

## تحليل محتوى كتاب النشاط للصف السادس الابتدائي وفقاً لمعايير الجودة

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**Content Analysis of the Activity Book for the 6<sup>th</sup> Primary Stage  
According to Quality Standards****Mustafa Abdulkareem Mukheef<sup>1</sup>****Asst. Prof. Dr. Muna Mohammed Abbas<sup>2</sup>****Asst Prof. Dr. Hadeel Aziz Mohammed<sup>3</sup>****1,2,3 College of Basic Education, University of Babylon, Iraq.****[mustafamobilco@gmail.com](mailto:mustafamobilco@gmail.com)****Abstract**

Content analysis is an effective method for researchers to analyze a wide range of data about different educational topics. Content analysis method has been used to investigate both the availability of quality standards and their distribution in the activity book "English for Iraq 6<sup>th</sup> Primary". The researcher has designed a taxonomy of quality standards to be used as a four-dimensional analytical tool (including: design and format, scientific material, presentation of material and evaluation) to analyze this book. He utilized a dual method of analysis (qualitative-quantitative) to make accurate inferences from the analytical data. The results of the analysis refer to the availability of the items of the quality standards with different relative weights from one dimension to another.

**Keywords:** Content analysis, Activity Book, 6<sup>th</sup> Primary Stage, Quality Standards.

**المخلص:**

يعتبر تحليل المحتوى من الطرق الفعالة التي تمكن الباحثين من تحليل كم هائل من البيانات في مختلف المجالات التربوية. حيث تهدف الدراسة الحالية لتحليل محتوى كتاب النشاط للصف السادس الابتدائي باستخدام طريقة تحليل المحتوى للتحقق من توافر معايير الجودة وتوزيعها في كتاب النشاط. ولتحقيق أهداف الدراسة صمم الباحث تصنيفاً لمعايير الجودة لاستخدامه كأداة تحليل رباعية الأبعاد تتضمن (التصميم والشكل، المادة العلمية، أسلوب عرض المادة والتقييم). اعتمد الباحث طريقة مزدوجة للتحليل (الكمية - النوعية) لعمل استنتاجات دقيقة من البيانات التحليلية. تشير نتائج التحليل إلى توافر فقرات معايير الجودة بأوزان نسبية متفاوتة من بُعد إلى آخر. **الكلمات المفتاحية:** تحليل المحتوى، كتاب النشاط، السادس الابتدائي، معايير الجودة.

**1.1. Research Problem**

Prominently, the current age is characterized by the growing awareness of the importance of the textbook and the curriculum as the basis for all development and progress, which makes countries adopt educational policies with distinct philosophies inspired from their legislation, regulations and based on the principles of community formation and its cultural nature (Ahmad, 2007:151).

Since we live in the age of quality, the nature of which emphasizes the need for quality in all fields as well as rapid scientific and technical progress that has affected all aspects of life, including education. The concept of quality has shifted from evaluating industrial goods and products to an educational term according to its importance. Educational institutions seek to provide the best services, which make attention to quality as necessity in the modern period in these institutions. So this term becomes as something which characterizes the effectiveness of the educational services in all its aspects (ibid).

When designing a curriculum, several factors that influence its planning and development, such as social/cultural situations, learning theories, child psychology, religion, politics, economy and technology as well as the quality and so on., should be considered to have an effective design (Dwamena & Quansah, 2020 :12).

In the light of what has mentioned previously, the researcher believes that the content of the activity books is more than just subject matter. He supposes that the content of these subjects will not only provide knowledge of the English language, but will also address quality standards on the educational level. Here, in the present study, the focus on the sixth primary stage, because it is an advanced learning level in the primary stage. This stage offers a lot of information and facts that are expected to help learners improve their ability to acquire language skills, knowledge, as well as useful habits. In addition to these considerations, the application of quality is an important aspect that the administration of educational institution seeks to achieve within the educational objectives.

#### **In this study the researcher tries to the research questions:**

1. What are the quality standards that should be available in the Activity Book for the 6<sup>th</sup> primary stage?
2. To what extent these standards are met or available in the Activity Book for the 6<sup>th</sup> primary stage?

#### **1.2. Aims**

Depending on an analytical tool based on quality standards, this study aims at analyzing the content of activity book for the 6<sup>th</sup> primary stage in order to:

1. know to what extent the quality standards have been adopted to meet the requirements of a good EFL Activity Book, and
2. investigate the distribution of these Standards in each activity/ unit of this book and then, present a qualitative analysis in terms of these statistics.

#### **1.3. Limits**

This study is limited to:

- English activity book “ English for Iraq 6th Primary” by Sarah MacBurnie, (2019).

