

An Analysis of Listening Comprehension Texts in 4th Primary Textbook through the Iraqi EFL Teachers' Points of View

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ABSTRACT

Textbooks are the sources that support teachers and learners in the second or foreign language learning process. For most researchers, the textbooks and their evaluation have a significant issue. The present study is an attempt to analysis listening comprehension texts in English for Iraq 4th primary textbook through English language teachers' points of view. This book is divided into two parts: pupil's book and activity book. Each one has eight units. The number of listening texts is 141 distributed unequally in each unit through the course. The population of study was 376 primary schools and 688 male and female teachers. The sample was 100 schools and 100 teachers have been chosen randomly in Baghdad /Al-Rusafa Third. After conducting statistical analysis on the data, the research findings unveiled strong and weak points of these listening texts in the English language book: 4th primary textbook. Additionally, this study highlighted the essential role that teachers play in students' success in listening comprehension. Consequently, the researcher wrote a series of suggestions in light of these findings.

Key words: textbook evaluation, primary education, English as a foreign language (EFL), Iraqi teachers.

تحليل نصوص الاستيعاب السماعي في كتاب الرابع الابتدائي من وجهات نظر معلمي اللغة

الإنجليزية كلغة أجنبية في العراق

م.م. عمار كريم عطية محمد السويدي

المخلص

الكتب المدرسية هي المصادر التي تدعم المعلمين والمتعلمين في عملية تعلم اللغة الثانية أو الأجنبية. بالنسبة لمعظم الباحثين، فإن الكتب المدرسية وتقييمها لها أهمية كبيرة. الدراسة الحالية هي محاولة لتحليل نصوص الاستيعاب السماعي في كتاب اللغة الانكليزية من اجل العراق للصف الرابع الابتدائي من خلال وجهات نظر معلمي المادة. هذا الكتاب يحتوي على جزئين: كتاب التلميذ وكتاب النشاط. يحتوي كل واحد على ثماني وحدات. عدد النصوص السماعية هي ١٤١ نصاً موزعة بشكل غير متساو في كل وحدة خلال الكتاب. بلغ مجتمع الدراسة ٣٧٦ مدرسة ابتدائية و ٦٨٨ معلماً ومعلمة. وتكونت العينة من ١٠٠ مدرسة وتم اختيار ١٠٠ معلم بطريقة عشوائية في بغداد / الرصافة الثالثة. وبعد إجراء التحليل الإحصائي للبيانات، كشفت نتائج البحث عن نقاط القوة والضعف في نصوص الاستماع كتاب اللغة الانكليزية للصف الرابع الابتدائي. وعليه فقد كتب الباحث مجموعة من المقترحات في ضوء هذه النتائج.

1. INTRODUCTION

The Iraqi ministry of education, like the other countries' educational ministries, is trying to improve and modernize its educational system to create a generation that is aware and keeps pace with the rapid developments that occur in the world. To do this, the ministry is keen on developing, evaluating and reviewing the textbooks from time to time.

Due to the importance of the 4th primary English textbook for its pupils in this grade, the researcher tries, in the present study, to evaluate one of the most fundamental parts of it, which is the listening comprehension texts, according to the points of view of English foreign language (EFL) teachers for the sake of finding out the strong and weak points on the one hand, and to lead the future success of English textbooks on the other hand.

1.1 The Problem of the Study & its Significance

Language is a crucial tool for humans to communicate. It has four basic skills: listening, speaking, reading, and writing. These skills are related to each other by two limits: the manner of communication (to

communicate orally or in a written way) and the orientation of communication (to receive or produce speech) (Linse, 2005: 24).

Listening is “a process of receiving, constructing meaning from, and responding to spoken and/ or non-verbal messages. It is an active process of getting information, ideas, etc.” (Arihant Experts, 2021:43).

Listening is an important ability in any language, and in language learning it also helps pupils acquire and learn words, language chunks, grammar and pronunciation (Harmer, 2012: 134).

