important to ensure the reliability and the practical applicability of the evaluation tool which was used in this study. Cronbach’s Alpha coefficient was calculated and was found (.913) indicating high reliability of the tool, as indicated in table (3):

<table>
<thead>
<tr>
<th>Teacher textbook evaluation scale</th>
<th>Items</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout and Design</td>
<td>(1, 2, 3, 4, 5, 6)</td>
<td>.778</td>
</tr>
<tr>
<td>Skills</td>
<td>(1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>.858</td>
</tr>
<tr>
<td>Subject - Content</td>
<td>(1, 2, 3, 4, 5, 6, 7)</td>
<td>.722</td>
</tr>
<tr>
<td>Total</td>
<td>(21)</td>
<td>.913</td>
</tr>
</tbody>
</table>
In the coming pages, a detailed explanation are given starting from the three main criteria in the questionnaire and ending up with analyzing teachers’ perspectives regarding the previous and current textbook.

3.2.3 Interviews

The interview, as a data collection tool, was used to gain an in depth information about teachers’ and ELT supervisors’ perception on the textbook. The questions of the interview were written based on the criteria mentioned in the questionnaire and also questions to evaluate the overall effectiveness of the textbook. Five teachers with long and short years of teaching experience were chosen to answer the interview. In addition, four ELT supervisors with more than 15 years of experience were interviewed. The interviewed teachers were from different nationalities “Kuwaiti, Egyptian and Somali”. The reason behind choosing the Kuwaiti teachers is that they have the ability to determine how suitable the textbook in the light of the Kuwaiti Environment. On the other hand, both the Egyptian and Somali teachers were chosen since most of the English Language Departments has teachers’ staff of different nationalities. It was therefore necessary to involve teachers and supervisors of other nationalities in the evaluation process as they represent a high percentage in teaching English as a foreign language in the primary schools of Kuwait. (See Appendix, C, D)

3.3 Procedure of Data Collection

As the present study applied two data collection tools (a questionnaire and interviews), the procedure was as follow. Firstly, the researcher received the approval from Al-Ahmadi Educational Area. After that, the questionnaire was distributed to 63 EFL teachers during the school day. To facilitate responding to the questionnaire items,
the purpose of the study was explained to participants as well as the questionnaire scale. The participating teachers were asked to rate their opinions of the questionnaire items according to a five Likart-scale that consisted of: ‘1: strongly agree, 2: agree, 3: neither, 4 disagree and 5: strongly disagree’. The questionnaire was implemented between the end of March and April 2017. April is marked as the month of ending the curriculum. The reason behind conducting the questionnaire at that time was that the teachers have gained enough understanding to the changes made in the new textbook “Modified: Fun with English”. Secondly, the interviews were addressed to teachers and supervisors of the participants. Interviewing each teacher and supervisor individually took approximately 30 minutes and the interview questions were answered in a writing form. The interviews were conducted in May, which is nearly the end of the school year.

### 3.4 Procedure of Data Analysis

To obtain the necessary data for the analysis of the present study, two means of data analysis were applied. On one hand, the statistical package (SPSS) version 23 was used to analyze the questionnaire. Thus, Frequencies, percentages, means and standard deviations were calculated for each item to describe the perspectives of teachers regarding first grade textbook. On the other hand, the data, which were collected through interviews, were transcribed; and content- analyzed for the evaluation of first grade textbook. Both processes have provided a rich body of data on which to base conclusions.
Chapter Four

Findings and Discussion

This chapter aims to provide a deep interpretation of the results on how the collected data can help to answer the questions of this study. Evaluating the results collected from teachers providing their perspective, feedback gathered from the open-ended questions and interviews were major source of data.
4.1 Findings and Discussion According to the Study Questions (1-4):

4.1.1 Results of the First Study Question based on the Questionnaire “How attractive is the layout and design of the textbook from first grade English teacher’s perspective?”

McDonough and Shaw (1993:61) highlighted the importance of external evaluation because it "offers a brief overview of the outside of the book". In the light of evaluating the external appearance of the textbook, the first question “How attractive is the layout and design of the textbook from first grade English teacher’s perspective?” provides an insight regards teachers’ perception of the attractiveness of the layout and design of first grade “Modified: Fun with English” textbook. It consisted of 6 items. The response options were based on a five-likert scale consisting of 1= strongly agree, 2= agree, 3= neither, 4= disagree, 5= strongly disagree. For the sake of answering the first question, the researcher calculated the percentage, means and standard deviations of the following items (1-6). The results are presented in Table (4).
### Table (4) Frequencies of the Items of Layout and Design Evaluation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Description</th>
<th>Frequency</th>
<th>Percent</th>
<th>Frequency</th>
<th>Percent</th>
<th>Frequency</th>
<th>Percent</th>
<th>Frequency</th>
<th>Percent</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Items Sorted by Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.</td>
<td>10</td>
<td>15.9</td>
<td>39</td>
<td>61.9</td>
<td>7</td>
<td>11.1</td>
<td>6</td>
<td>9.5</td>
<td>1</td>
<td>1.6</td>
<td>2.19</td>
<td>.877</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>The layout and design is appropriate and clear.</td>
<td>12</td>
<td>19.0</td>
<td>34</td>
<td>54.0</td>
<td>13</td>
<td>20.6</td>
<td>4</td>
<td>6.3</td>
<td>-</td>
<td>-</td>
<td>2.14</td>
<td>.800</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The textbook is organized effectively.</td>
<td>8</td>
<td>12.7</td>
<td>32</td>
<td>50.8</td>
<td>8</td>
<td>12.7</td>
<td>12</td>
<td>19.0</td>
<td>3</td>
<td>4.8</td>
<td>2.52</td>
<td>1.090</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>The design is attractive to the age of the learners.</td>
<td>23</td>
<td>36.5</td>
<td>26</td>
<td>41.3</td>
<td>12</td>
<td>19.0</td>
<td>2</td>
<td>3.2</td>
<td>-</td>
<td>-</td>
<td>1.89</td>
<td>.825</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>The textbook includes adequate vocabulary list or glossary.</td>
<td>11</td>
<td>17.5</td>
<td>32</td>
<td>50.8</td>
<td>8</td>
<td>12.7</td>
<td>12</td>
<td>19.0</td>
<td>-</td>
<td>-</td>
<td>2.33</td>
<td>.984</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>The paper used for the textbooks is of a good quality.</td>
<td>7</td>
<td>11.1</td>
<td>20</td>
<td>31.7</td>
<td>10</td>
<td>15.9</td>
<td>16</td>
<td>25.4</td>
<td>10</td>
<td>15.9</td>
<td>3.03</td>
<td>1.295</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Mean and Std, Deviation**

<table>
<thead>
<tr>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.35</td>
<td>.683</td>
</tr>
</tbody>
</table>
The previous table (4) reveals the frequencies, means and standard deviations. A detailed explanation will be given for the items of the first question.

The item “The paper used for the textbooks is of a good quality” is given the highest mean (3.03), with standard deviation (1.295). Participants strongly agreed (11%) and agreed (31%) that the textbook in hand is of a good quality, compared to those who choose neither with (15%), and disagreed with (25%) and strongly disagreed with (15%). This shows variation in the responses between teachers. As of (42%) agreed that the paper used is of a good quality since it endures the usage of learners in primary stage. Other participants with (40%) disagreed with this perspective as they answered in the questionnaire and backed it up in the open-ended question answers that the quality of the paper doesn’t allow the pupils to erase the answers easily after writing in pencils.