#### **1.4. Significance of the Study**

1. The researcher supposes that the current study would be valuable to curriculum designers as it provides a theoretical analysis of the content of the Activity Book based on quality standards. As well as, the comprehension of these standards is important to design the best instruction forms (linguistically and contextually). From this perspective, the compatibility with the quality standards that support and develop the book becomes increasingly important.

2. Also it is reflected in the fact that this edition of the Activity Book will be analyzed for the first time in the light of quality standards, and therefore this study contributes to pay attention to the most important aspects to be considered when designing new books, especially, because this book has been used in Iraqi schools without being tested.

### 1.5. Procedures

To achieve the aims of this study, the following steps will be followed:

1. Depending on the content analysis methods to analyze the content of the Activity Book according to the quality standards.
2. Designing a taxonomy of quality standards to be used as a tool for analysis after being modified and corrected by a jury of experts in this field to get validity.
3. Using mixed method of analysis (qualitative and quantitative) which consists of a set of the suggested quality standards.
4. Analyzing the Activity Book using this taxonomy as the coding scheme.
5. Making accurate inferences from the collected data and describing the results and conclusions of the analysis process.

## 2. Literature Review and Previous Studies

### 2.1. Content Analysis

It refers to any technique that is used for drawing inferences from messages by identifying specific characteristics in an objective, replicable, and systematic way. It is not only used to analyze texts, but it is often used to analyze various forms of human communication materials (Stemler,2001:1).

Clearly, Content analysis is an effective method for researchers because it helps them to analyze a wide range of data about different educational topics (Gavora, 2015: 8).

Operational content analysis can be then described as an essential method that allows researchers to use two empirical methods (qualitative and quantitative) to draw accurate inferences from different types of human communication materials in subjective and objective ways.

### 2.2. The Content

The content is a central component of the curriculum and includes several resources of knowledge that must be used in a curriculum in order for it to be effective. It is, however, the primary tool that teachers and curriculum designers use to accomplish larger goals that combine thought, purpose, and action. (Null, 2011:1-2)

In the current study, content means all the components of the Activity Book in the primary educational syllabus which involve various forms such as the design of the book, scientific material, presentation of material, style of evaluation and other relevant items.

### 2.3. Activities in Education

The word “activity” refers to the effort made by a group or an organization to accomplish a goal, or a situation that involves a great deal of action or movement. This implies that activities require both physical and mental effort. They can occur in a variety of forms of instructional linguistics, such as look, speak, cover, write, check, and ask questions, depending on the educational subject matter.( Oxford, 1999: 8).

The researcher believes that the development of the Activity Book will have a great impact on learners' achievement since the use of these activities will enable the learners to use their language skills with the educational knowledge at the same time. Thus, they relate language with other skills to make learning a very flexible process especially when the learners deal with a new language.

#### 2.4. Quality

In the educational field, it refers to a set of characteristics or features that express the status of inputs, processes, school outputs and the extent of the contribution of all its administrators to achieve the goals as best as possible. This definition clarify that they have the ability to control the educational inputs to obtain good outcomes (Al-Buhi, 2001: 376).

The researcher describes quality as "a continuous and integrated process involving a set of characteristics and attributes that are combined to form a distinct integrated system of the curriculum represented by specific standards in order to achieve the intended degree and objectives."

#### 2.5. Quality Standards

It is described as the requirements and criteria that must be met in the system in order to produce high-quality outputs (Ali, 2002:205).

In the current study, the quality standards are represented by a detailed list of terms and conditions of four dimensions (including: design and format, scientific material, presentation of material and evaluation) that the researcher built according to the scientific steps, the objectives of this stage, learners' characteristics at this stage and based on previous studies, to measure the extent of their availability in the Activity Book.

#### 2.6. Previous Studies

##### 2.6.1. Hajjo (2010)

The study aimed to evaluate the Islamic education book for the 12th grade in Palestine according to quality standards and the teachers' perspectives, in order to identify the extent to which the quality standards are available in such book. The researcher relied in this study on the descriptive and analytical approach through which he tries to describe the phenomenon under study. The study sample included (64) teachers of Islamic education for the twelfth grade in Gaza. The study tools were: a content analysis method represented by a list of standards (4 dimensions) and a questionnaire for evaluating the book. The researcher used the following statistical methods: SPSS, Frequencies, arithmetic averages, and percentages.

The statistical data show that the first dimension ranked first with relative weight (70.02%). The third dimension is in the next with relative weight (63.22%), then the second dimension ranked third with relative weight (61.02%), and finally the fourth dimension ranked fourth with a relative weight of (59.11%). As for the level of teachers' ratings for the in general, it obtained a relative weight of (62.80%).

##### 2.6.2. Yusuf (2015)

This study conducted in Iraq to determine the extent to which total quality standards are achieved in the curricula of the University of Kufa. A list of quality standards was built according to the fields of the curriculum, and according to the international elements of the curriculum quality standards. The research tool is a list of (60 criteria).