In Iraq, where English is taught as an FL, it is common to notice that, despite the long years of English language learning, most pupils face difficulty to understand English. So, it is a problematic situation and needs a remedy. For this reason, the researcher intends to discover the causes of this issue by evaluating the listening comprehension texts to make it easy to find the appropriate remedies.

1.2 The Aim of the Study

The present study aims at evaluating the listening comprehension texts in the 4th primary English textbook.

1.4 The Questions of the Study

The study will answer the following questions:

- a) Do the listening comprehension texts have crucial attributes of an effective listening comprehension?
- b) What kinds of activities and tasks that are employed in listening comprehension texts?
- c) Are the kinds of tasks and activities functional for improving listening skills?

1.5 The Limits of the Study

The present study is limited to the following:

- a) The academic year 2021 – 2022.
- b) Iraqi EFL teachers.

c) The evaluated material is the listening comprehension texts in the “English for Iraq” 4th primary stage.

1.5 The Value of the Study

This study can be useful in:

- a) urging Iraqi EFL teachers to pay more attention to teaching listening comprehension.
- b) relieving the 4th primary pupils’ struggle in listening, and
- c) making use of the results reached in this study in helping EFL curricula designers to improve and develop the intended textbook.

1.6 Definitions of the Basic Terms

For the purpose of clarity, the basic terms included in the title of study are defined as follows:

1.6.1 Evaluation: is the process of attempting to ascertain the value of something for a limited purpose (Brown & Rogers, 2002: 227).

1.6.2 Textbook: is a book used in schools or colleges for the formal study of a subject (The American Heritage Dictionary of the English Language, 2000: 7372).

1.6.3 Listening Comprehension: “is the ability to recall and understand information which is presented orally” (Seel, 2012:109).

1.6.4 4th Primary Stage: it refers to the stage in which pupils who study EFL in Iraq by the newly prescribed textbook entitled “English for Iraq”.

1.6.5 Foreign Language: is “a language which is not the native language of large numbers of people in a particular country or region, foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or read a printed material in the language” (Richards & Schmidt, 2010: 225).

2. REVIEW OF THE RELATED LITERATURE

2.1 Importance of Textbook In all the world, textbooks have a central role in language teaching and learning. Some teachers have the

freedom to decide which textbook they will teach, but most teachers have a prescribed or assigned textbook.

Textbooks are regarded as the second key element in the S/FL classroom after the teacher. The textbooks are the major source that the teacher use. So, s/he must be fully aware of how to use them, and how they can be harnessed for the benefit of everyone (Fiona, 2015: 25).

According to Richards (2017: 245–246), textbooks are a crucial factor in most language programs. They can be the foundation for much of the language knowledge learners get and the language practice that takes place in the classroom.

Textbooks may supply the core for the content of the lessons, the balance of language skills taught, and the types of language practice the learners participate in on the one hand, and they may provide the teacher's instruction and can be a form of teacher training, especially for those who have no experience, on the other hand (Richard, 2015: 594).

According Cunningsworth (1995: 7), the importance of the textbook, in language teaching, lies in the fact that it is:

- a) an aid to introduce materials;
- b) a reference of activities for pupil to communicate interactively;
- c) a reference source for pupils on grammar, vocabulary, pronunciation, etc.;
- d) a source of motivation and ideas for classroom activities;
- e) syllabus, and support for inexperienced teachers who need to obtain confidence.

2.2 Significance & Purpose of Textbook Evaluation

Banks (1977: 489–490) says that textbook evaluation is a practical characteristic of the educational system and a central part of the process of teaching and learning. It provides a continuous feedback of data to keep the system adjustable. Nevo (1977: 127) considers textbook evaluation as the process of defining, getting, and supplying data on the

value of goals, plans, implementation, and products of an educational system. He adds that it helps in developing the educational system and improve its outcomes.

Deciding to select a textbook differs from the decision-making of the implementation of this textbook. Therefore, textbook evaluation has a major part in selecting a textbook. Ellis (1997: 36) confirms that textbook evaluation can be the criteria for selecting a textbook for teaching.