The second highest mean (2.52) is accredited to “The textbook is organized effectively”, with standard deviation of (1.090). It indicates positive views towards this statement with strongly agreed (12%) and agreed (50%). This result shows that the textbook from the teachers’ perspective is well organized in an effective way. As many participants agreed that the textbook’s topics, activities, vocabulary is arranged in an effective and easy way for the learner to comprehend and grasp. The following statement “The textbook includes adequate vocabulary list or glossary” comes third with a mean of (2.33) and standard deviation of (.984). It reveals that (67%) of teachers agreed that the current textbook has an adequate and clear glossary list, which has all the vocabularies related to the topics. The vocabulary and glossary of the textbook are included at the end of it. The fourth item is “The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit”. It scored
the mean (2.19) and standard deviation (.877). As (76%) of teachers agreed that at the beginning the textbook a detailed overview of the functions and structures is provided for teachers, parents and learners.

Furthermore, the statement “The layout and design is appropriate and clear” is ranked fifth with the mean of (2.14) and standard deviation of (.800). Table (4) demonstrates that (73%) of teachers have positive views towards the general layout and design of the textbooks. They agreed that it is convenient and has a clear design which suits the learners’ level.

Last statement “The design is attractive to the age of the learners” was observed to have the lowest mean (1.89) and ranked as the sixth item with standard deviation (.825), meaning that (77%) of participants strongly agreed and agreed with this item. While only (19%) answered neither, (3%) answered disagreed and none of the participants responded strongly disagreed. It appears from the results presented in table (4) that more than half of the teachers think that the design is attractive and was well executed to suite the age of the learners.

The overall views show that the participants responded in favor of the layout and design of the textbook. However, the only aspect that scored mixed responses was the quality of textbooks’ papers, leading into the participating not favoring the quality of the textbook. This result was backed up in more details in the open-ended questions.
4.1.2 Results of the Second Study Question based on the Questionnaire “What are the skills that the textbook focuses on from first grade English teacher’s perspective?”

The second research question “What are the skills that the textbook focuses on from first grade English teacher’s perspective?” was measured through 8 items in the teachers’ questionnaire and the responses are presented in Table (5).
**Table (5) Frequencies of the Items of Skills Evaluation.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Items Sorted by Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>15.9</td>
<td>37</td>
<td>58.7</td>
<td>9</td>
<td>14.3</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>9.5</td>
<td>35</td>
<td>55.6</td>
<td>11</td>
<td>17.5</td>
<td>10</td>
<td>15.9</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>9.5</td>
<td>28</td>
<td>44.4</td>
<td>16</td>
<td>25.4</td>
<td>9</td>
<td>14.3</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>3.2</td>
<td>20</td>
<td>31.7</td>
<td>13</td>
<td>20.6</td>
<td>22</td>
<td>34.9</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>9.5</td>
<td>30</td>
<td>47.6</td>
<td>20</td>
<td>31.7</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>6.3</td>
<td>21</td>
<td>33.3</td>
<td>15</td>
<td>23.8</td>
<td>21</td>
<td>33.3</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>11.1</td>
<td>33</td>
<td>52.4</td>
<td>16</td>
<td>25.4</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>7.9</td>
<td>38</td>
<td>60.3</td>
<td>11</td>
<td>17.5</td>
<td>9</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>Total Mean and Std, Deviation</td>
<td>2.57</td>
<td>.660</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching the language revolves around teaching the learners a specific set of skills, all of which establish comprehension and communication. Teaching the language means that the teacher provides the learners with the ability to comprehend what they read and understand what they listen to. It also means that the learners will be able to communicate with others in spoken and written language. The new “Modified: Fun with English” Textbook is aimed to integrate all four skills. Therefore, to answer the earlier question which attempts to evaluate the skills within the textbook, a detailed explanation will be given to each item; in addition to means, standard deviations and percentage.

The item “The textbook has appropriate listening tasks with well-defined outcomes” is given the highest mean score (3.16) and standard deviation (1.081). It indicates that (44%) of the participants do not support the statement. Only (34%) strongly agreed and agreed, while (20%) of the participants responded neither.

The second highest mean score (2.94) is credited to item “The Reading tasks are interesting.” and standard deviation (1.030), meaning that the total (39%) of the participants strongly agreed and agree with this statement, while (23%) responded neither. On the other hand, the total of (33%) participants responded disagreed and strongly disagreed. It appears that an equal agreement and disagreement regarding whether the textbook has interesting or dull reading tasks.

The third statement “The tasks measure the level of the learners” was detected to have the mean (2.63) and standard deviation (1.052), meaning that (9%) of the participants strongly agreed and (44%) agreed with this statement. While (25%) responded neither, (14%) responded disagreed and (6%) of the participants responded strongly disagreed.
Furthermore, the results show that (9%) of the participants strongly agreed, and (55%) agreed with the fourth statement “The materials include and focus on the skills that I/my students need to practice”. The results also show that (17%) of the participants chose neither, (15%) disagreed with the statement, and (1%) strongly disagreed. The arithmetic mean is (2.44) and the standard deviation is (.929) (see table, 5).

The item “Activities are developed to initiate meaningful communication to practice speaking” is ranked fifth with the mean (2.44), and standard deviation (.819). The participants strongly agreed with (9%) and agreed with (47%) that the textbook in hand integrates the different learning style, compared to those who chose neither (31%), disagreed (11%), and none of the participants chose strongly disagreed.

Regarding the sixth statement “The writing tasks have achievable outcomes”. the results show that all the participants’ responses were in favor of the textbook as (64%) of the participants strongly agreed and the rest agreed on the statement, while only (25%) responded neither, and (11%) disagreed with the statement and none of the participant responded strongly agreed. The mean score of this item is (2.37) at a standard deviation of (.829).

The item “The materials provide an appropriate balance of the four skills.” is given the lowest mean (2.21), and ranked eighth with standard deviation (.845). The participants strongly agreed with (15%) and agreed with (58%) that the textbook in hand provides a balance of the four language skills, compared to those who chose neither with (14%), and disagreed with (11%) and none of the participant responded strongly disagreed. This shows that the total of (73%) think that all the four language skills are incorporated in the textbook, while the rest either disagreed or chose neither.
In addition, the item “The writing tasks take into consideration the learner’s capabilities”, is ranked seventh and scored a low mean (2.38) and with standard deviation of (.831). It indicates that more than half of the participants agreed with this statement, as (7%) stated strongly agreed and (60%) of them agreed. This result shows that the textbook in use related to writing tasks takes into consideration the learner’s level. While (17%) of the participant responded neither, and only (14%) disagreed with the statement.

Generally, the results as shown in the previous table are diverse. The textbook provides tasks and activities that enable the teachers to practice the skills. In addition, the textbook has all four language skills. Yet, these four language skills were not given an equal weight. The focus tends to be more on the writing and speaking, rather than on reading and listening.
4.1.3 Results of the Third Study Question based on the Questionnaire “How interesting is the content-subject to young learners from first grade English teacher’s perspective?”