The researcher used the psychometric measurement and Self-reporting style. The statistical means were SPSS, Pearson, Cronbach's Alpha. The findings revealed that a number of these criteria were met in certain disciplines but not in others. The study concluded with a set of recommendations and suggestions.

### 3. Methodology

#### 3.1. Research Method

According to the descriptive study, the content analysis method is used to analyze the content of the activity book for the 6<sup>th</sup> primary stage in the light of quality standards. This method, according to Kulatunga et al. (2007:501), allows the researcher to investigate all available data related to this book. Content analysis enables the researcher to accomplish the objectives of the study by analyzing both the underlying and apparent content included in the book being analyzed. The researcher employed a mixed-method (qualitative-quantitative method) of analysis to obtain valid data for the analysis. According to Stepchenkova (2012:445), qualitative indicates that non-statistical methods involve inductive reasoning, whereas quantitative methods provide statistical inferences to the text.

In social sciences, quantitative content analysis is an obvious method that is based on the notion that the most essential aspect of this kind is a frequent theme obtained from the text (Neuenondr, 2002:10).

#### 3.2. Procedures

##### 3.2.1. Data Analysis

The data analysis has been done by the researcher by determining the population and sample of the research.

In this study, the researcher analyses the whole book to be the population and the sample at the same time.

**Table (1) The Population & The Sample**

N	Activity Book	Stage	Pages	Units	Lessons	Exercises
1	"English for Iraq"	6 <sup>th</sup> Primary	112	8	56	216

##### 3.2.2. Research Tool

The researcher has designed a taxonomy of quality standards that should be met in the activity book to achieve the aims of the study. Since there is no standards that specifies the quality and the features of the English activity book for the 6<sup>th</sup> stage within the limits of the researcher's understanding, so the researcher has prepared a proposal of these standards for analyzing this book, which consists of four dimensions, each of which includes a number of items, and they have been designed depending on the following principles and sources:

- The educational aims of the 6<sup>th</sup> primary stage which set by the Ministry of Education in Iraq.
- The characteristics of eleven-year-old learners (6<sup>th</sup> stage), their tendencies and preferences.

- Based on relevant previous studies, articles, books and references (literature review) that have been dealt with in designing standards for evaluating the textbook, such as (Hajjo, 2010), (Yusuf, 2015) and other studies.

The four dimensions are represented through the following table:

1. Format and Design.	2. Scientific material.
3. Presentation of material.	4. Evaluation.

### 3.2.3. Validity of the Research Tool

Validity refers to the extent to which any measuring technique or device succeeds in describing or quantifying the phenomenon being measured. It commutates structured or constant mistakes in measurements (Weiner, 2007:7).

In this study, the taxonomy of quality standards is examined by a jury of experts in curricula and teaching methods to ensure that it is suitable to be used as the analytical tool for the intended study. The experts offer some suggestions about the first pattern for modifications that should be taken into account when determining the final pattern of these standards. The process of selecting the items of these standards, has included the selection of the items to be scored 80% or more than the average of the experts' responses, while excluding those that does not match this stage (considering the experts' point of view) and got less than 80% of the average of the experts' responses.

### 3.2.4. Analysis

#### 3.2.4.2. The Steps of the Analysis

1. Reviewing the content of each part in the Activity Book under investigation to find the evidence that match the items within the four dimensions.
2. The coding scheme: this step involves the process of determining the relevance of the content of this book to each of the quality standards in the designed taxonomy (Neuendorf, 2002: 278-79). The letters (A- F) in the coding sheet refer to all the exercises in the Activity Book, while the term "others" refers to the other details that are not restricted by a specific exercise.
3. Finally, the frequency of each item is calculated to convert the analysed data to statistical data.

#### 3.2.5. Reliability of Analysis

According to Bruin (2010:54), reliability is defined as the consistency of results produced by various researchers when the test is performed under the same settings.

The researcher uses an inter-rater statistical method to measure the reliability of the coding process. First, he analyzes a random sample (about 10%) of the overall number of exercises (216) in the activity book during a three-week period. The same sample is then given to another analyst to be analyzed at different times.

Table (3): Ratings of Reliability.

	Type of Agreement	Method of checking consistency	Constancy
1	The statistical findings of the researcher at a given point of time, compared to his findings at other points of time.	Inter-rater statistical method (The same researcher after three weeks).	94.44
2	The researcher's statistical findings to those obtained by another analyst.	Inter-rater statistical method; Equivalence Between the researcher and another analyst.	83.33

According to table (3), the reliability proportion is regarded to be high statistically. According to advocates of quantitative analysis such as Holsti, Berelson, Neuendorf, and Krippendorff, adequate reliability needs a constant value of around (80.0% or greater), which is regarded as a necessary condition for conducting a successful content analysis (Gavora,2015:13).