Sheldon (1988: 242) agrees with Ellis that the textbook evaluation enables the teacher or the program developer to make decisions on selecting the suitable textbook. He adds that the textbook evaluation can limit the pros and cons of a textbook, as a result, the teachers will be able to adapt the appropriate material in their future instruction and discover the strong and weak points of the textbook while it is being used.

2.3 Types of Evaluation

There are three types of evaluation. They are as follows:

a) Formative evaluation: it is the process of providing information to textbook developers during the development of a curriculum or a program, in order to improve it. Formative evaluation is also used in syllabus design and the development of language teaching programs and materials.

b) Summative evaluation: is the process of providing information decision-makers, after a course of instruction, about whether or not the program was effective and successful (Richard and Schmidt, 2010: 227)

c) Illuminative evaluation: it is a process of discovering the work of different characteristics of the program and how they are applied. It is concerned with establishing a deeper understanding of the processes of teaching and learning that take place in the program (Mathison, 2005: 191).

2.4 Teachers' Function in Textbook Evaluation

Teachers have a strategic influence on the success of textbook implementation (Mahfoodh & Bhanegaonkar, 2013: 2). Nunan (1987: 8) illustrates that teachers are able to plan, carry out, and assess their textbooks. In addition, they have a direct duty for all of the above actions. In contrast, some of them think that the development of textbooks should be done by those who have specialty and authority in the government and believe that they were asked to perform tasks for which they had not received adequate training.

The evaluation of the textbooks requires the most effective and operative steps to debate the textbook users' points of view. The pupils and teachers are major users of the textbooks and their perceptions should be gathered and studied. Similarly, language teachers require using a textbook to back up their teaching. Using or adapting textbooks is an essential factor of teachers' profession; similarly, the textbook is provided particularly to match the teachers' instruction; evaluation of textbooks reveals issues with the teaching materials, leading to the reality that textbooks should be taken into consideration. So, teachers have an integral role in the evaluation of teaching materials (Cunningsworth, 1995: 8–10).

As a result, Iraqi teachers are responsible for teaching the textbooks prescribed and assigned by the ministry of education. Thus, they have to know how to evaluate the textbooks and make checklists and schemes of evaluation.

2.5 Methods of Evaluation

2.1.5 Methods of Evaluation

Cunningsworth (1995 cited in McGrath, 2002: 25–27) presents three methods of textbook evaluation. They are as follows:

a) The impressionistic method: it is a method to obtain a general impression of the textbook.

b) The in-depth method: it is a method to examine the textbook thoroughly.

c) The checklist method: it is a method, which is developed by, to prepare a checklist of criteria against which the textbook is assessed.

Cunningsworth (1995: 26–27) adds that the checklist method has many benefits. They are as follows:

a) it considers all essential elements;

b) its evaluation is based on comparatively short duration;

c) comparing more than two books makes its layout practical, and

d) and having no ambiguity, it is clear for decision making.

For all of the above benefits of the checklist method, the researcher is intended to use the checklist of Cunningsworth (1995: 68) to evaluate listening skill.

3. LISTENING

3.1 Definition of Listening Skill

Listening is the primary skill and critical competence in language learning that learners need to learn. It is a receptive skill; that is, the learners of a language receive new vocabulary through what they are hearing or listening to. The way to get will influence the way to react. Therefore, if the learners are good at listening, they will control and even be able to control their productive skills, namely speaking and writing (Hendrawaty, 2019: 57). Nation and Jonathan (2009: 37) confirm that “Listening is the basic predecessor to speaking; i.e., the first stages of language development in learner’s first language are dependent on listening.

3.2 Listening vs. Hearing

Listening is an active ability while hearing is a passive one. Listening is intentionally hearing, interpreting, remembering and identifying feelings associated with words. In contrast, hearing only knows someone is speaking (Ahmed, 2015: 225). Widdowson (1978: 60) believes that

hearing is the process of perceiving language components in a stream of sounds and using phonemic and grammatical language systems to link elements together in sentences to visualize meaning while listening refers to the recipient's intentional ability to know what has been said and its roles in any interaction.