The appropriateness of content and subject emerged as one of predominant concern. This was stressed on in many literature work such as (Sheldon, 1988 and Cunningsworth 1995). Having this in mind, the questionnaire evaluated the content and subject of the textbook “Modified: Fun with English” to answer the third question of the study “How interesting is the content-subject to young learners from first grade English teacher’s perspective?” The researcher calculated the percentage, means and standard deviations of the following (7) items. The results are presented in Table (6).
### Table (6) Frequencies of the Items of Content and Subject Evaluation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Items Sorted by Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>1 The subject and content of the textbook are relevant to students' needs as an English language learner(s).</td>
<td>12</td>
<td>19.0</td>
<td>38</td>
<td>60.3</td>
<td>8</td>
<td>12.7</td>
<td>5</td>
<td>7.9</td>
</tr>
<tr>
<td>2 The subject and content of the textbook are interesting.</td>
<td>9</td>
<td>14.3</td>
<td>40</td>
<td>63.5</td>
<td>10</td>
<td>15.9</td>
<td>4</td>
<td>6.3</td>
</tr>
<tr>
<td>3 The textbook integrates different learning styles: aural, oral, visual, and kinesthetic.</td>
<td>5</td>
<td>7.9</td>
<td>42</td>
<td>66.7</td>
<td>14</td>
<td>22.2</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>4 The textbook is free of mistakes.</td>
<td>16</td>
<td>25.4</td>
<td>12</td>
<td>19.0</td>
<td>20</td>
<td>31.7</td>
<td>15</td>
<td>23.8</td>
</tr>
<tr>
<td>5 Visuals and graphics are clear, appropriate and culturally sensitive.</td>
<td>3</td>
<td>4.8</td>
<td>35</td>
<td>55.6</td>
<td>16</td>
<td>25.4</td>
<td>9</td>
<td>14.3</td>
</tr>
<tr>
<td>6 There is a sufficient variety in the subject and content of the textbook.</td>
<td>7</td>
<td>11.1</td>
<td>45</td>
<td>71.4</td>
<td>5</td>
<td>7.9</td>
<td>6</td>
<td>9.5</td>
</tr>
<tr>
<td>7 The language in the textbook is natural and real.</td>
<td>9</td>
<td>14.3</td>
<td>44</td>
<td>69.8</td>
<td>7</td>
<td>11.1</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Total Mean and Std. Deviation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.38</td>
<td>.484</td>
<td></td>
</tr>
</tbody>
</table>
The above table shows that less than half of the participants (44%) support the statement that “The textbook is free of mistakes.” On the other hand, (31%) responded neither and (23%) participants disagreed with the statement. This item is ranked the first and has the highest mean score of (3.54) and the standard deviation of (1.119). The evaluation of this item shows variance in responses between participants, indicating that some teachers agreed with the statements while others affirmed that the textbooks has a lot of mistakes which must be modified.

As indicated above, the item “Visuals and graphics are clear, appropriate and culturally sensitive” is observed to have the second highest mean (2.49) and standard deviation (.801), meaning that (4%) of the participants strongly agreed and (55%) agreed with this statement. While (25%) responded neither, (14%) responded disagreed and none of the participants answered strongly disagreed. It is apparent from the results presented in (table, 6) that more than half of the participants think that the visuals and graphics are comprehensible to the learner and culturally sensitive.

The third highest item “The textbook integrates different learning styles: aural, oral, visual, and kinesthetic.” is given the mean (2.21), with standard deviation (.626). The participants agreed (66%) and strongly agreed (7%) that the textbook in hand integrates the different learning style, while (22%) of the participants chose neither, and (3%) disagreed.

Furthermore, the results show that (11%) of the participants strongly agreed and (71%) agreed on the fourth statement that “There is a sufficient variety in the subject and content of the textbook”. This indicates positive views towards the statement as the textbooks’ content and subject varied. They are very engaging and appealing to first
grade learners with different personalities and interests. The results also show that (7%) of the participants chose neither and (9%) disagreed with the statement. This item scored a low mean (2.16) and a standard deviation of (.745) (see table, 6).

The mean (2.14) is accredited to the fifth statement “The subject and content of the textbook are interesting”, with standard deviation of (.737). It indicates positive views towards this statement with (77%) of the participants strongly agreed and agreed. This result shows that the textbooks content and subject are suitable and interesting to the learners’ level. Only (15%) of the participating teacher answered neither and (6%) disagreed with the statement.

Regarding the sixth statement “The subject and content of the textbook are relevant to students' needs as an English language learner(s)”. the results show that all the participants’ responses are in favor of the textbook as (79%) of the participants strongly agreed and the rest agreed on the statement and only (12%) responded neither, while (7%) disagreed with the statement and none of the participants responded strongly agree. This means that there is an agreement among the participants that the textbook is relevent to the learners’ needs. The mean score of this item is (2.10) at a standard deviation of (.797).

In table (6), the participants strongly agreed with (14%) on the statement that “The language in the textbook is natural and real” is suitable for the level of first grade learners. While more than half of the participant (69%) agreed. Only about (11%) of the total participant chose neither and (3%) disagreed. This statement scored the lowest mean (2.03) at a standard deviation of (.626).

As mentioned above in table (6), the results of the questionnaire showed positive
teachers perception towards the content and subject of the first grade textbook. Importantly, the textbook had a natural and real language, which suited the learners’ level. It also included sufficient verity of interesting content that is engaging to learners with different interests and personality types. In addition, the content and subject were relevant to the needs of the learners and integrated all different learning styles such as: aural, oral, visual, and kinesthetic. In spite of the positive perspectives, the textbook needs some improvements regarding correcting the language mistakes, in addition to improve the visuals and graphics since these two elements had scored the lowest percentage.
4.1.4 Results of the Fourth Study Question based on the Questionnaire “What are the differences between the current textbook “Modified: Fun with English” and the previous one “New: fun with English” regarding the layout and design, skills, and content-subject?”

To answer the fourth question of the questionnaire “What are the differences between the current textbook “Modified: Fun with English” and the previous one “New: fun with English” regarding the layout and design, skills, and content-subject?”, the researcher had found significant differences among the responses of the teachers regarding the previous and current textbook.

Regarding the layout and design of the textbook, (58%) of the participants agreed in the open-ended question that the quality of the papers in use has been improved. That means that the previous textbook had a bad quality of papers, which didn’t allow the pupils to write properly on it. Meanwhile, concerning the appropriateness and the attractiveness of the layout and design, (68%) of the participant agreed that these two elements improved greatly in the new version such as changing the layout to become clearer with detailed overview of the functions, structures and vocabulary taught in each unit. However, although positive views were reflected on the overall layout and design of the textbook, (11%) of the teachers had some negative views regarding what’s inside the textbook. (9%) of the teachers pointed out that although the textbook had attractive pictures and exercises; yet, some pictures were very small and crowded on one page. Even though the overall organization of the textbook was well executed and improved; nonetheless, (20%) of the participants agreed that, some exercises were misplaced and squeezed in one page.
Concerning the participants’ responses related to the skills of the textbook, (74%) of the participants’ responses agreed with the main aspects. Firstly, the textbook has more achievable tasks that are suitable for the primary stage. Secondly, the four language skills in the previous textbook “New: Fun with English” were not organized, however, the current textbook “Modified fun with English” arranged the four skills in a clear way. Thirdly, the textbook has a considerable number of tasks, which enable the teachers to identify their learners’ levels.

Furthermore, although the textbook includes all four language skills, (25%) of the participants agreed that “it focused on the writing and speaking skills more than reading, and in some contexts it neglects listening”. According to the participants’ experience in teaching first grade textbook for two years in a row, they found that the skills’ tasks and activities were reduced in the current textbook allowing them to have enough time to practice the skills during the classroom. Yet, some language skills were concentrated on more than the others.

However, (28%) of the teachers added that the four language skills incorporated in the textbook were not backed up with audiovisual aids (AVA) as flashcard, films, video tapes, posters CDs... etc. This issue was in both the previous and current textbook. The absences of the audio-visual aids (AVA) affected their teaching of the language. They also added “the availability of the audio-visuals aids (AVA) would help to save the time and effort of the teachers”. Since they have to prepare each class with different printed visuals and recording their lessons using their voices, other teachers responded that “the need for audio CDs is very crucial, since the learners we are teaching are EFL learners and not native speakers”. In addition, one of the teachers added that “teachers who teach
the English language in the State of Kuwait are from different nationalities with different accents, thus, there is a general need for audio CD’s spoken from native speakers to deliver the language right”.