### 3.3.The Statistical Tools

SPSS, Frequencies, Relative Weight and the Holsti (1968) equation =  $\frac{2M}{N1+N2}$

### 4. Results and Discussion

Presentation of results includes the answer to the questions that the researcher has previously set, as follows:

#### 1. What are the quality standards that should be available in the Activity Book for the 6<sup>th</sup> primary stage?

To answer this question, the researcher has built a taxonomy that involves a list of standards that should be met in the activity book for the 6<sup>th</sup> primary stage, by reviewing some of the related disciplines to the school curriculum for the primary stage, and reviewing several resources, the most important of which is the previous studies that dealt with studies related to quality standards and content analysis such as (Hajjo, 2010), (Yusuf, 2015) and other studies.

#### 2. To what extent these standards are achieved or met in the Activity Book for the 6<sup>th</sup> primary stage?

To answer this question, the researcher has analyzed the content of the activity book for the 6<sup>th</sup> primary stage in light of such standards, and the following tables illustrate the results:

#### 1. Design and Format

Table (4) Frequencies, Mean, Relative Weight and Rank for each Item in the First Dimension: Design and Format (N= 56).

N	Design & Format	Units & Lessons							Total	Mean	R.W	Rank
		Exercises						Other				
		A	B	C	D	E	F					
1	The cover photo relates to the content of the book.	8	6	7	2	1	0	0	24	0.429	10.71%	13
2	The elements of attraction and suspense are available in the content of the book.	38	31	26	19	8	4	3	129	2.304	57.59%	11
3	There is a comprehensive introduction that shows its importance and goals.	51	48	49	31	17	6	6	208	3.714	92.86%	5
4	The size of the book is compatible with the learner's age in terms of: (length, width, word size and number of pages).	41	45	42	24	13	5	6	176	3.143	78.57%	9
5	Pictures, drawings and figures are found in appropriate places in the book.	35	24	21	14	7	4	1	106	1.893	47.32%	12
6	The directing tricks are suitable for learners' features (outlines, highlighting concepts with distinctive and different colours ...)	44	43	41	26	16	5	6	181	3.232	80.80%	8
7	Headings and subheadings of the book are clear.	51	47	44	28	15	3	5	193	3.446	86.16%	7
8	Words set appropriately.	48	49	47	29	18	5	5	201	3.589	89.73%	6
9	Punctuation marks are used appropriately.	52	49	47	31	19	6	5	209	3.732	93.30%	4
10	Suitable number of lines per page.	35	37	32	20	11	3	4	142	2.536	63.39%	10
11	The book is free of typos, grammatical and spelling errors.	56	53	48	31	19	6	7	220	3.929	98.21%	2
12	The cover and the papers of the book are characterized by good quality and durability that make them suitable for frequent use.	56	53	50	32	19	6	7	223	3.982	99.55%	1
13	Clear page numbers.	56	53	49	31	19	5	5	218	3.893	97.32%	3
14	Authors' names and the year of publication are clear.	-	-	-	-	-	-	-	-	-	-	-



Table (4) indicates that the item (12) which has got the first rank with high relative weight (99.55%):

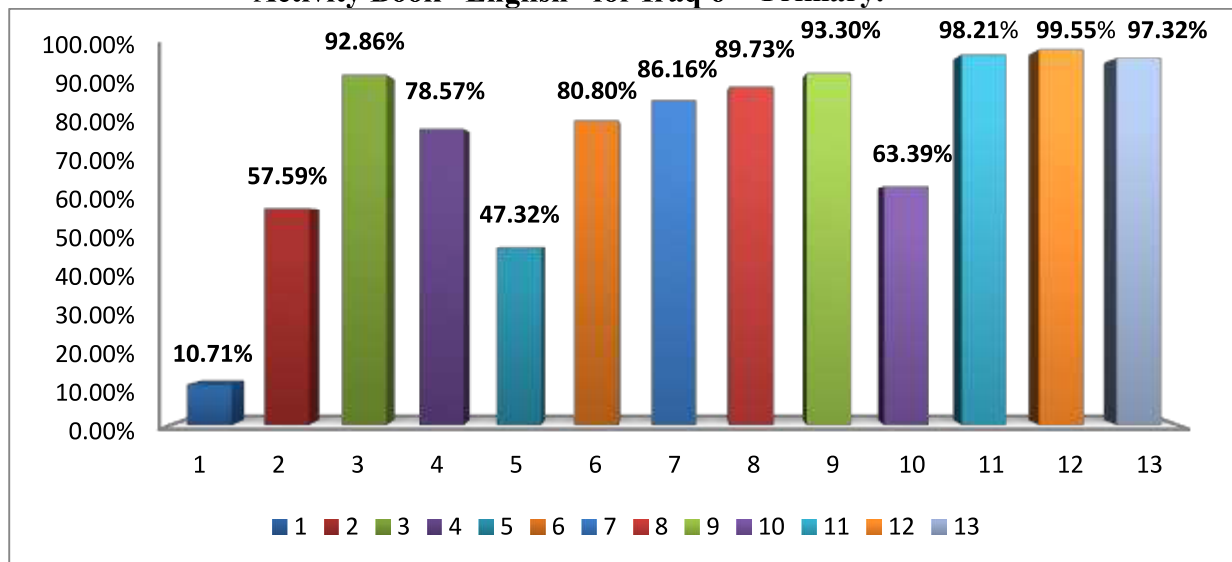
The researcher attributes that the reason why the item (12) being first, is due to the interest of those in charge to print the book with good quality of paper by providing the adequate financial resources to achieve this goal.

