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## RESEARCH ARTICLE

# An Evaluation of English Language Textbook ‘Power Up 5’ for Grade 5 in Private Schools in Iraq from the Teachers’ Perspective

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## ABSTRACT

This paper evaluates the appropriateness of ‘Power Up 5’ in Sterling schools in Iraq from the aspects of Design & Layout, Subject & Content, Activities and skills from the teachers’ perspectives. The study followed the quantitative approach where a questionnaire was adopted from a previous study which was made regarding the same objectives and research questions. Adapted from Litz (2005). The data were gathered by distributing the questionnaire to 55 English teachers in Sterling schools in Iraq through a 5 Likert scale questionnaire. The results of the analysis are generally in favour of the textbook regarding research questions and the appropriateness to Iraqi students in grade 5. The textbook can be adopted with ease in Iraqi public schools to grade 5 primary levels. This study would be an excellent recommendation to select the appropriate English textbook for grade 5 primary in Iraqi school where textbooks have a crucial impact on the students’ performance and language proficiency.

**Keywords:** Textbook evaluation, Curriculum appropriateness, Design & layout

## Introduction

### *Problem of the study and its significance*

Due to the crucial impact that the textbook has on the learners, so the decision making, and the selection must be careful and cautious in determining which textbook to be selected. When the textbook is imported from a reliable source as Cambridge Press so there is no doubt that there should be authentic materials or contents in the textbooks, and obviously that authentic materials are more fruitful on English language learners especially EFL learners.

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*“the necessity to equip individuals with the modern qualifications today makes it compulsory to increase the quality of education presented to the student. To meet this need, more creative, different and effective teaching-learning strategies must be used in and out the class. One way of achieving better understanding is to create an authentic learning environment and to use authentic materials in class” (Oguz & Bahar, 2008, p. 328)*

This increases the necessity of evaluating the textbook chosen to teach the students or EFL learners to make sure of the appropriateness of the layout, design, subject, content, activities and skills and to conduct that we need to set certain criteria for the evaluation process. English has emerged as the universal language and the language of communication among peoples, and it has become indispensable to learn, it's being taught everywhere around the globe regardless the age factor and gender. The importance of English in today's global world cannot be overstated, since it is the most widely spoken language (Horphet & Yimwilai, 2019). This made the education sector flourish in term of teaching development and materials selection, although education has traversed its way more into the business, that didn't regress the quality of education provided by various sources and institutions. It also necessitates the urgency of selecting the appropriate materials which fit the learners' needs and requirements.

There are various tools in the educational context speaking of the English language learning, and a textbook is essential to the learning setting and without it, even well-experienced teachers and language practitioners would have struggled to teach merely based on their knowledge and science. This emerged a necessity to pick up the best materials for English learning context and learners, and so we need to evaluate and select the best among many options and sources provided by presses and international institutions. According to Stará et al. (2017), if the students are provided with multiple learning sources, it is essential to ponder how these different sources interact with each other.

The purpose of this study was to determine whether “Power Up 5” is suitable for fifth graders' private primary in Sterling schools in Iraq from the teacher's perspective. This study investigates the book regarding, (1) layout & design, (2) subject and content, (3) activities and (4) skills. Discussing the benefits and drawbacks of utilizing the textbook in the classroom, there have been controversial statements, argues that teachers should take into consideration the appropriate use of the textbook aligned with the students' desired outcomes and requirements in the learning process. Sterling schools were established in 2008 in the city of Erbil in Iraq by the name of ISHIK schools until it was changed to Sterling schools in 2022. It's a private series of school administrated by Turkish stuff, and international curriculum is being used in these schools to provide the best quality of education in the district. The schools abide by the regulations Imposed by the Iraqi ministry of education, although it doesn't take the textbooks set by the ministry as a main source of education. However, except for grade 6 when it is an outstanding stage and a transition to grade 7 middle school, and so in this stage, the schools teach the students both textbooks, the ministry's one and “Power Up 6”. There is no single doubt that evaluating “Power up 5” in the Iraqi context is an important task which would reflect a tangible benefit to the future of English language learning in Iraq for both private and public schools.