After examining the participants’ responses concerning the content and subject, the researcher found that the participants have mostly positive towards the new textbook. Both textbooks has the same content and subjects; however, the current textbook “Modified fun with English” was “reduced a little” in order to allow the teachers to use different techniques. In addition, (71%) the participants agreed with the following aspects. The content and subject are relevant and suitable to the age of the learners. The language of both the previous and the new textbook were natural and real. The new textbook integrates different learning styles and connects the taught materials with other schools subjects. Both textbooks have simple contents, which the learners can connect it with their real life situation.
4.1.5 Results of the Fifth Study Question “Are there any significant differences in the responses of the participants regarding the years of experience?”:

As for the fifth question, “Are there any significant differences in the responses of the participants regarding the years of experience?” An independent t-test was conducted to check if there are any differences between the two groups’ results. The results are presented in Table (7).

Table (7) Independent Samples Test of Participant’s Years of Teaching Experience according to the Questionnaire Criteria.

<table>
<thead>
<tr>
<th></th>
<th>Years of Teaching Experience</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Layout and Design</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Experience</td>
<td>(Less than 5 Years)</td>
<td>15</td>
<td>2.633</td>
<td>.982</td>
</tr>
<tr>
<td>Long Experience</td>
<td>(More than 5 Years)</td>
<td>48</td>
<td>2.263</td>
<td>.544</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Experience</td>
<td>(Less than 5 Years)</td>
<td>15</td>
<td>2.866</td>
<td>.802</td>
</tr>
<tr>
<td>Long Experience</td>
<td>(More than 5 Years)</td>
<td>48</td>
<td>2.479</td>
<td>.589</td>
</tr>
<tr>
<td><strong>Content and subject</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Experience</td>
<td>(Less than 5 Years)</td>
<td>15</td>
<td>2.723</td>
<td>.530</td>
</tr>
<tr>
<td>Long Experience</td>
<td>(More than 5 Years)</td>
<td>48</td>
<td>2.275</td>
<td>.421</td>
</tr>
</tbody>
</table>
**Table (8)** Independent Samples Test of Participant’s Years of Teaching Experience according to the Questionnaire.

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>d f</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Experience</strong> (Less than 5 Years)</td>
<td>15</td>
<td>2.752</td>
<td>.705</td>
<td>61</td>
<td>2.619</td>
<td>.011</td>
</tr>
<tr>
<td><strong>Long Experience</strong> (More than 5 Years)</td>
<td>48</td>
<td>2.349</td>
<td>.450</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (8) clearly shows that the short experienced teachers group is higher than the long experienced teachers group in means. The calculated t-test is \((t= 2.619)\), and \((p.)\) value is \(.011\); \(p > 0.05\). Therefore, the final results show that there are no significant differences between the responses of the participants regarding their years of experience. This means the different years of experience, which EFL teachers obtain, didn’t affect their perspective regarding the evaluation of first grade textbook.
4.1.6 Results of the 5 Interview Questions addressed to the Teachers:

Five EFL teachers were randomly selected from the participants to answer the interview questions to obtain the necessary data for the study. The participants had long and short years of teaching experience (Shaima’a 13 years, Samah 15 years, Yasmin 18 years, Danah 4 years and Noura 5 years). The questions of the interview were written, based on the criteria mentioned in the questionnaire, to evaluate the overall effectiveness of the textbook. The interviews were designed to answer the seventh question about “To what extent is the textbook “Modified: Fun with English” suitable for first grade primary learners according to the teachers’ perspectives of long and short years of teaching experience?”


- Teacher Shaima’a: “There haven’t been lots of changes presented in the current textbook; the previous and the current textbook have the same topics on the same orders. The only change is in the layout. It has an attractive layout; most topics are interesting, and they cover the four language skills. However, I cannot entirely rely on it because each exercise page is loaded with several activities, which are not clearly presented”.

- Teacher Samah: “The textbook in general is better than the previous one. Nevertheless, they need to make little improvements regarding some aspects like correcting the mistakes in the textbook and incorporating more reading and listening activities”.
- Teacher Yasmin: “In general, it is suitable for the age of the learners in the primary stage. However, it’s not the best textbook, it needs some improvements”.

- Teacher Danah: “It’s better than the previous textbook since it gives more space for the teacher to assign what they see as appropriate for their classes.”

- Teacher Noura: “I did not like it due to many things; firstly, it is almost similar to the old book. Secondly, it has got many grammatical mistakes. Thirdly, it is not clear to the teacher and the parents. Finally, the book needs more improvements.”

Four interviewed participants out of five responded were in favor of the textbook. However, they all agreed that some improvement must be done to enhance the use of the current textbook such as improving the unclear presentation of the activities in some pages, integrating all the four language skills, and correcting the mistakes within the textbook.

2. ‘Researcher: Does the textbook come with a “Teacher’s Handbook” for explanation and clarification of how to implement it?’

- Teacher Shaima’a: “No, it doesn’t; and I think this is a weakness point in the present textbook. When I started teaching in Kuwait and as a new recruited teacher coming from Egypt, I did not know how to teach the English language to the primary stage. The old textbooks had included a teacher’s handbook to guide us. It had contained a general framework on how teaching should be done and suggesting different activities to suit all the levels of the learner’s”.

- Teacher Samah: “No, it doesn’t come with a teacher’s handbook, which explains how to use it.
- Teacher Yasmin: “No, it doesn’t come with it. In my opinion, it is a challenge for me to interpret the content and the activities by myself.”

- Teacher Danah: “No, there isn’t a teacher’s handbook.”

- Teacher Noura: “No, it does not have one. They gave us only workshops that weren’t very useful.”

The absence of the teacher’s handbook has made the current textbook lacks the necessary guidelines, which should set the general framework on how to teach the content of the textbook. This made the teachers vary in their teaching techniques in teaching of the content, as they were not sure on which part of the content to focus more on. Since the teacher’s handbook is not available, it will consume the teacher’s time tremendously. Teacher Yasmin also stated that, on one hand, the absence of the teacher’s handbook could give some spare for teachers to practice different teaching methods and techniques; on the other hand, this makes it difficult to decide on how to teach and to present the vocabulary and the language structure. This will prevent teachers from benefiting from the three roles of the teacher’s handbook in the classroom as stated by Schoenmann (2011). Firstly, it saves time of the teachers when they plan their lessons. Secondly, it offers different ideas related on how to make the topics more alive. Thirdly, it provides extra materials to be given to our learners to practice and challenge themselves.
3. ‘Researcher: What is the purpose of the current textbook? Did the Ministry of Education provide the teachers with reasons on why did they modified the current textbook?’

- Teacher Shaima’a: “The English supervision usually conducts training courses at the beginning of every year for the teachers who are willing to teach the new textbook. However, they did not inform us of the general idea behind changing the textbook. They only informed us that this textbook is collaboration between the Ministry of the Education and the World Bank”.

- Teacher Samah: “I have no clear idea of the reasons behind the purpose of the new textbook and the collaboration between the Ministry of the Education and the World Bank. They did not even tell us on about the reasons behind modifying the current textbook”.

- Teacher Yasmin: “No one told us the reason behind modifying it. In my opinion, I think they have modified it since the last textbook had the double amount of mistakes than the current one. In addition, there were some exercises that weren’t clear, and incompatible with the exams.”