On the other hand, the lower item which is (1) with (10.71%):

The researcher attributed why the item (1) being at the last rank, is due to the lack of consideration or lack of attention to the importance of the book cover, especially as it contains important elements in stimulating motivation and excitement among learners.

The item (14) is not mentioned statistically, since the names of the authors and the year of publication are mentioned in appropriate places in the cover and entry of the book, and this corresponds to what is found in the rest of the scientific books that are consistent with quality standards.

**Graph (1). Availability of the Quality Standards within the 1<sup>st</sup> Dimension in the Activity Book “English for Iraq 6<sup>th</sup> Primary.**



**2. Scientific Material**

**Table (5) Frequencies, Mean, Relative Weight and Rank for each Item in the Second Dimension: Scientific Material (N= 56).**

N	Scientific Material	Units & Lessons							Total	Mean	R.W	Rank
		Exercises						Other				
		A	B	C	D	E	F					
1	The content is consistent with the vision and the aims of the author of the syllabus.	47	45	39	32	14	4	3	184	3.286	82.14%	3
2	The topics correspond with the number of lessons within the period of study.	40	31	27	17	9	1	5	130	2.321	58.04%	10

3	The content is vertically integrated with the previous stage for the same material.	35	31	33	19	10	2	1	131	2.339	58.48%	9
4	The content integrates horizontally with previous and subsequent units presented in the same stage.	49	47	47	26	13	4	3	189	3.375	84.38%	2
5	The content takes into account the contemporary, scientific and technological developments.	44	37	29	19	13	4	6	152	2.714	67.86%	5
6	Focusing on vocabulary acquisition and distinguishing between them (verbs- nouns- adjectives- adverbs.. etc.)	39	37	29	26	13	3	3	150	2.679	66.96%	6
7	The content gives learners an insight into their environment and problems as well as expressing opinions.	35	24	21	18	4	3	1	106	1.893	47.32%	18
8	A variety of activities that consider the individual differences, learners' needs and appropriate for their local environment.	36	31	33	16	10	5	3	134	2.393	59.82%	8
9	A variety of communicative activities which enable the learner to speak, communicate and interact.	29	20	19	17	7	5	1	98	1.750	43.75%	19
10	Providing the learner with an easy way to form sentences, know their structures and how to order them.	21	21	23	15	6	2	3	91	1.625	40.63%	21
11	Tenses are used in clear way and logical order.	41	22	29	12	9	4	2	119	2.125	53.13%	15
12	The content adopts the activities that enable the learners to improve their writing skills.	24	28	36	17	10	4	1	120	2.143	53.57%	14
13	The content adopts the activities that require audio techniques to enhance listening skills.	10	8	9	7	5	1	0	40	0.714	17.86%	24
14	The content develops the students' positive values and attitudes.	37	26	22	16	6	3	3	113	2.018	50.45%	16
15	The content takes into account learners' past experiences.	35	27	30	21	8	5	2	128	2.286	57.14%	11
16	The content contributes to develop the social, technological, healthy, cultural and environmental awareness.	39	29	23	19	6	4	2	122	2.179	54.46%	13

17	The content adopts the activities that encourage the development of thinking skills.	40	42	43	26	14	5	2	172	3.071	76.79%	4
18	The content adopts the activities that enhance reading skills.	35	31	27	21	14	4	4	136	2.429	60.71%	7
19	Tips for punctuation.	0	1	2	0	0	1	6	10	0.179	4.46%	25
20	Letter sounds are introduced indirectly to avoid confusion.	27	17	18	12	6	3	2	85	1.518	37.95%	22
21	The correlation between the activities and the content of the Pupil's Book.	51	48	42	29	16	7	3	196	3.500	87.50%	1
22	A variety of educational aids (drawings - pictures - maps...).	34	24	23	16	6	5	5	113	2.018	50.45%	17
23	Simplicity and lack of complexity.	37	33	21	15	10	6	4	126	2.250	56.25%	12
24	The content tends to use practical activities that develop learners' creativity.	17	11	16	9	3	1	1	58	1.036	25.89%	23
25	Activities are developed to enhance the spirit of cooperation and teamwork among learners.	22	19	24	13	11	3	1	93	1.661	41.52%	20