### *Aims of the study*

This study's primary goal is to assess the appropriateness of the ‘Power Up 5’ textbook for Sterling School students in Iraq. Specifically, the study aims to analyze the textbook's subject matter, content, and layout & design, the effectiveness of its activities, and its ability to develop students' language skills. By addressing these four dimensions, the research aims

to provide a complete understanding of the suitability of ‘Power Up 5’ for Grade 5 learners in the Iraqi private school context.

Thus, this study aims at:

1. Evaluating the suitability of the ‘Power Up 5’ textbook for ISHIK schools pupils in terms of its layout and design.
2. Examining the suitability of the ‘Power Up 5’ textbook for ISHIK schools pupils in terms of its subject matter and content.
3. Assessing the suitability of the ‘Power Up 5’ textbook for ISHIK schools pupils in terms of the activities it provides.
4. Analysing the suitability of the ‘Power Up 5’ textbook for ISHIK schools pupils in terms of the language skills it develops.

### *Questions of the study*

1. To what degree is the ‘Power Up 5’ suitable for ISHIK schools pupils in term of layout & design?
2. To what degree is the ‘Power Up 5’ suitable for ISHIK schools pupils in terms of subject & content?
3. To what degree is the ‘Power Up 5’ suitable for ISHIK schools pupils in terms of activities?
4. To what degree is the ‘Power Up 5’ suitable for ISHIK schools pupils in terms of language skills?

### *Value of the study*

The study contributes to the Iraq ministry of education and the educational community in specific by providing a thorough evaluation and assessment through analysing the Iraqi learning-teaching context and the culture there, and this will facilitate future work, curriculum selection and development adding future studies basing on the information, data used and collected to conduct this study.

### *Limits of the study*

This study is limited by its reliance on teachers’ perspectives only, without incorporating students’ views or direct classroom observations, which may restrict a comprehensive evaluation of the textbook’s effectiveness. Additionally, the research focuses on four general criteria—design and layout, subject and content, activities, and skills—without examining more specific elements such as grammar, vocabulary, and cultural representation in depth. Finally, the findings are based on a specific context (private ISHIK schools in Iraq), which may limit the generalizability of the results to other educational settings or populations.

## **Literature review**

Al-Akraa (2013) analysed EFL textbook in the Iraqi context, the study aimed to analyze the essential parts in the materials which play the biggest role in the learning and teaching context. The study investigated how the grammar and vocabulary were produced and whether it is appropriate by examining it to measure its fitness to the Iraqi culture. The study aimed to investigate these elements to provide a powerful and rich reference for

further modifications or adaptations and for revision purposes at the same time, as to determine if the book is suitable for the students' background and culture.

Recently there are many studies conducted to evaluate textbooks and specifically ELT textbooks, and noticeably quite many are taking teachers' perspectives into considerations as it is investigated in those studies. [Aytuğ \(2007\)](#) investigated the viewpoint of English teachers about the assessment of English textbooks, this study showed a strong, reliable evaluation by using a mixed-method in collecting and analysing the data of the correspondents, data were collected from 13 different schools, 60 English teachers were given a questionnaire, and five interviews were done with five instructors who returned the survey. The study aimed to analyse the data provided by the correspondents to determine the insufficiency among the teachers' report and the original structures of the textbook. The study was trying to focus on one element, specifically as it was concerned with the way teachers evaluate the textbook, and that showed the teachers depict divergent toward some elements in the textbook. However, many agreed on the efficacy of other some elements in the textbook, and such studies pave the way to future investigation to reach a level of evaluation where we can unify the methods of teaching and to make sure that all the future teachers are taught the up to date and the latest version of the curriculum.

The study was made in Turkey, where the English language is taught compulsorily in schools since the primary level. Comments and recommendations were another aims of the study to collect from the teachers who especially took part in the interviews; this will hint to new ideas and set developed and new criteria in selecting the appropriate materials in the future. Some studies of evaluation can be 'revolutionary' and such studies been always conducted after experiencing the textbook through teaching it or studying it.

