

Content Analysis of English Textbook (English for Iraq)**Researcher. Fatima Raof Shuker****Assist. Prof.Dr. Muna Mohammed Abbas****Assist. Prof. Iman Mungher Obaid****College of Basic Education\ University of Babylon****تحليل محتوى كتاب اللغة الانكليزية (الانكليزية للعراق)****الباحثة. فاطمة رؤوف شكر****أ.م. إيمان منغر عبيد****أ.م.د. منى محمد عباس****كلية التربية الأساسية/ جامعة بابل****المخلص:**

الدراسة الحالية تعنى بتحليل محتوى كتاب اللغة الانكليزية للصف الاول متوسط نشرت بواسطة مطبعة غرانيت. تحليل هذا الكتاب يتضمن تحليل مهارات اللغة والموضوعات والتنظيم والجوانب الثقافية. اعتمدت هذه الدراسة على التصميم النوعي، استخدم الباحث في هذا التحليل معايير الجودة كأداة للتحليل كذلك استخدم الباحث اسلوب التحليل في هذه الدراسة، تم جمع البيانات عن طريق مقياس التصنيف وكانت النتائج كالاتي: 53,3 للمعيار الاول و 22,2 للمعيار الثاني و 15,4 للمعيار الثالث و 4,42 للمعيار الرابع و 2,35 للمعيار الخامس و 2,06 للمعيار السادس.

الكلمات المفتاحية: تحليل محتوى، الاول متوسط، كتاب اللغة الانكليزية، الجودة، معايير.

Abstract

This study intended to analyze English Textbook " English for Iraq (student's book)" for 1st intermediate stage published by Garnet press. The textbook analysis in this study considered: language skills, topics, organization, language appropriacy, and cultural aspect. The analyst using quality standard as analytical tool. The design of this study is qualitative. The method of this study is content analysis. The collection of data was done through analysis rating scale. The results were 53.3 for 1st standard, 22.2 for 2nd standard, 15.4 for 3rd standard, 4.42 for 4th standard, 2.35 for 5th standard and 2.06 for 6th standard.

Key words: Content analysis, 1st intermediate stage, English textbook, quality, standards.

Section One

Iraqi students have to take English lessons from the beginning of school till they graduate. Teachers and students need a source to be used as guidance in the classroom, so, textbooks become the main sources on daily basis.

The researcher believes that English Language Teaching (ELT) textbooks play a very important role in learning language. Pamungkas (2010:23) mentions that a textbook is one of the many kinds of instructional materials used in learning and it is usually written, tightly organized, and greatly condensed. (Harmer,2007:25) assures that the most important aspect of textbook use is for teachers try to engage students with the syllabus they are going to be dealing with. (Sheldon,1988:237) mentions that the ESL/EFL textbooks that are being used in any ELT program are considered to be the "visible heart" for both students and teachers.

In this era, there are many changes occurred in ELT textbooks which were used in school. Those textbooks were published by various publishers. (English for Iraq) is the series of EFL English textbook published by Garnet publishing Ltd., this series are taught for ten stages from first elementary class to sixth preparatory class except fifth and sixth elementary classes.

This series surely has special plans, vocabularies, and perfect exercises, but Grant (1987:118) stated that "the perfect book does not exist". That means; there are no books with completely professional, every book has weaknesses in spite of it is published by well-known author.

There are many standards used in this era for analyzing textbooks. It is considered the most popular modern trends in this era that can be called "era of standards" during which the standards movements in education has been emerged as one of the modern trends also imposed itself as a culture and philosophy in the recent years (Zatoon,2004:31). The standards vary according to the topics, for example there are standards for content, other for students and so on. The current study adopted the quality standards due to their importance in the field of Education.

The general problem of this study is to know "How much does the English textbook, English for Iraq, a textbook used in secondary schools in Iraq meet requirements of a good EFL textbook?" This general aim is divided into several sub-questions: (1) How much does the English textbook meet the requirements of good EFL textbook criteria in terms of the language skills? (2) How much does the English textbook meet the requirements of good EFL textbook criteria in terms of the language content? (3) How much does the English textbook meet the requirements of good EFL textbook criteria in terms of the topic?