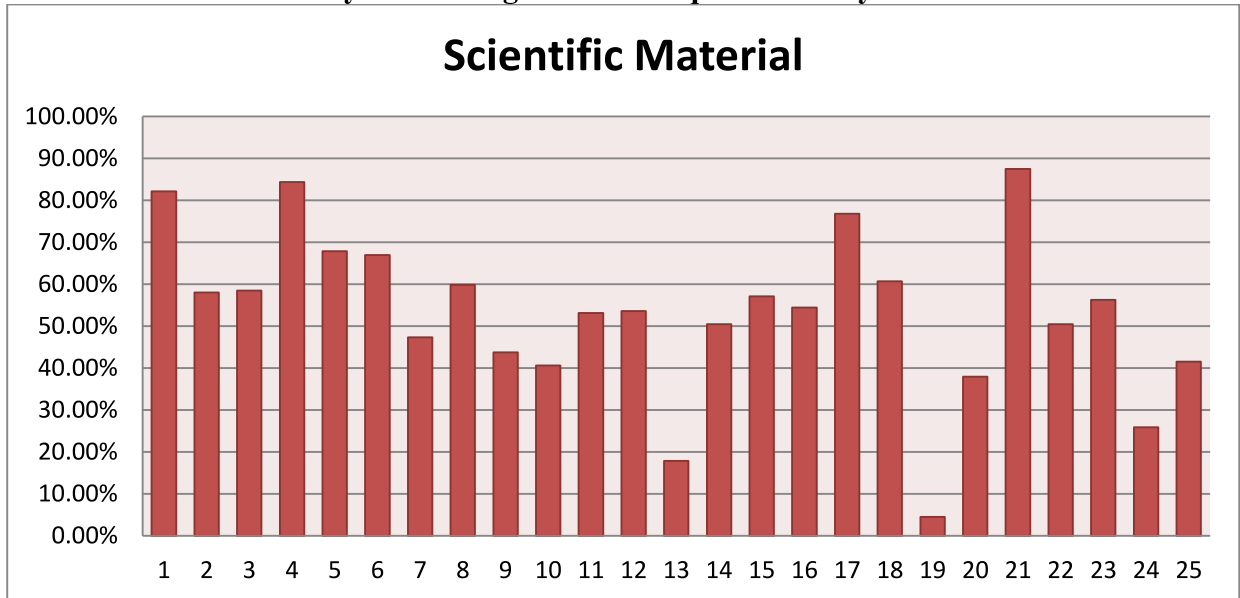
Table (5) indicates that the item (21) has got the first rank with high relative weight (87.50%):

This item shows that the content of the Activity Book and the content of the Pupils' Book are highly correlated, which enable the learners to master the topic without creating a gap or losing the main idea.

On the other hand, the item (19) has got the lower rank (25) compared to the rest of the items within the dimension (4.46%).

Paying attention to this item helps learners understand some of the linguistic aspects surrounding them, especially, punctuation marks are one of the means that help to interpret sentences through symbols, so the learner at this stage needs to know more and more details about what these symbols are and their uses, especially as they live in the stage of exploration or exploratory learning. Bruner (1966) states that children are able to understand physical operations at first, and then the graphic expression, and finally they will be able to understand the unfamiliar processes easily if they follow this order: (physical, graphic and then symbolic).

**Graph (2). Availability of the Quality Standards within the 2<sup>nd</sup> Dimension in the Activity Book “English for Iraq 6<sup>th</sup> Primary.**



**3. Presentation of Material**

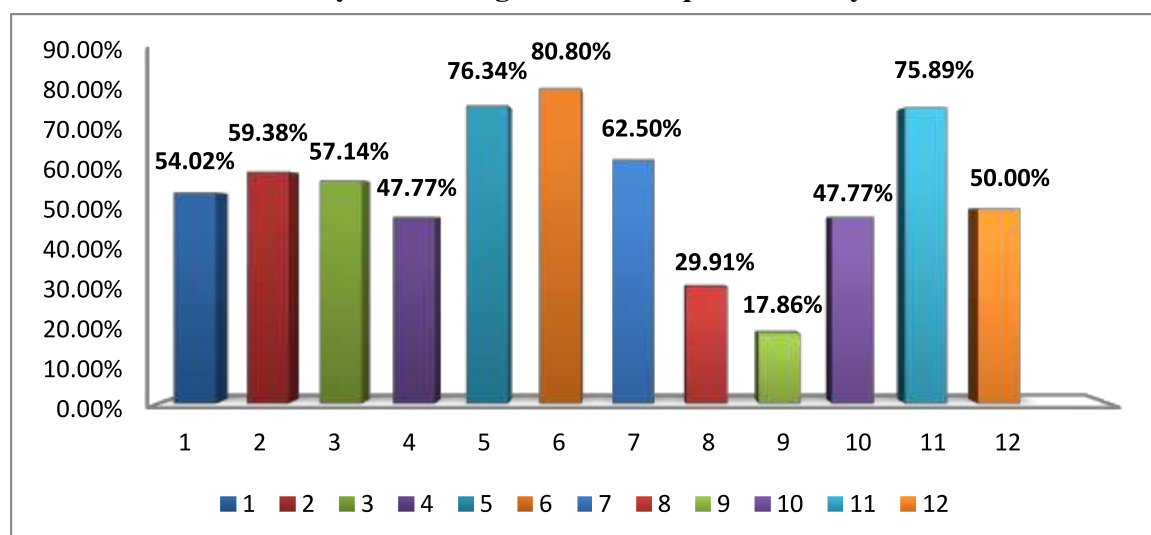
**Table (6). Frequencies, Mean, Relative Weight and Rank for each Item in the Third Dimension: Presentation of Material (N= 56).**