3.3 Listening Processes

According to Richards (2017: 377), there are two types processes of listening. They are as follows:

- a) Top-down processing: refers to the use of the background knowledge in understanding the meaning of a message. It goes from meaning to language, and
- b) Bottom-up processing: refers to the use of the incoming input as the basis for understanding the message. Comprehension begins with the data that has been received which is analyzed until the meaning is arrived at. Comprehension is viewed as a process of decoding. It goes from language to meaning.

3.4 Comprehension & Listening Comprehension

Comprehension is the process of extracting the meaning of every spoken or written communication (Richards and Schmidt, 2010: 108). Pupils, firstly, should learn to listen and understand, then speak. Listening comprehension is the ability to understand and realize speech. To comprehend listening texts, one should have background knowledge of the linguistic items: phonemes, words, grammatical structures as well as the topics and language situations (ibid, 344). Therefore, in a listening comprehension task, it is expected that pupils should comprehend everything. So, we need to provide them with a meaningful context (Chastain, 1988: 192).

3.5 Types of Listening

There are six types of listening. They are as follows:

a) Discriminative listening: is the most primary form of listening, where the purpose is only to scan and monitor auditory and/ or visual stimuli.

b) Comprehensive listening: it happens when we listen to informative or instructive messages to improve our understanding, enrich our experience and obtain data that will be of future use to use.

c) Evaluative listening: it occurs when a speaker is trying to convince us, by trying to influence our attitudes, beliefs, or actions. We listen evaluatively to enable us to make proper decisions concerning such persuasive messages.

d) Appreciative listening: it happens when we seek out certain cues or messages to achieve satisfaction from or appreciate, the reception. We may listen appreciatively to relax and unwind, enjoy ourselves, gain inner peace, increase emotional or cultural comprehension, or obtain spiritual satisfaction.

e) Emphatic listening: it happens when we listen to someone who needs to talk and be understood by another. This kind of listening is common between close friends and spouses.

Dialogic listening: it is a component of conversation and is highlighted as a shared activity between two people. Rather than concentrating on the points of view that each participant has, its central priority is on the “our” points of view and the main theme of the dialogue that supports the conversation. (Gunes & Soylemez, 2018: 273–275)

3.6 Teaching Listening

According to Richards (2017: 394–396), teaching listening involves a three phases. They are as follows:

a) Pre-listening phase: it is to make the pupils ready for a listening activity by supplying them with the necessary information, by presenting any unfamiliar vocabulary that is central to the listening task, and which cannot be worked out from context, and by helping the pupils choose an appropriate purpose and strategy for listening.

b) While-listening phase: it is to supply the pupils with a chance for intensive listening practice and also enable them to develop strategies they can use to enhance their listening such as concentrating on key elements of a text and working out words from context, it is important that the activities teachers select help pupils to process the meaning of the text, rather than taking their attention away because of the nature of the task.

c) Post-listening phase: it is a chance to check pupils' comprehension of a text, and where mistakes in comprehension happened, to find out what caused them and what follow-up is appropriate. It is also a chance to respond to the context of the text in various ways and to make links to other skills, such as writing or discussion. And it can be also used to return to the text to look at some structure, grammar and vocabulary, and increase pupils' language awareness.

4. LISTENING COMPREHENSIONS TEXTS IN 4TH PRIMARY COURSE

The fourth primary course has two books: pupil's book (PB) and activity book (AB). Each one has eight units. The number of listening comprehension texts (LCTs) is 141 distributed unequally in each unit through the course. See table 1.

Table 1: Number of Listening Tasks in Each Unit

Units: (PB)	Number of LCTs	Units: (AB)	Number of LCTs
1	17	1	9
2	14	2	4
3	12	3	10
4	2	4	2
5	13	5	11
6	8	6	12
7	16	7	7
8	3	8	1

The LCTs types fall into six board types. These are:

- a) Instructions
- b) Songs and rhymes
- c) Words and phrases
- d) Short conversations
- e) Descriptions
- f) Short series supported by extensive illustrations.