- Teacher Danah: “The purpose is not clear. In my opinion, the purpose of the current textbook is to give a main outline for the curricula without rigid detailed steps.”

- Teacher Noura: “I am still not sure; I think they want to connect English to other subjects and to test different learning levels, but I do not see it”.

Both the previous and the current textbook were not piloted before applying them in the primary schools of the State of Kuwait. Coward (1987:18) asserted that “it is
essential that new material should be tried in selected schools. Sections of the new material will subsequently need to be re-written or modified”. This evoked questions and discontent among teachers at the beginning. The purpose of piloting a textbook is to make sure that the textbook is effective, and to make any necessary changes before it is widely distributed. Piloting a textbook will help to identify the weaknesses of the textbook and to avoid them. Moreover, it will help to identify the sections in the textbook that need improvement and strengthening. Consequently, these steps will help to save time and money.

Furthermore, the opinions of the teachers must be taking into account. The discontent, which the textbook faced at the beginning of its application, was because the teachers did not have any opinion in designing or choosing the content of the textbook. According to Tok (2010), the English teachers have the right to be involved in the evaluation process to find out the suitable textbook for their learners. Teachers have the ability to identify the strengths and weaknesses in their English textbook based on their classroom teaching experiences.


- Teacher Shaima’a: “No, it’s not free of mistakes. One would think that a textbook, which is designed for primary stage, would go through a lot of reviewing, since it will be directed to young learners who are not native speakers and can grasp the language quickly. Nevertheless, I found many obvious mistakes and sometimes the learners could find them too.

- Teacher Samah: “It’s full of mistakes, to the point that I have to review every lesson
before I teach it. Sometimes these mistakes are corrected by me based on my experience.

- Teacher Yasmin: “When the teacher discovers a mistake, she either corrects it or sometimes skips the entire activity or topic. The aim is not to make it obvious for the learners in order not to distrust the textbook they learn English from.

- Teacher Danah: “It has some mistakes, and of course I cannot rely solely on it. I have to use other resources”.

- Teacher Noura: “No, it’s not free of mistakes. No, I cannot rely only on it.”

Based on the constant teachers’ remarks of the necessity to modify the old version of the textbook, the Ministry of Education took the decision to modify the old textbook. Nonetheless, the interviewed teachers had stated that it was not carefully done, as there were several mistakes. They had agreed that some topics had a lot of mistakes that prevent them from continuing their lesson. Some teachers mentioned some mistakes in the textbook (See Appendix, E):

1. “Page: 16, exercise 2, no punctuation at the end of the sentence”
2. “Page: 26, exercise 8, using the singular form in all the words except for arms”
3. “Page: 34, exercise 6, the arrows are pointing at the wrong items which might confuse the learners (Is it read or Mum? Is it pray or wall?)”
4. “Page: 42, exercise 6 picture number 2, arrow is pointing at the girl which might confuse the learners, (Is it a girl or eat?)”
5. “Page: 42, exercise 7, the word (In) should start with a small letter (in)”
6. “Page: 52 exercise 13, missing full stop in (No, I don’t)”
7. “Page: 66, song 4, line 6, the sentence should start with a capital letter (I like eggs)”.

5. “The researcher: Does the textbook come with audio-visual aids (AVA) such as flashcard, films, posters CDs and videotapes?”

- Teacher Shaima’a: “No, we were only provided with the textbook itself”.

- Teacher Samah: “No, there wasn’t any flashcard, films, video-tapes, posters CDs to help us in our classes.

- Teacher Yasmin: “No, it doesn’t come with audio visual aids. The problem is that we, as teachers have to do the work twice, lack both the teacher’s handbook and the audio-visual aids. Firstly, we have to search for a suitable content for the listening activities to make them match the provided pictures in the activity. Secondly, we have to read them for the learners, and as you know we don’t sound native-like. This doesn’t achieve the goal of the listening activities. It was a challenge for us to be honest, especially for the listening activities we had to improvise at every lesson. This aroused the problem that each classroom had different answers according to their own teacher’s interpretation”.

- Teacher Danah: “No, it doesn’t. The teacher has to prepare all of the aids at the beginning of every class”.

- Teacher Noura: “It does not come with anything, although they had sent us some links but they weren’t useful.”

The lack of the audio-visual aids (AVA) as flashcard, films, video tapes, posters CDs … etc. to supplement teaching the English language in the first grade textbook makes
teaching boring and time consuming. The supporting audio-visuals aids (AVA) are as important as the textbook itself. Cunnigsworth (1995) advised that the textbooks package should include visuals materials, recorded materials, a teacher’s book, an index of grammar items, function, a vocabulary list and examples of authentic language. In agreement, Coward (1987:18) affirmed that “the use of tapes is very important. The learners must be able to understand voices and accents other than those of their teachers. The speed on the tapes should be at normal conversation speed”.

Generally speaking, teachers of both long and short years of teaching experience had almost the same perspective regarding the current textbook. They pointed out several weakness points including: the lack of the teacher’s handbook and audio-visuals aids, spelling and grammatical mistakes, the limited focus on the listening, and reading skills. The following is a summary of the strength points of the textbook. The teachers agreed, in general, that the layout and the design of the textbook are very attractive and appealing to young learners. Therefore, they pointed out that the overall organization and the design of the textbook included were satisfactory. Moreover, the textbook integrates all the four skills according to their perspective; yet, it focuses on the writing and speaking skills more than the others. They also asserted that the four skills were presented through the context, which could help learners in developing their language skills. Additionally, regarding the content and the subject, they agreed that there haven’t been a lot of changes to content, as it is the same as the previous textbook. The textbook contains various topics; some of them are realistic and relevant to the learner’s environment and culture. However, despite the variety of the topics, they don’t help the learners to fully understand the subject or develop their language skills, as they were not properly presented.
4.1.7 Results of the 4 Interview Questions addressed to ELT Supervisors:

The following questions were addressed to ELT supervisors of Al-Ahmadi Educational Area. The interviewed supervisors were from different nationalities. Two of them were Kuwaiti and the other two were Egyptian.

1. “Researcher: What do you think of the current textbook “Modified fun with English” in general, and what is the purpose of it?”

- Supervisor Mohammad: “The current textbook is suitable to the grade level. It is dedicated to the development of the competences and skills which are meant for Kuwaiti young learners.”

- Supervisor Wafa’a: “It is very good, especially with the modification related to the competency based curriculum.”

- Supervisor Maryam: “It is a good textbook, a reference and a resource for the teachers, students and parents.”

- Supervisor Shatha: “It’s much better than before. The purpose is to focus on skills rather than content.”

2. “Researcher: Is the textbook free of mistakes? Can the teachers entirely depend on it while teaching English as a foreign language?”

- Supervisor Mohammad: “It is not totally free of mistakes. But most of the mistakes are not essential. Teachers need to design more supporting activities to develop the competence in focus.”
- Supervisor Wafa’a: “There are some simple mistakes, but the teacher can depend on it as one of the resources but not the only source.”

- Supervisor Maryam: “No, there are some; and no, the teachers cannot entirely depend on it. They have to have extra teaching aids and resources.”

- Supervisor Shatha: “There are few mistakes; however, the teacher has the entire freedom to modify and apply. Teachers cannot entirely depend on the textbook, as it’s one of the resources. It’s only a tool.”

3. “Researcher: Does the textbook come with a teacher’s handbook and audio-visual aids (AVA). Do you think that the lack of the teacher’s handbook and the audiovisual aids (AVA) can affect teaching English language for first grade? ”

- Supervisor Mohammad: “Not at all. Unfortunately, teachers have to prepare most of the audio-visual aids except for the teacher’s handbook. The lack of teaching aids causes a big problem for many teachers. They should be chosen properly.”