The current curriculum used for teaching English in Iraq is "English for Iraq"; is developed to provide opportunities to practice English using a variety of reading and listening materials. Reading texts include websites, e-mails, articles, leaflets, reports, with graphs and tables, guidebooks and advertisements.

English for Iraq for the first intermediate stage is organized into six theme-based learning and two review units. With a combined functional/structural syllabus, the emphasis is on giving the learners useful strategies for developing language skills.

The reason behind the selection of this stage is that the first stage is considered as the corner stone in building the English language ability in learners from 12 years and above.

In the field of education, **standards** is a term which defines a cumulative body of knowledge and set of competencies that is the basis for quality education. They express what all pupils should know and be able to do, but do not dictate pedagogy. (Ravitch, 1996:20). In this study, the researcher depends on standards of the previous studies. Educational standards define the knowledge and skills students should possess at critical points in their educational career. "Standards serve as a basis of educational reform across the nation as educators and policy makers respond to the call for a clear definition of desired outcomes of schooling and a way to measure student success in terms of these outcomes" (National Research Council 2001:12).

Dealing with analysis of textbook, this study was categorized as documentary analysis research. Babbie (1989:65) states that content analysis is the study of recorded human communications, such as book, websites, paintings, and laws. Wallen and Fraenkel (2001:132) say that content analysis is an analysis of the written or visual contents of a document. Besides, it is a research tool used to determine the presence of certain words or concept within texts or sets of texts.

Moreover, this study is categorized as qualitative research design because this study is aimed to check the quality of the textbook and find out its strengths and weaknesses toward the criteria of good textbook. The main source of data in this study is the content of English textbook entitled "English for Iraq (Student's Book)".

Marshall and Rossman(1999:150) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is described as ambiguous and time-consuming, but also as a creative and fascinating process.

Antonius (2003:2) states that the word data points to information that is collected in a systematic way and organized to enable the reader to interpret the information correctly. According to Antonius (2003:2) mentions two methods used to analyze data, namely quantitative and qualitative.

The current method used quality standards as the researcher mentions, Quality is at the top of most agendas and improving quality is probably the most important task facing any institution. However, despite its importance, many people find quality an enigmatic concept. It is perplexing to

define and often difficult to measure. One person's idea of quality often conflicts with another and, as we are all too aware, no two experts ever come to the same conclusion when discussing what makes an excellent school, college or university (Edward Sallis,2002:1).

The concept of TQ can be sub-divided and described as follows (Horwitz, 1990:56; Kachar, 1996:2):

1. Total

A total process is one that recognizes that everyone in the organization contributes in one form or another to the end product or service to the customer. Everyone means that every function and every level in the organization is involved in the process: school leadership, school operations, the classroom, the curriculum, etc. (Steyn, 1995: 16). It affects all who work in the school as well as all activities undertaken in the number of the school (Steyn, 1996:123).

2. Quality

The notion of quality is subject to a number of different interpretations. In everyday language quality is used to describe a level or standard of satisfaction. with a product or process (a quality car, quality wine or quality education) and to define the essential features or characteristics of something (the quality of a conifer is that it bears cones).

There are three basic definitions of quality which are commonly accepted within the business and education sectors: quality assurance (established standards definition), contract conformance (specific standards definition), and customer driven (fitness for use or market-driven definition) (Murgatroyd, 1991:14; Murgatroyd & Morgan, 1993:45-48; Quang & Walker, 1996:221-222).

Quality assurance (established standards) refers to the determination of standards appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets the standards.

In the context of education and because of the intangible nature of its processes, there is a considerable discussion on the notions of educational quality (Green, 1994; Harvey, 1995). Fincher (1994) describes how quality perspectives have evolved in education over the years by going through a shift from experience to technique, style and finally to process. (Fincher,1994:48), (Green,1994:3), (Harvey,1995:5).

Section Two

Literature Review: According to Al_Akraa 2013 the study investigates how grammar, vocabulary, and culture are represented in the textbook.