N	Presentation of Material	Units & Lessons							Total	Mean	R.W	Rank
		Exercises						Other				
		A	B	C	D	E	F					
1	Presenting the content in an interesting way.	33	31	28	18	8	2	1	121	2.161	54.02%	7
2	Short sentences that express a specific idea are used in the presentation.	40	32	27	16	8	3	7	133	2.375	59.38%	5
3	The information is used in clear and easy language.	35	29	30	17	9	5	3	128	2.286	57.14%	6
4	Various printing media are used to highlights the important points.	35	21	23	14	7	3	4	107	1.911	47.77%	10
5	Taking into account the gradual presentation of concepts.	43	41	41	25	14	4	3	171	3.054	76.34%	2
6	The content is organized in a logical way and correlated units.	46	42	45	27	15	4	2	181	3.232	80.80%	1
7	The mastery of the previous tasks are taken into account before moving on to the subsequent tasks.	38	31	30	27	11	3	0	140	2.500	62.50%	4

8	Clarifies the meanings of difficult and new vocabulary by the use of visual aids.	25	13	14	7	3	2	3	67	1.196	29.91%	11
9	The use of musical and singing style when applying some activities.	8	12	9	5	5	1	0	40	0.714	17.86%	12
10	The style of presentation contributes to the development of learners' ability to self-learning.	23	27	21	18	9	7	2	107	1.911	47.77%	9
11	The materials are presented in a way that provokes thinking by asking questions.	39	41	43	26	15	4	2	170	3.036	75.89%	3
12	The style of presenting the content helps in stimulating interpretation and conclusion.	26	25	26	23	8	3	1	112	2.000	50.00%	8

Table (6) indicates that the item (6) has got the first rank with high relative weight (80.80%); this item shows that the content of the Activity Book is organized in a logical way and correlated units. Thus, the content integrates horizontally with other previous and subsequent units presented in this book. While the lower item which is (9) has got the last rank (12) with (17.86%) relative weight; Therefore, this item needs more attention, since learning through singing and musical style has a great impact on understanding concepts in an enjoyable way.

**Graph (3). Availability of the Quality Standards within the 3<sup>rd</sup> Dimension in the Activity Book "English for Iraq 6<sup>th</sup> Primary.**



## 4. Evaluation

Table (7). Frequencies, Mean, Relative Weight and Rank for each Item in the Fourth Dimension: Evaluation (N= 56).