[Akef \(2015\)](#) directed a research to assess a textbook in Iraq adopted by the ministry of education in 2010/2011; the person conducting the research works as an English teacher at the school and found it's necessary to evaluate and highlight the weaknesses of the textbook "Iraq Opportunities" after teaching it and since then was in contact with other teachers who have taught English using "Iraq Opportunities" and still using it, the researcher found many discrepancies as a few educators that participated in the investigation complained about the difficulty in dealing with the textbook, while some expressed dissatisfaction with the pupils' academic performance, and they were not fulfilled with their pupils understanding the level of their comprehension to the materials and the content in this book. The educational community in Iraq has selected many textbooks regarding English language teaching, but none of them could succeed to achieve the English language proficiency on the range of the country ([Akef, 2015](#)). The reason returns that there are few studies conducted in Iraq investigating the systematic and the real scientific situation in Iraq to achieve a constructive and productive textbook selection rather than choosing the textbook which only based on the cost and durability, [Akef \(2015\)](#) found that the educational community is not considering the insufficiency of the content in the textbook selected for the ELT context and some selections were made on books were designed for different countries and cultures than Iraq, which made some uphill and challenges emerge in the schools affecting the teachers and students achievement negatively.

According to [Fayadh \(2017\)](#), she conducted a study of the English for Iraq textbook for the 2<sup>nd</sup> grade intermediate level and found both strengths and problems in the text. One of the textbook's advantages is that it provides students with an enjoyable educational experience. The second one is its examples and explanations are comprehensible and straightforward. Third, the abilities displayed are appropriate. Fourth, student can understand its new vocabulary. Fifth, it teaches pupils to value English as a global language for interpersonal communication. On the other side, the areas of weakness might be determined in the following points, first of all, it fails to meet the presumptive national

education goals. Second, it is not apparent that the local environment is present. Also, the textbook's concepts are neither coherent or well-structured. The text size is also nearly smaller than usual. Furthermore, the curriculum uses little cultural understanding and is nearly irreconcilable with the pupil's culture. Finally, the textbook's controlled and free exercises are out of balance, and there is no grading for these exercises.

## Methodology

This study has employed a quantitative method, following the descriptive survey approach and statistics to evaluate the appropriateness of 'Power Up 5'. As a quantitative method used in this study, there are inquiries that need to be answered in the research besides collecting the data using the quantitative method. According to [Denzin and Lincoln \(2011\)](#) as it's mentioned in earlier, there are some criteria for appropriate textbook, and the criteria covering the four aspects that this study concerns with and evaluates which are (layout & design, subject & content, activities and skills). Quantitative research provides a numeric explanation, point of views and attitudes. [Cunningsworth \(1995\)](#) stated that the evaluation of this kind could be useful in the decision of using this textbook on future occasions or not. Thus, this has provided a rich background regarding the English teaching textbook and its appropriateness with the Iraqi context from the teachers' perspective.

## Population and sample

There are more than 300 Turkish teachers in ISHIK schools in Iraq distributed to different places in the north, middle, and the south part of the country. All schools share the same system of education and are unified under one educational organization which is a private organization, noting that only Turkish teachers are permitted to teach the English subject in Ishik schools in Iraq and its one of the regulations of this organization, no graduate locals allowed to teach English subject except those who graduated from Department of English Language Teaching, Faculty of Education, ISHIK University, Erbil or the second university of ISHIK in the city of Sulaymaniyah which are located in the north part of the country. In addition, to ensure a reliable and valid sampling size number as well as to maintain controllable data collection and analysis, 55 teachers participated in this study. Permission was given by the schools' administration to submit the teacher to fill this questionnaire. Respondents were asked to put only a tick on the required field and not to be bise toward any domain.

## Instruments

The best way in the selection of an appropriate method for analysis for this study, five Likert scales were used to measure the qualities of each question indicated in the questionnaire, as in the following table:

**Table 1.** Likert scale.

| Item  | Strongly disagree | Disagree | Moderately agree | Agree | Strongly agree |
|-------|-------------------|----------|------------------|-------|----------------|
| Scale | 1                 | 2        | 3                | 4     | 5              |

The numbers assigned indicates the strength of agreement with the questions ticked in the questionnaire by the respondents. The teacher textbook assessment form, which was modified from [Litz \(2005\)](#), was the source of the questionnaire.