The basic procedure for listening tasks is as follows:

- a) Teacher and pupils discuss any pictures and establish the context.
- b) Read the rubric together.
- c) Explain the task.
- d) Play the track (pupils listen and follow).
- e) Play the track a second time (pupils listen and do the task).
- f) Elicit answers.
- g) Confirm answers by playing the track again.
- h) Use information for consolidation or transfer.

5. RESEARCH QUESTIONS

This study aims to address the following questions:

- Do the Listening Comprehension sections possess the fundamental qualities of effective listening comprehension?
- What types of tasks and activities are incorporated into the Listening Comprehension sections?
- How effective are these tasks and activities in improving listening skills?

6. METHODOLOGY

6.1 Population of the Study

The population of the present study is (376) public and private primary schools and 688 EFL teachers in Baghdad/ Al-Rusafa Third.

6.2 Sample of the Study

100 teachers (54 males and 46 females) are chosen randomly. They are at the age of 27 to 57. Their teaching experience ranges from 2 – 28 years.

6.3 Instruments the Study

100 copies of the checklist were allocated to 100 EFL teachers. For the sake of achieving more valid and credible results, the teachers were given enough time to finish the checklist. The checklist has 20 questions. They are based on the checklist of Cunningsworth (1995: 68). For the first 18 questions, participants had to select either "yes" or "no". The last two questions offered three choices: a, b, or c. See appendix A.

6.4 Procedure of the Study

This study was conducted to analyze the Listening Comprehension texts in the 4th primary English textbook. The primary aim was to identify the strengths and weaknesses of these texts. Additionally, the study aimed to investigate the roles of the teacher and the textbook in learners' listening comprehension achievement. The quantitative analysis includes frequencies, percentages, and means of 18 items, while the last two questions (19 and 20) were examined qualitatively by the researcher.

7. FINDINGS & DISCUSSION

The findings of each question of the checklist are presented and illustrated in some consolidated tables using frequencies and percentages to measure them.

Table 1 / Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	81	81.0	81.0	81.0
	no	19	19.0	19.0	100.0
	Total	100	100.0	100.0	

Table 2 / Q2

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	71	71.0	71.0	71.0
	no	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

Table 3 / Q3

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	48	48.0	48.0	48.0
	no	52	52.0	52.0	100.0
	Total	100	100.0	100.0	

Table 4 / Q4

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	61	61.0	61.0	61.0
	no	39	39.0	39.0	100.0
	Total	100	100.0	100.0	

Table 5 / Q5

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	58	58.0	58.0	58.0
	no	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Table 6 / Q6

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	95	95.0	95.0	95.0
	no	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Table 7 / Q7

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	66	66.0	66.0	66.0
	no	34	34.0	34.0	100.0
	Total	100	100.0	100.0	

Table 8 / Q8

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	71	71.0	71.0	71.0
	no	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

Table 9 / Q9

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	47	47.0	47.0	47.0
	no	53	53.0	53.0	100.0
	Total	100	100.0	100.0	

Table 10 / Q10

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	19	19.0	19.0	19.0

	no	81	81.0	81.0	100.0
	Total	100	100.0	100.0	

Table 11 / Q11

		Frequenc		Valid	
		y	Percent	Percent	Cumulative Percent
Valid	yes	18	18.0	18.0	18.0
	no	82	82.0	82.0	100.0
	Total	100	100.0	100.0	

Table 12 / Q12

		Frequenc		Valid	
		y	Percent	Percent	Cumulative Percent
Valid	yes	18	18.0	18.0	18.0
	no	82	82.0	82.0	100.0
	Total	100	100.0	100.0	

Table 13 / Q13

		Frequenc		Valid	
		y	Percent	Percent	Cumulative Percent
Valid	yes	76	76.0	76.0	76.0
	no	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Table 14 / Q14

		Frequenc		Valid	
		y	Percent	Percent	Cumulative Percent
Valid	yes	90	90.0	90.0	90.0
	no	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Table 15 / Q15