The findings are generally in favor of the textbook in terms of grammar and vocabulary and their appropriateness for the age and level of students. Both grammar and vocabulary are satisfied in the book. They are represented appropriately, but vocabulary presentation still needs to be improved.

In addition, the study criticizes the limited role and the poor presentation of culture in this textbook. The textbook writer and editor do not take culture into account except for some superficial appearance of culture in the visuals and the names of dialogue interlocutors.

As the study of Senem 2013, it investigates to what degree the curriculum, the textbook and physics lessons are consistent with the inclusion of science process skills.

The results showed that the 9th grade physics curriculum emphasizes collecting-interpreting data whereas disregards predicting, experimenting and inferring. This investigation found that 9th grade physics textbook highly includes collecting-interpreting data and measuring however, ignores hypothesizing and defining-controlling variables. The results of content analysis of 9th grade physics lessons in Energy chapter revealed that modeling highly takes place in lessons used mathematical equations in expressing the relationships among physical quantities.

Al_Kethery 2010 from his study aimed to examine the presentation of the cultures of Centre and Periphery countries in regional ELT textbooks. The study concluded that Interactions/Mosaic series contained cultural presentations of different countries from the world.

Centre countries occupied 29.11% of the series content, whereas Periphery countries occupied 32.69%. The administration of T-test showed that there was no statistically significant difference at the $p < 0.05$ level between Periphery and Centre countries in the four ELT reading textbooks. Under picture analysis, the percentage of the presentation of Center countries is 37.31%; and the presentation of Periphery countries is 33.33%. The presentation of Centre and Periphery countries in pictures and paragraphs is quantitatively balanced. Paragraphs and pictures coded under Periphery Countries presented cultures from the Middle East, Vietnam, Japan, Korea, India, Puerto Rico, etc.

While the study of Cornell 2012 considered as a recent studies of graphic novels (book-length fiction or non-fiction narratives that employ the conventions of comic books to convey meaning) and multimodality have hinted that graphic novels (GNs) might offer a great deal of meaning-making potential to readers.

This study examined 20 non-fiction historical graphic novels. Quantitative content analysis revealed that the GNs studied provided opportunities for high school history students to engage in contextualization, sourcing, and corroboration. Opportunities for contextualization were more robust than those for sourcing or corroboration.

According the study of Moath 2009 aimed to analyze the content of the textbooks of National Education and its evaluation for fifth, Sixth and Seventh grades, from males and females teachers point of view in the of North of West Bank, in addition to know the effect of (gender, teacher qualification, years of experience, grade and times of teaching the subject) on the evaluation of the textbooks.

The results are First: The degree of evaluation of teachers for the textbooks of National Education on fifth, sixth and seventh grades in the districts of north of West Bank in all domains, has brought an average of (4.10) and a standard deviation (0.44) and percentage (82.0). Second: the degree of matching the standards for all classes was (70.4%), and it is a degree high, and the results on the content of all grades, came with a high degree (74.1%), and it was rank in the first place. Results concerning the activities and questions were (70.5) and came in second place. With regard to the degree of organizing the content was (67.4%), and came in third place. The results on display the content, received a score of (56.2%), and came in fourth place.

Third: There are no statistically significant differences at ($\alpha = 0,05$) in the degree of evaluation National Education textbooks books of the fifth, sixth and seventh grades in the districts of the north of West Bank due to sex, qualification, the class, and teaching the subject, While there are differences due to experience variable.

According to the study of Agha 2002. The study aims at investigating the purpose of the bilingual education in the reading books of both English and Arabic languages taught for the first grad. The results show fifty-eight purposes in six fields, (listening, conversation, reading, writing, knowledge and values).

In both Arabic and English books the writing skills comes first (36.6%, 33.9%) respectively. The reading skills come second (29.4%, 21.5%) respectively. The knowledge comes third (16.5%, 17.8%) respectively. The listening comes fourth (8.2%, 14.3%) respectively. On the other hand, a difference was reported between values and conversation between the two books.

In the Arabic the values come in the fifth order (6.4%), while in the English book, values were in the last order (2.3%). In the Arabic the conversation skills come in the last order (2.8%), while in the English book, conversation skills were in the fifth order (10.2%).