- Supervisor Wafa’a: “No, the newest version does not come with teacher’s handbook and audio-visuals aids. This will affect teaching English as a foreign language.”

- Supervisor Maryam: “No, the textbook does not come with them. This will cause a problem for traditional teachers.”

- Supervisor Shatha: “The new modified textbook comes without any other teaching aids so far. In my opinion, it will affect teaching the language to some extent.”
4. “Researcher: There were two versions of the textbook: first version was “New: Fun with English” in the scholastic year: 2015/2016 and a new version “Modified fun with English” in the scholastic year: 2016/2017 which was published after some modifications. Based on what were these modifications made? ”

- Supervisor Mohammad: “The modifications were based on the need to add more activities and to organize things to cope with the competences chosen.”

- Supervisor Wafa’a: “The latest modification was based on the competency based curriculum.”

- Supervisor Maryam: “The modifications were based on the reports from teachers, head of departments, and supervisors.”

- Supervisor Shatha: “The modifications were based on the fields’ remarks and recommendations in addition to the committee.”

In general the supervisors agreed on the idea that the textbook “Modified: Fun with English” is suitable to age of first grade learners. It’s designed to develop the competences and skills which were set by the World Bank. It can be used as resource teachers, learners and parents.

Regarding whether the textbook is free of mistakes, all supervisors agreed that it’s not a textbook which is free of mistakes. In their opinions, these mistakes are small and insignificant; however, teachers disagree with them on that point. Teachers find these mistakes are important and can affect teaching the language (e.g. not writing the capitalization of some words, missing follow stop in some sentences… etc.). Teaching the language to primary learners is based on building a solid foundation. Thus,
avoiding these small mistakes will help teaching a solid language, which is free of mistakes. In addition, ELT supervisors think that the teachers should not entirely depend on the textbook and should use it as a tool. They have to prepare extra activities and some aids to support their teaching.

The lack of the teacher’s handbook and audio-visual aids (AVA) can cause a big problem for many teachers according to the supervisors’ perspectives. They also agreed that teaching the English language would be affected, as these two components are not available for teachers.

Finally, the answers of the ELT supervisors are diverse regarding the modifications on the textbook “Modified fun with English”. Some ELT supervisors agreed on the fact that the modifications were made to cope with the competency-based curriculum while others agreed that they were made based on the recommendations and reports from teachers, head of departments, and ELT supervisors. Thus, it’s not clear the reasons behind implementing these modifications.
4.1 Discussion

Based on the findings of the present study, teachers’ questionnaire and the interview showed a great deal of consistency with the findings of the previous studies which evaluates the textbook effectiveness from teachers’ perspectives.

It has been found that the layout and the design of the textbook are essential elements as they affect the way the textbook is perceived. The textbook “Modified Fun with English” received positive responses from the participants, as it became more attractive and appropriate for the primary stage. This goes with the results of Rume (2012), as his study emphasized on the importance of designing a good textbook. Moreover, the results of this study are confirmed with the results of Alamri (2008) on the importance of the general appearance of the textbook. However, it did not agree with Tok (2010), where his study revealed that the course components are not effectively and clearly organized around some specific topics.

The results of this study are confirmed with Mukundan & Rezvani Kalajahi (2013) results. They declared that the teaching-learning content is highly useful in the evaluated textbook according to textbook which was used in year 1 to year 6. In addition, Nguyen (2015) study revealed that the evaluated textbook suited the teaching and learning context and culture, which correspond with the present study. As most of the teachers agreed that the content and subject of the textbook are realistic and can be related to their environment and culture.

Furthermore, the majority of the participants agreed in the questionnaire and the interview that the current textbook includes balanced skills of listening, reading, speaking and writing. Nonetheless, the textbook failed to integrate all the four language skills, since in some lesson it focuses on one skill and neglects the other. Thus, it was
found from the participants’ responses that the focus was on writing and speaking skills more than reading, and in some contexts it neglects listening. These results are similar to the results of Alamri (2008) study. However, the findings of the present study contrasts with the results of Kirkgoz (2009), as she concluded that the textbook, she had evaluated, offers a balanced development of the four language skills as well as providing useful materials for individuals’ skills development.

When it comes to the overall effectiveness of the textbook, the textbook “Modified Fun with English” is very effective and appropriate to the intended learners of English. The results are in the same path as sungif, Ahmed & Mukundan (2014), Mukundan & Rezvani Kalajahi (2013), Kirkgoz (2009), Alamri (2008). In addition, the present study focuses on presenting the strength and weakness of the text for future improvements, which agrees with Abdullah (2016) study. Furthermore, the results of this study are not at the same line with Tok (2010) study regarding the effectiveness of the textbook. In his study, Tok found out that the evaluations of the textbook revealed that the negative attributes were far outweighed than the positive characteristics in the textbook which meant that the textbook did not stand reasonably well to the in-depth evaluation.

Moreover, the textbook “Modified Fun with English” has never been evaluated before since it was implemented in the year 2016/2017. There was no testing of the textbook in the classroom before production. This study is similarly to Essuman & Osei-Poku (2015), as it gives an overlook of the textbook in hand from the perspectives of the participant who taught it, allowing them to contribute with their perspectives in amending the weaknesses in the textbook, since the textbook in the study did not put into test in the field.
This study contrasts with Tok (2010) and Opoku-Amankwa, Brew-Hammond and Kofigah’s (2011) findings regarding the teacher’s handbook. In their studies, they concluded that the teacher’s handbook plays a significant role in facilitating the learner’s textbook. The teacher’s handbook provides guides about how a textbook can be used to the utmost advantage of the learners (Tok, 2010). The current textbook did not come with a teacher’s handbook to make things clear. Thus, it lacked the guidelines, which set the general framework on how to teach the content of the textbook.

This study confirms with Nyugun’s (2015) results in relation to the language materials. He concluded that a textbook should be supplemented with language material from different resources. The supporting resources also needed to be more widely available and better, both in terms of physical appearance and quality. The availability of the supporting materials, as we mentioned earlier “the audio-video aids (AVA)”, plays a significant role in the EFL classrooms.
Chapter Five

Conclusions, Recommendations and Suggestions

This chapter represents the conclusion based on the questions and purpose of the study. It is also followed by a set of recommendations and suggestions for further research.

5.1 Conclusions

This study focused on the evaluation of the textbook “Modified: Fun with English” which is used in first grade learners in the primary schools in the State of Kuwait. As this textbook has been used on a large national scale, its strengths and weaknesses would have a high impact on teachers and learners in the State of Kuwait. Thus, after conducting a close evaluation of the components of the textbook with a careful reading of the findings, it has been concluded that:

5. The findings suggested that the overall layout and the design of the textbook were satisfactory to the EFL teachers. Since it is appropriate, attractive, and well organized to suit the primary level.

6. The textbook satisfies the teachers’ expectations regarding the development of the language skills in general. However, the listening and reading skills, in particular, were not satisfactory to some of the participants' expectations.

7. Some of the visuals and graphics in the textbook, according to the participants, were too small and crowded; and that was an obstacle for the learners to concentrate when learning the English language.
8. Different responses from participants regarding the quality of the papers in use, the quality improved in the current textbook, yet, it was not favorable among EFL teachers.

9. The textbook does not satisfy teachers and ELT supervisors’ expectation regarding a textbook free of mistakes. The participants agreed that the textbook has a quite number of mistakes, which might be a problem in teaching the English language.