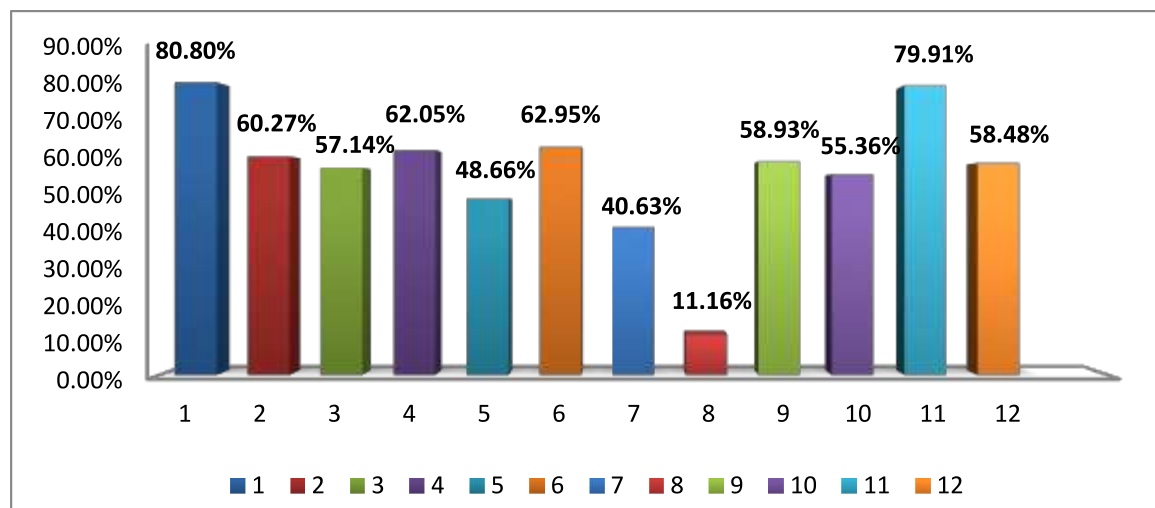
N	Evaluation	Units & Lessons							Total	Mean	R. W	Rank
		Exercises						Other				
		A	B	C	D	E	F					
1	The questions relate to specific aims for each unit.	47	44	40	31	15	4	0	181	3.232	80.80%	1
2	The questions include the Bloom's Taxonomy (Cognitive, Affective and Psychomotor).	32	28	30	24	16	5	0	135	2.411	60.27%	5
3	Individual differences, learners' abilities and their mental levels are considered when designing the questions.	35	29	31	17	11	5	0	128	2.286	57.14%	8
4	The questions contribute to reinforcing the comprehension of previous points.	37	32	29	26	12	3	0	139	2.482	62.05%	4
5	The book contains general tests to measure the learners' achievement.	28	30	21	19	10	1	0	109	1.946	48.66%	10
6	The questions improve learners' thinking, analysis and research skills.	38	37	35	20	8	3	0	141	2.518	62.95%	3
7	The questions help teachers to ensure that learners understand new concepts.	27	21	19	17	6	1	0	91	1.625	40.63%	11
8	Questions help to improve the ability to scan external sources and Pupil's Book for information.	7	5	7	3	2	1	0	25	0.446	11.16%	12
9	The questions are distinguished by their flexibility and clarity.	37	31	31	18	10	5	0	132	2.357	58.93%	6
10	The questions help self-assessment.	33	37	22	19	10	3	0	124	2.214	55.36%	9
11	The questions contribute to stimulating the intended learning.	47	41	44	26	16	5	0	179	3.196	79.91%	2
12	Questions are provided as explicit or implicit feedback.	37	31	29	19	12	3	0	131	2.339	58.48%	7

Table (7) indicates that the item (1) has got the first rank with high relative weight (80.80%) within the fourth dimension which reveals that the questions relate to specific

aims for each unit. This means that the questions are consistent with the designers' vision for this book and the aims set for each unit.

The lower item that has got the last rank in this dimension is (8) with (11.16%) relative weight. This item refers to the importance of scanning the external sources for information which in turn improve their skills of discovering the world around them. According to Bruner (1966), learning by discovery is a method that enables the learner to go beyond previously acquired information. It is represented by the individual's attempt to obtain knowledge by himself without the help of the teacher by using previous information to reach new information. It also considered to be one of the methods that help students discover ideas and solutions on their own, which creates a sense of satisfaction and a desire to continue learning. Therefore, this item needs more attention from curriculum designers in general.

**Graph (4). Availability of the Quality Standards within the 4<sup>th</sup> Dimension in the Activity Book "English for Iraq 6<sup>th</sup> Primary.**



**Table (8). Total Frequencies, Means, Relative Weights and Ranks for the Four Dimensions (N= 56).**

Dimensions	Items	Frequencies	Mean	R.W	Rank
Design and format	14	2230	39.821	71.11%	1
Scientific Material	25	2996	53.5	53.5%	4
Presentation of Material	12	1477	26.375	54.95%	3
Evaluation	12	1515	27.05	56.36%	2
Total	63	8218	146.746	58.23%	

## 5. Conclusions

- The results of the analysis refer to the availability of the items of the four dimensions with different relative weights from one item to another within the same dimension, as well as from one dimension to another.
- It is clear that the first dimension (format and design) has got a high rating compared to the other dimensions within this study, where it ranked first with relative weight (71.11%, this value is consistent with previous studies such as Hajjo, 2010). Followed by the 4<sup>th</sup> dimension, "evaluation", which is ranked second with relative weight (56.36%), then the 3<sup>rd</sup> dimension "presentation of material" ranked third

with relative weight (54.95%). Finally, the 2<sup>nd</sup> dimension “scientific material” ranked fourth with a relative weight of (53.5%).

- The total rating for this book according to the designed standard has got (58.23%) relative weight.

## 6. Recommendations

- Generally, taking into consideration the application of quality in all aspects of the educational process, especially the curricula, to be able to create an educated generation that keeps pace with contemporary and future developments.
- Taking into account the standards that must be met in the Activity Book, so that this book can achieve the desired educational goals efficiently and effectively.
- The necessity to work on treating the weaknesses of this book in particular, and other books in general, according to specific standards designed for such purpose.

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