### *Textbook evaluation checklist*

While the variety of methods are used by researchers to evaluate a textbook, McGrath (2002) mentioned the advantages of using checklist evaluation besides the other methods which this paper used as an instrument to measure the appropriateness of (Power Up 5), some are: it is inclusive for all the preeminent elements are considered in the evaluation process. Secondly, it is so economical and does not cost when researchers can record an adequate amount of information in a considerable time. Adding that checklist method is explicit and clear for the respondent who is involved in the evaluation to understand the core and requirements. A 5-point Likert scale checklist recommended by Litz (2005) served as the research tool. This checklist covers and measures four primary criteria (layout and design, subject and content, activities, and skills) For the sake of ease and statistic coding, the responses to the questionnaire were simplified to Strongly Disagree = 1, Disagree = 2, Moderately Agree = 3, Agree = 4, Strongly Agree = 5. Finally, the questionnaire was given as a google form format to ISHIK schools' administration in Baghdad city to be distributed randomly to 55 English teachers from ISHIK schools in Iraq to be filled.

## **Findings**

### *Research question one*

The results for the mean ( $\bar{x}$ ) in Table 3 which represents the first questions of the study is (4.1545), and the Proportional mean % is (83.09), the Test value is 15.289, and the P-value (Sig.) is (0.000), which is less than the significance level ( $\alpha = 0.05$ ), so it shows the indication of this test for this the first question is positive, it concludes that the respondents agree to this section mean ( $\bar{x}$ ).

The results are collected from the teachers through online google form questionnaire, and 5 Likert scales was used to respond, grades from strongly agree (5) to strongly disagree (1). As can be seen in Table 1, question 1 and 2 focuses on the layout & design of the textbook. There is a large number of participants who agreed to statement 1 and 2 when 36 participants agreed to question 1 and 29 agreed to question 2, and it makes the majority out of the all 55 participants who responded to the questions. Twelve completely agreed to question 1 and 19 completely agreed to question 2; only 7 participants moderately agreed for each question 1 and 2. The result supports that "Power Up 5" demonstrate concise and obvious details about the learning objectives in the view of each topic and unit, which is shown in the contents table of the textbook. The components of the unit must also be specific as in Power Up 5 the components are focusing on particular topics and subjects, for instance, Swan (1985) stated in hid communicative approach that the sequence and the organization of each unit are considered a review, recycle and reinforce to some grammatical structures and language elements such as phonics, vocabulary etc. The format of the book covers is attractive and interesting to the students and the first page of the book dedicated to the title, authors, place of publication and date. The main ideas in the subject of the book are illustrated with coloured lines and striking, and that the list of references in the book is arranged by alphabets. Besides that 'Power Up 5' demonstrates the ideas with pictures, videos and illustrations as Latif (2015) mentioned that contextualized subject could be done through photographs, charts, pictures.

### Research question two

Table 3 for item 2 which is resembled by mean (b) in the analysis process shows the mean value which equals 3.8691 and Proportional mean %77.38, Test value (15.289) and the P-value (Sig.) is (0.000), which is less than the significance level ( $\alpha = 0.05$ ), so it shows the indication of this test for this the first question is positive and the respondents agree with this section mean (b) as the mean is higher than the predicted value of 3. Although this section comes in the 4<sup>th</sup> place in term of the ranking among all means (sections) but still the results show a positive tendency toward the questions and the test is positive when 70% of respondents thought that the textbook's topic and content are relevant to students' requirements as English language learners. (65%) said that the textbook's theme and material are typically realistic, and (53%) agreed that they are intriguing, fascinating, and inspirational. (58%) agreed to there is sufficient diversity in the content and subject of the textbook and (60%) concurred that the items don't present any unfavorable stereotypes or exhibit social prejudice. This supports the norms of the appropriate textbook for English language classroom in literature review of this study when it stated that Accuracy and relevance should be taken into account where contents and subject should be appropriately indicated again. A primary textbook author should consider that the textbook reflects some of the educational and psychological elements from different theories and experiments regarding the process of (teaching & learning) and education. As the cultural aspect should be taken into account as well when in Iraq, Islam is the first religion practised, so the educational community makes sure that the book consolidates the Islamic faith among the students especially early ages (primary). "Power Up 5" doesn't present any topic that has to do against the Islamic instructions and guidance. And it presents topics has to do with the developments and raise the awareness of the students toward maturity. The result of this item goes similarly to Aytuğ (2007) when studied English teachers' perspective toward the valuation of English textbook, this study showed a strong, reliable evaluation by using a mixed-method in collecting and analysing the data of the correspondents, what constructs the similarity is the divergent responses to this section of the questionnaire. However, the result shows high positive responses and the majority agreed to the appropriateness of "Power Up 5" in term of subject and content.