Section Three

Method: This study was designed as descriptive-evaluative content analysis. Kirana (2010:26) states that descriptive research is designed to obtain information concerning the current status of phenomena. In this research, the phenomenon was about the evaluation of English textbook which had been published by the Education Affairs. According to Y.P. Aggarwal (2008:34) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of

description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

The requirements of current research are a tool that should be available in the hands of the research for analyzing the content of the book (English for Iraq). This tool consists of a set of standards from the total quality, For checking new, unknown data required for the study of any problem you may use various devices, instruments, apparatus

and appliances. For each and every type of research we need certain instruments to gather new facts or to explore new fields. The instruments thus employed as means for collecting data are called tools (Martyn,1999:169).

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. It is rare, if nearly impossible, that an instrument be 100% valid, so validity is generally measured in degrees. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. There are numerous statistical tests and measures to assess the validity of quantitative instruments, which generally involves pilot testing. The remainder of this discussion focuses on external validity and content validity (Lincoln and Guba's,1985:146).

Standards	Number of Indicator
1- First standard about using vocabulary.	9
Second standard about develop spelling knowledge.	3
3- Third standard about listen and respond.	4
Fourth standard about communicate and interact.	10
5- Fifth standard about reading strategies.	2
6- Sixth standard about writing strategies.	1
7- Seventh standard about.	3

Section Four

Findings: Analysis of results of the book (English for Iraq) for the first grade showed that the total frequencies of the quality standards in the book were 678 distributed on 7 main standards in total quality.

The researcher derived from the first standard 7 indicators, from the second standards 4 indicators, from the third standard 4 indicators, from the fourth standard 10 indicators, from the fifth standard 2 indicators and the sixth standard 4 indicators.

The final results of unit 1 within the first standard (Use a range of vocabulary). The first place is taking from the first indicator (Consolidate use of definite, indefinite and zero articles from Grade 5 and extend by collecting, recording, and classifying proper nouns which take definite or zero articles) that has 25 frequencies and 37.87% percentage. While the second place is taking from the second indicator (Recognize, understand and use a range of approximately 250 additional high-frequency words for listening, speaking, reading and writing, using the recommended list, supplemented with additional topic word) with 9 frequencies and 13.36% percentages and the other indicators.

The researcher has calculated the percentage of arithmetic mean for every standard and it was 14%. So, the researcher adopted this value to judge if the indicator achieved or not achieved. If the percentage of indicator was equal or higher than the value of arithmetic mean, the indicator is achieved.

If the percentage of indicator is low than the value of arithmetic mean, the indicator is not achieved and this strategies was followed by many previous studies as the study of (Almasoody,2014:84).

The researcher made a comparison between the value of arithmetic mean 14% and the percentage of the indicator and has been found 2 indicators were achieved because their percentages higher than the value of arithmetic mean and the other indicators not achieved because their percentages were lower than the value of arithmetic mean.

The final results of unit2 with first standard, the researcher adopted the value of arithmetic mean 14% to test the achievement of indicators and found the first three indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 3 with first standard, the researcher adopted the value of arithmetic mean 14% to test the achievement of indicators and found the first three indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 4 with first standard, the researcher adopted the value of arithmetic mean 14% to test the achievement of indicators and found the first, second fourth indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 5 with first standard, the researcher adopted the value of arithmetic mean 14% to test the achievement of indicators and found the first three indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 6 with first standard, the researcher adopted the value of arithmetic mean 14% to test the achievement of indicators and found the first, second and fourth indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 7 with first standard, the researcher adopted the value of arithmetic mean 14% to test the achievement of indicators and found the first three indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 8 with first standard, the researcher adopted the value of arithmetic mean 14% to test the achievement of indicators and found the first and fourth indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 1 with second standard, the researcher adopted the value of arithmetic mean 10% to test the achievement of indicators and found the first three indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 2 with second standard, the researcher adopted the value of arithmetic mean 10% to test the achievement of indicators and found the first and second indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 3 with second standard, the researcher adopted the value of arithmetic mean 10% to test the achievement of indicators and found the first three and sixth indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 4 with second standard, the researcher adopted the value of arithmetic mean 10% to test the achievement of indicators and found the first three indicators were achieved and