10. The current textbook did not come with a teacher’s handbook as a framework to guide the teachers. This arouses a problem for the EFL teacher since some activities might be interpreted wrong.

11. The current textbook was not provided with audio-visual aids (AVA) such as flashcard, films, video tapes, posters CDs...etc. to help learners to learn the English Language.

In conclusion, it can be stated that the first grade textbook currently used in the primary stage in the State of Kuwait is suitable for learners, in terms of layout and design, the four language skills, and the content and subject. However, the amount of the language mistakes, the lack of the teacher’s handbook, and audio-video aids (AVA) has weakened the textbook. Overcoming these weaknesses will strength the textbook and reinforce the teaching of the EFL in the State of Kuwait. The findings of this study can be used as a reference for improving the current textbook and also for future research literature review.
5.2 Recommendations

The following recommendations are presented based on the findings and results of the study to improve the current textbook for primary first grade based on teacher’s and supervisor’s perspectives. The recommendations were set regarding four major aspects:

1. The textbook layout and design

- The quality of the papers in use should be improved since there were different responses from participants. In addition, the textbook must be revised to correct the grammatical and the spelling mistakes mentioned by the participants in order to have a textbook free of mistakes.
- The visuals and graphics in the textbook should be improved and arranged in a clear way, as some of them are crowded and small and for the age of the learners.
- The textbook should be provided with audio-visual aids (AVA) such as flashcard, films, video tapes, posters CDs.. etc. to facilitate the presentation of the activities and teaching.

2. The textbook content and subject

- Incorporating more different tasks’ levels to allow the teachers to measure the achievement level of the learners accurately.
- Curriculum planners and syllabus designers should take into consideration adding more listening and reading activities for first grade learners.

3. The teacher’s handbook:

- Curriculum planners and syllabus designers should provide EFL teachers with a teacher’s handbook explaining the purpose of the new curriculum and how to implement it correctly.
- The teacher’s handbook should be included with the necessary instructions to
provide teachers with general guidelines.

4. Teachers and supervisors participation

- The perspectives and opinions of the teachers and ELT supervisors should be taken into consideration when planning to write new textbooks.
- Teachers should be involved in writing primary textbooks, as they are aware of the needs, aims, and levels of their learners.

5.3 Suggestions for Further Researches

The researcher proposes the following suggestions for further researches:

- It is suggested that a further study might be conducted on different components of the first grade textbook to provide a holistic examination and evaluation of the entire content of the textbook.
- It is also suggested that a further study might be conducted on a larger scale to include all government primary schools in the six districts in the State of Kuwait.
- The researcher suggests that a further study can be done to evaluate the new textbook “Modified: Fun with English” implemented in second grade primary.
- The researcher suggests that a further study might be conducted to investigate the EFL textbooks which are used in the primary stage in the State of Kuwait.
- It is also suggested that the same evaluation of the textbook should be done on a regular basis for any upcoming modification to give further insights into the future revision and designing of the textbooks for young learners of English.
References


Literacy and primary languages.


Appendices
Appendix (A)

(The Questionnaire)

A Questionnaire

Dear Teacher,

The following questionnaire aims to evaluate the English Textbook “Modified: Fun with English” used in Grade One from your perspective. The questionnaire is divided into four parts. The first part is related to the layout and the design of the textbook. The second part deals with the skills, and the third part is related to subject-content of the textbooks. The last part is an open question to know your opinion regarding the changes that happened to the textbook.

All information will be confidential and used for research purposes only.

Please tick (✔) the items in the questionnaire according to your perspective. Where (1) indicates agree and (5) strongly disagree in the flowing scale:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Neither</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
</tr>
</tbody>
</table>

Thank you,
Sara Motluq AlAzmi
### General Information

#### Years of Experience:

Experience:  [ ] Less than 5 years.  [ ] More than 5 years.

#### Gender of the learner’s School:

School:  [ ] Girls  [ ] Boys

---

1. How attractive is the layout and design of the textbook?

<table>
<thead>
<tr>
<th>Layout and Design</th>
<th>Strongly Agree 1</th>
<th>Agree 2</th>
<th>Neither 3</th>
<th>Disagree 4</th>
<th>Strongly Disagree 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.</td>
<td></td>
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<tr>
<td>2. The layout and design is appropriate and clear.</td>
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<td>3. The textbook is organized effectively.</td>
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<tr>
<td>4. The design is attractive to the age of the learners.</td>
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<tr>
<td>5. The textbook includes adequate vocabulary list or glossary.</td>
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<tr>
<td>6. The paper used for the textbooks is of a good quality.</td>
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</tr>
</tbody>
</table>

---

2. What are the Skills that the textbook focuses on?

<table>
<thead>
<tr>
<th>Skills</th>
<th>Strongly Agree 1</th>
<th>Agree 2</th>
<th>Neither 3</th>
<th>Disagree 4</th>
<th>Strongly Disagree 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The materials provide an appropriate balance of the four skills.</td>
<td></td>
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</tr>
<tr>
<td>2. The materials include and focus on the skills that I/my students need to practice.</td>
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<td>3. The tasks measure the level of the learners.</td>
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<td>4. The textbook has appropriate listening tasks with well-defined outcomes.</td>
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<tr>
<td>5. Activities are developed to initiate meaningful communication to practice speaking.</td>
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<tr>
<td>6. The Reading tasks are interesting.</td>
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<td>7. The writing tasks have achievable outcomes.</td>
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<tr>
<td>8. The writing tasks take into consideration the learner’s capabilities.</td>
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</tr>
</tbody>
</table>
3. How interesting is the subject–content to young learners?

<table>
<thead>
<tr>
<th>Subject – Content</th>
<th>Strongly Agree 1</th>
<th>Agree 2</th>
<th>Neither 3</th>
<th>Disagree 4</th>
<th>Strongly Disagree 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The subject and content of the textbook are relevant to students’ needs as an English language learner(s).</td>
<td></td>
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</tr>
<tr>
<td>2. The subject and content of the textbook are interesting.</td>
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<tr>
<td>3. The textbook integrates different learning styles: aural, oral, visual, and kinesthetic.</td>
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<td></td>
</tr>
<tr>
<td>4. The textbook is free of mistakes.</td>
<td></td>
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<td></td>
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<tr>
<td>5. Visuals and graphics are clear, appropriate and culturally sensitive.</td>
<td></td>
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</tr>
<tr>
<td>6. There is a sufficient variety in the subject and content of the textbook.</td>
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</tr>
<tr>
<td>7. The language in the textbook is natural and real.</td>
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</tbody>
</table>

**Question**

- What are the differences between the current textbook “modified fun with English” and the previous one “New fun with English” from your point of view according to the following?

  - **Layout and design:**
    - ............................................................................................................................
    - ............................................................................................................................
  
  - **Skills:**
    - ...........................................................................................................................
    - ...........................................................................................................................
  
  - **Subject – Content:**
    - ...........................................................................................................................
    - ...........................................................................................................................