### Research question three

In this section which is presented as mean (c) in the analysis, and it encompasses the most questions in the survey questionnaire and considers the largest section in comparison to the other sections. Table 3 for item 3 which is resembled by mean (c) in the analysis process shows the mean value which equals (4.3506) and Proportional mean % (87.01), Test value (29.376) and the P-value (Sig.) is (0.000), which is less than the significance level ( $\alpha = 0.05$ ), so it shows the indication of this test for this the first question is positive and The respondents agree with this section mean (c) as the mean is higher than the predicted value of 3. As this section comes in the first place in term of ranking for the highest agreement was given to this section by the respondents by looking at the proportional mean % which recorded its highest level in the survey questionnaire.

Table 2 obviously shows how respondents agreed to the item 3 which resembles question 3 of this study (To what degree is the 'Power Up 5' suitable for ISHIK schools' pupils in terms of activities?). The table shows the positive agreement to almost all the questions which meant to answer the 3<sup>rd</sup> question of the study. (78%) agreed that Power Up 5 offers a balance of activities (there is an even distribution of controlled versus free drills

and tasks that emphasize both fluent and accurate production); (53%) agreed that the activities encourage sufficient communicative and meaningful practice; (62%) agreed that the activities incorporate individual, pair, and group work; (58%) agreed that the activities promote creative, original, and independent responses; (56%) agreed that the tasks are conducive to the internalization of newly introduced language; and (58%) agreed that the activities in the textbook can be easily modified or supplemented.

As Ozverir and Herrington (2011) necessitated having authentic and meaningful activities similar and simulate the real-world activities and situations. Authentic activities require authentic content, and it's interrelated for without authentic content we can't come up with authentic activities, the results supported the agreement of the respondents who are teachers of English in the schools were 'Power Up 5' is taught and considered as the main text of English subject. Clarke (1989) argued that the activities in the modified textbook for specific purposes are not authentic since they have no relationship with the communicative purposes of the textbook. And "Power Up 5" presented the most interactive topics and themes which have to do with the implementing it in the community such as (let's eat healthily, call an ambulance, etc.). Shabani and Safari (2017) stated that a good and appropriate textbook in term of activities should follow and apply by the communicative and meaningful practices, realistic and authentic context should be presented to highlight the grammar points and vocabulary, and that could be clearly seen in "Power Up 5". So, this study proved that 'Power Up 5' is appropriate for ISHIK schools' students in terms of activities.

#### *Research question four*

In this section which is presented as mean (d) in the analysis and it comes in the 3<sup>rd</sup> place in term of the ranking. Table 3 for item 4 which is resembled by mean (d), in the analysis process shows the mean value which equals (3.9673) and Proportional mean % (79.35), Test value (11.986) and the P-value (Sig.) is (0.000), which is less than the significance level ( $\alpha = 0.05$ ), so it shows the indication of this test for this the first question is positive and The respondents agree with this section mean (d) as the mean is higher than the predicted value of 3.