the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 5 with second standard, the researcher adopted the value of arithmetic mean 10% to test the achievement of indicators and found the first, third, sixth and seventh indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 6 with second standard, the researcher adopted the value of arithmetic mean 10% to test the achievement of indicators and found the first, second and fourth indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 7 with second standard, the researcher adopted the value of arithmetic mean 10% to test the achievement of indicators and found the first, second and fourth indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 8 with second standard, the researcher adopted the value of arithmetic mean 10% to test the achievement of indicators and found the first, second and fifth indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 1 with third standard, the researcher adopted the value of arithmetic mean 25% to test the achievement of indicators and found the first and second indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 2 with third standard, the researcher adopted the value of arithmetic mean 25% to test the achievement of indicators and found the first indicator was achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 3 with third standard, the researcher adopted the value of arithmetic mean 25% to test the achievement of indicators and found the second, third and fourth indicators were achieved and the first indicator was not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 4 with third standard, the researcher adopted the value of arithmetic mean 25% to test the achievement of indicators and found the second and fourth indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 5 with third standard, the researcher adopted the value of arithmetic mean 25% to test the achievement of indicators and found the second and third indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 6 with third standard, the researcher adopted the value of arithmetic mean 25% to test the achievement of indicators and found the first and second indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 7 with third standard, the researcher adopted the value of arithmetic mean 25% to test the achievement of indicators and found the first and fourth indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 8 with third standard, the researcher adopted the value of arithmetic mean 25% to test the achievement of indicators and found the first and second indicators were achieved and the other were not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 1 with fourth standard, the researcher adopted the value of arithmetic mean 50% to test the achievement of indicators and found the first indicator was achieved and the other one was not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit2 with fourth standard, the researcher adopted the value of arithmetic mean 50% to test the achievement of indicators and found the first indicator was achieved and the other one was not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 3 with fourth standard, the researcher adopted the value of arithmetic mean 50% to test the achievement of indicators and found the first indicator was achieved and the other one was not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 4 with fourth standard, the researcher adopted the value of arithmetic mean 50% to test the achievement of indicators and found the first indicator was achieved and the other one was not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit5with fourth standard, the researcher adopted the value of arithmetic mean 50% to test the achievement of indicators and found the first indicator was achieved and the other one was not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 6 with fourth standard, the researcher adopted the value of arithmetic mean 50% to test the achievement of indicators and found the first indicator was achieved and the other one was not when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 7 with fourth standard, the researcher adopted the value of arithmetic mean 50% to test the achievement of indicators and found the two indicators were not achieved when she made a comparison between their percentages and the value of arithmetic mean.

The final results of unit 8 with fourth standard, the researcher adopted the value of arithmetic mean 50% to test the achievement of indicators and found the first indicator was achieved and the other one was not when she made a comparison between their percentages and the value of arithmetic mean.

Section Five

Conclusion, Recommendations and Suggestion:

5.1 Conclusions:

- 1- Most of indicators were achieved in various ratios in the units of book.
- 2- Total quality standards represented a framework references for curriculum design.
- 3- The content of the book focuses on communication between persons as well as using of new vocabularies in spite of that the authors were neglected the using of charts and tables that made the information clear and abbreviated.
- 4- The content of the book focuses on using pictures and elaborating it with text.

5.2 Recommendations:

In the light of the results that the researcher gained, the researcher recommending the following:

- 1- Depends on the quality standards in developing the content of English book.
- 2- Depends on the total quality in building teaching method or teaching English program.
- 3- We should define total quality to the teachers in the field of education.
- 4- Decorates of education should look at the previous studies that centered on the content analysis and evaluation to treat the weakness that the content falls in and work on its development.

5.3 Suggestion:

- 1- Conducting same study as the current study on the content of English book for fourth, fifth and sixth stage.
- 2- Conducting same study as the current study on the content of English book to the elementary stages.
- 3- Prepared a program in the light of total quality standards for secondary and preparatory students.

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