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	86	86.0	86.0	86.0
	no	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

Table 16 / Q16

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	76	76.0	76.0	76.0
	no	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Table 17 / Q17

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	79	79.0	79.0	79.0
	no	21	21.0	21.0	100.0
	Total	100	100.0	100.0	

Table 18 / Q18

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	yes	57	57.0	57.0	57.0
	no	43	43.0	43.0	100.0
	Total	100	100.0	100.0	

As is obvious from the tables above (1 – 18), strengths and weaknesses aspects are revealed in LCTs of the 4th primary textbook. The checklist

results provide a comprehensive evaluation of the comprehensibility and effectiveness of the book's contents from the perspective of 100 teachers. A substantial majority, 81%, find the book comprehensible, indicating clear and accessible language. Regarding the book's challenge level, 71% of the teachers believe it is adequate for reinforcing new learning, suggesting the material enriches knowledge and skills. However, when it comes to motivation, the responses are split, with 52% finding the topics engaging, pointing to an area for potential improvement. The length of listening tasks is deemed appropriate by 61% of the respondents; although a significant 39% feel adjustments might be needed. Steps for teaching listening skills are clear to 58%, yet 42% think further clarification is necessary. The illustrations are highly effective, with 96% stating they relate well to the listening topics. The book's design is attractive to 67% of the teachers, aiding in student engagement. Varied listening tasks in each unit are confirmed by 72%, showcasing content diversity. Opinions on the speakers' speed in listening tasks are divided; 48% find it too slow, while 52% do not. Conversely, only 19% feel the speed is too fast, with 81% finding it suitable. The presence of videos supporting listening is lacking, as noted by 61%, indicating a need for more multimedia content. The authenticity of the listening tasks is questioned by 61%, highlighting an area for enhancement. The new vocabulary aids comprehension for 77%, demonstrating its educational value. A significant 91% recognize that the purpose of listening tasks is to improve speaking skills, aligning with communicative goals. Creativity in language use is encouraged according to 86%, and 77% acknowledge activities that help pupils express their ideas.

Interaction and communication are well-supported, with 67% agreement. Lastly, while 58% find the book interesting, 42% suggest there is room for making the content more engaging. Overall, the book

demonstrates strengths in clarity, challenge, and design but can benefit from improvements in motivational aspects, instructional clarity, and supplementary multimedia resources.

6. CONCLUSION

In conclusion, the checklist results reveal that the book excels in several key areas, including clarity, challenging content and effective design, which are highly appreciated by the majority of teachers. However, there are notable areas for improvement, particularly in enhancing student motivation, providing clearer instructional steps, and incorporating more multimedia resources to support listening tasks. Addressing these areas could significantly boost the overall effectiveness and appeal of the book, ensuring it not only meets but exceeds educational expectations. The feedback underscores the importance of a balanced approach that combines comprehensible, engaging, and supportive materials to foster an optimal learning environment. By leveraging these insights, the book can be refined to better cater to diverse learning needs and preferences, ultimately enriching the educational experience for both teachers and pupils.

Most of the teachers believe the book plays a crucial role in pupil's success in listening comprehension, as evidenced by their preference for option B in Question 19. This suggests that familiar and interesting topics, along with well-organized pre-listening and post-listening activities, are highly valued for effective listening comprehension. Additionally, the majority of teachers also selected option B in Question 20, highlighting the importance of reducing pupils fear and anxiety to help them progress in listening comprehension tasks. These findings underscore the significance of both well-structured educational materials and supportive teaching strategies in enhancing pupils listening skills.

7. SUGGESTIONSBased on the survey results, here are several suggestions to enhance the book:

1. Increase Engagement and Motivation:

- **Diversify Topics:** Introduce a wider range of topics that are more relevant and interesting to pupils to increase their engagement and motivation. Consider incorporating contemporary issues and student interests.
- **Interactive Activities:** Add more interactive and hands-on activities that encourage student participation and creativity.