Thank you for your cooperation.
Appendix (B)

(The Jury Committee of the Questionnaire)

1. Dr. Jelaly Bo Hamama
   Department of Educational Foundations
   Kuwait University

2. Dr. Sultan Mohammad Alsahli
   Department of Curriculum and Teaching Methods
   Kuwait University

3. Dr. Akram Basher
   Department of Curriculum and Teaching Methods
   Kuwait University

3. Dr. Waleed Eyadat
   Department of Curriculum and Teaching Methods
   Kuwait University

5. H.O.D. Manar Abdulmomen
   Head of Department in a Primary School
   Master Degree in Translation
   Kuwait University
Appendix (C)

(The Interview Questions for the Teachers)

1. What do you think of the current textbook “Modified fun with English” in general?

2. Does the textbook come with a “Teacher’s Handbook” for explanation and clarification of how to implement it?

3. What is the purpose of the current textbook?

4. Is the textbook free of mistakes? Can you entirely depend on the textbook?

5. Did the textbook come with audiovisual aids (AVA) such as flashcard, films, posters CDs and videotapes?
Appendix (D)

(The Interview Questions for ELT Supervisors)

1. What do you think of the current textbook “Modified fun with English” in general, and what is the purpose of it?

2. Is the textbook free of mistakes? Can the teachers entirely depend on it in teaching English as a foreign language?

3. Did the textbook come with a teacher’s handbook and audiovisual aids (AVA). Do you think that the lack of the teacher’s handbook and the audiovisual aids (AVA) can affect teaching English language for first grade?

4. Researcher: There were two versions of the textbook: first version was “New: Fun with English” in the scholastic year: 2015/2016 and a new version “Modified fun with English” in the scholastic year: 2016/2017 which was published after some modifications. Based on what were these modifications made?
Appendix (E)

(Mistakes in the Textbook)

1. “Page: 16, exercise 2, no punctuation at the end of the sentence”

2. “Page: 26 exercise 8, using the singular form in all the words except for arms”
3. “Page: 34 exercise 6, the arrows are pointing at the wrong items which might confuse the learners (Is it read or Mum? Is it pray or wall?)”

4. “Page: 42 exercise 6 picture number 2, arrow is pointing at the girl which might confuse the learners, (Is it a girl or eat?)”
5. “Page: 42 exercise 7, the word (In) should start with a small letter (in)”

6. “Page: 52 exercise 13, Missing full stop in (No, I don’t)”
7. “Page: 66 song 4, line 6, the sentence should start with a capital letter (I like eggs)”.

Song 4: A is for apple

a is for apple, a, h is for hand, h
i is for touch, t, n is for nine, n
s is for school, s, m is for mother, m
l is for leg, l, touch your leg
b is for bed, b, d is for door, d
e is for egg, e, i like eggs,
a is for orange, a, f is for five, f
r is for red, r, I like red.
w is for walk, w, c is for camera, c
j is for jump, j, I can jump.
p is for pencil, p, g is for goat, g
k is for kick, k, I can kick
box ends with x, x, i is for in, i
u is for under, u, v is for van, v,
a is for queen, a, z is for zoo, z
y is for yellow, y, and you, you!
Appendix (F)

(The Approvals)
نُشرة خاصة لمدارس المرحلة الابتدائية بينين - بنات

السادة والسيدات / مديرو ومديريات مدارس المرحلة الابتدائية المحترمون والمحترمات

تحية طيبة وبعد ...

الموضوع: تسهيل مهمة

باستذكار إلى الموضوع أعلاه، وإلى سكنت مدير إدارة البحوث التربوية رقم 80 المؤرخ في 13/3/2017م. بشأن قيام الباحثة / سارة مطلق مبارك العازمي المسجلة على درجة الماجستير بجامعة الكويت بإجراء دراسة بعنوان "تقييم مكتبات اللغة الإنجليزية المعدل للصف الأول الابتدائي لدراسة أداء علماء اللغة الإنجليزية في المرحلة الابتدائية في دول الكويت".

يرجى تسهيل مهمة المذكورة من خلال تطبيق الاستبانة المذكورة صفحاتها من إدارة البحوث التربوية، على معالم اللغة الإنجليزية في المرحلة الابتدائية خلال العام الدراسي 2016/2017م. دون التأثير على النظام سير العملية التعليمية. وجعله بوصول الإجراءات الاحترازية الوقائية التي تتبعها الإدارات المدرسية في مثل هذه الحالات.

مع خالص التحية: ..

مدير عام
الإدارة العامة لجامعة الأحساء التعليمية

الإدارة العامة لجامعة الأحساء التعليمية

نسخة إلى:
• مدير الوزارة التعليمية
• مراقى المرحلة الابتدائية
• للتلف
• رشيد/14/03/2017

الإ情况进行中
Curriculum Vitae

Personal Information:

Name: Sara Motluq Al-Azmi

Date of Birth: 13/2/1990

Nationality: Kuwaiti

Marital Status: Married

Contact No: +51447723

Email: srwmm13@gmail.com

Education:

- Bachelors Degree in English Education from Kuwait University, 2011.

Work Experience:

- Currently Teaching English in Om. Ayman, a Primary Schools for Girls since 2011.

- Teaching English for young learners (Primary stage) with Dr. Seham Mallah in Kuwait University, 2011.
ملخص

تهدف هذه الدراسة إلى تقييم محتوى كتاب اللغة الإنجليزية المعنون "Fun with English" للصف الأول الإبتدائي من وجهة نظر معلمين اللغة الإنجليزية في مدارس منطقة الأحمدية التعليمية في دولة الكويت.

وتحقيق هذا الهدف، تم استخدام التحليل النوعي والكيمي الإحصائي لعينة مكونة من 33 معلمة في المرحلة الإبتدائية في منطقة الأحمدية التعليمية، وتتم الإجابة على الاستبانة من قبل 23 معلمة، وتم تطوير الاستبانة بناءً على مقياس ليكرت الخماسي وشملت 21 عيناً، وقامت الاستبانة إلى 3 أقسام هي: المظهر والتصميم، ومواقف اللغة الإنجليزية، والمحتوى، والموضوع، حيث اشتملت الاستبانة على مجموعة من الأسئلة المفتوحة، كما تم توجيه أسئلة مقابلة لخمسة من المعلمين المشاركين في الإجابة على الاستبانة وكذلك لأربعة من موجهين اللغة الإنجليزية في منطقة الأحمدية التعليمية.

تم حساب التكرارات والمتوسط الحسابي والنسب وانحراف المعياري لكل بند لمعرفة وجهة نظر المعلمين من حيث تقييمهم للكتاب في ضوء إجاباتهم لثلاثة معايير في الاستبانة، ومن جهة أخرى تم تحليل المقابلات وأسئلة الاستبانة المفتوحة باستخدام نهج التحليل النوعي، حيث تنظيم البيانات وتسيرها بشكل موضوعي.

وقد أظهرت النتائج أن أراء المعلمين كانت لصالح الكتاب بشكل عام من حيث المحتوى والتصميم المناسب للمرحلة الإبتدائية، ويشكل خاص في تلك بعض التحفظات حول بعض عناصر الكتاب منها: وجود أخطاء لغوية ومطبعية في الكتاب، التركيز على بعض المهارات اللغوية، عدم توفر كتاب المعلم، عدم توفر المواد السمعية والبصرية لدعم محتوى الكتاب.

واستدلالًا إلى نتائج الدراسة، تم وضع مجموعة من المقترحات والتوصيات للمساعدة في تحسين الكتاب الحالي المستخدم في الصف الأول الإبتدائي.

الكلمات المفتاحية: تقييم الكتاب، كتاب اللغة الإنجليزية، المرحلة الإبتدائي، الصف الأول الإبتدائي، دولة الكويت.
جامعة الكويت

تقييم كتاب اللغة الإنجليزية المعدل للصف الأول الابتدائي من وجهة نظر معلمات اللغة الإنجليزية في الكويت

المقدمة من الطالبة:
سارة مطلق العозمي

أطروحة مقدمة إلى كلية الدراسات العليا لاستيفاء جزء من متطلبات درجة الماجستير في: التربية (المناهج وطرق التدريس)

بإشراف:
د. وفاء سالم الياسين

الكويت
فبراير 2018