2. Improve Clarity in Instructional Steps:

- **Detailed Guidelines:** Provide more detailed and step-by-step guidelines for teaching listening skills. This could include examples, tips, and best practices to ensure that all teachers can follow the instructions easily.
- **Teacher Resources:** Offer additional resources such as teacher's guides, FAQs, and training sessions to help educators understand and implement the instructional steps effectively.

3. Enhance Multimedia Support:

- **Incorporate Videos:** Integrate more videos that support the listening tasks. These videos should be engaging and relevant to the topics being taught, providing visual and auditory reinforcement.
- **Interactive Digital Content:** Develop interactive digital content, such as online exercises and quizzes, which can complement the book's material and provide pupils with additional practice.

4. Ensure Appropriate Task Length and Speaker Speed:

- **Adjust Listening Task Lengths:** Review and adjust the length of listening tasks to ensure they are appropriate for the pupils' levels. Consider providing tasks of varying lengths to cater to different attention spans and proficiency levels.
- **Speaker Speed Options:** Offer listening tasks at multiple speeds. This could be achieved through digital platforms where pupils can choose the speed that suits their comprehension level.

5. Increase Authenticity of Listening Tasks:

- **Real-Life Scenarios:** Use more real-life scenarios and authentic materials in listening tasks. This could include interviews, podcasts, and conversations that pupils might encounter outside the classroom.
- **Guest Speakers and Native Accents:** Incorporate recordings from native speakers with various accents and dialects to expose pupils to a range of authentic listening experiences.

6. Leverage Visual Aids:

- **Relevant Illustrations:** Continue to use and expand on the effective use of illustrations related to listening topics. Ensure that all visual aids are clear, relevant, and enhance the learning experience.
- **Info-graphics and Visual Summaries:** Utilize info-graphics and visual summaries to reinforce key concepts and assist visual learners in understanding and retaining information.

7. Enhance Vocabulary Support:

- **Glossaries and Vocabulary Lists:** Provide glossaries and vocabulary lists at the end of each unit. Include definitions, example sentences, and audio pronunciations to aid comprehension.
- **Vocabulary Activities:** Incorporate engaging vocabulary activities such as flashcards, matching games, and word maps to help pupils retain new terms.

8. Foster Creative Language Use:

- **Project-Based Learning:** Introduce project-based learning activities that encourage pupils to use the language creatively. Projects could include presentations, role-plays, and group discussions.
- **Student-Led Activities:** Encourage student-led activities where pupils create and present their own listening tasks, fostering creativity and ownership of their learning process.

By implementing these suggestions, the book can be made more engaging, effective, and supportive, thereby enhancing the overall educational experience for pupils and teachers.

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Appendix A: The Evaluation Checklist

No.	Questions
1	Are the contents of the book comprehensible?
2	Are the contents of the book challenging enough to reinforce new learning?
3	Are the topics and contents motivating for the pupil?
4	Is the length of the listening task appropriate for the level of the pupils?
5	Are the steps for teaching listening skill clear?
6	Are the illustrations related to the listening topic?
7	Does the shape of the book attract the pupil's attention?
8	Are there various listening tasks in each unit?
9	Is the speed of the speakers in the listening tasks too slow?
10	Is the speed of the speakers in the listening tasks too fast?
11	Are there videos that support listening?
12	Are the contents of the listening task authentic?
13	Does the new vocabulary help to understand the listening tasks?
14	Is the purpose of listening task to speak?
15	Are the pupils encouraged to use the language creatively?
16	Are there any activities that help pupils reveal their ideas?
17	Are there any activities that help the pupils to interact and communicate?
18	Are the contents of the book interesting?

Total

Please select one of the following options:

19. Which of the following factors play a crucial role in pupils' success in listening comprehension?

a. Teachers' creativity and imagination (stimulating attention, motivation, and participation of learners).

b. The book (providing familiar and interesting topics, well-organized pre-listening and post-listening activities for learners).

c. Both.

20. How can teachers assist pupils in improving their listening comprehension skills?

a. Teach them to focus on understanding the meaning (concept) rather than just the language.

b. Work on reducing their fear and anxiety.

c. Both