"Power Up 5" contains tasks requires subskills which integrated with other skills such as listening tasks and reading comprehension passages etc. according to the positive results presented in Table 2 Power Up 5 can be evaluated as a good textbook to be presented to grade 5 students primary level for the coordinated and appropriate proportion of the main skills and integrated skills as speaking and reading when it prepares the students for communication and gets them to the functional level of literacy when they can use the English language in their daily activities. The majority of the respondents agree to that the Power Up 5 textbook emphasizes and demonstrates natural pronunciation, and the practice of one skill is incorporated into the practice of other skills. The materials deliver suitable stability for the four language skills. In sum, the results of the questionnaire could prove that The resources offer an appropriate mix of the four skills of language. Adding to the above regarding the proportion of the skills, there is a balancing proportion for the four skills. Most proportion is given subsequently to speaking, listening, grammar then comes to the writing in the end. As aforementioned in literature review in the skills section, that the teacher could be creative in balancing the skills and enhance what is needed to be enhanced by developing new activities match the students' needs, or even omitting and sometimes skipping what is not necessary in order to save time and effort.

**Table 2.** Teachers' responses to the questionnaires.

| Item                                                                                                                                                                               | Completely disagree<br>-No.<br>-Percentage | Disagree<br>-No.<br>-Percentage | Moderately agree<br>-No.<br>-Percentage | Agree<br>-No.<br>-Percentage | Completely agree<br>-No.<br>-Percentage |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------|-----------------------------------------|------------------------------|-----------------------------------------|
| 1) The layout and design are appropriate and clear.                                                                                                                                | 0<br>-                                     | 0<br>-                          | 7<br>12%                                | 36<br>66%                    | 12<br>22%                               |
| 2) The textbook is organized effectively.                                                                                                                                          | 0<br>-                                     | 0<br>-                          | 7<br>12%                                | 29<br>53%                    | 19<br>35%                               |
| 3) The subject and content of the textbook are relevant to my (students') needs as an English language learner(s).                                                                 | 1<br>1%                                    | 0<br>-                          | 7<br>13%                                | 38<br>70%                    | 9<br>16%                                |
| 4) The subject and content of the textbook is generally realistic                                                                                                                  | 0<br>-                                     | 3<br>6%                         | 11<br>20%                               | 36<br>65%                    | 5<br>9%                                 |
| 5) The subject and content of the textbook are interesting, challenging and motivating.                                                                                            | 0<br>-                                     | 3<br>5%                         | 15<br>27%                               | 29<br>53%                    | 8<br>15%                                |
| 6) There is sufficient variety in the subject and content of the textbook.                                                                                                         | 2<br>4%                                    | 2<br>4%                         | 6<br>11%                                | 32<br>58%                    | 13<br>24%                               |
| 7) The materials are not culturally biased, and they do not portray any negative stereotypes.                                                                                      | 1<br>2%                                    | 2<br>4%                         | 10<br>18%                               | 33<br>60%                    | 9<br>16%                                |
| 8) The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production). | 0<br>-                                     | 0<br>-                          | 0<br>-                                  | 43<br>78%                    | 12<br>22%                               |
| 9) The activities encourage sufficient communicative and meaningful practice.                                                                                                      | 0<br>-                                     | 0<br>-                          | 4<br>7%                                 | 29<br>53%                    | 22<br>40%                               |
| 10) The activities incorporate individual, pair and group work.                                                                                                                    | 0<br>-                                     | 0<br>-                          | 0<br>-                                  | 34<br>62%                    | 21<br>38%                               |
| 11) The grammar points and vocabulary items are introduced in motivating and realistic contexts.                                                                                   | 0<br>-                                     | 0<br>-                          | 2<br>4%                                 | 32<br>58%                    | 21<br>38%                               |
| 12) The activities promote creative, original and independent responses                                                                                                            | 0<br>-                                     | 0<br>-                          | 1<br>2%                                 | 33<br>60%                    | 21<br>38%                               |
| 13) The tasks are conducive to the internalization of newly introduced language                                                                                                    | 0<br>-                                     | 0<br>-                          | 0<br>-                                  | 31<br>56%                    | 24<br>44%                               |
| 14) The textbook's activities can be modified or supplemented easily                                                                                                               | 0<br>-                                     | 0<br>-                          | 1<br>2%                                 | 32<br>58%                    | 22<br>40%                               |
| 15) The materials include and focus on the skills that I/my students need to practice.                                                                                             | 0<br>-                                     | 1<br>2%                         | 3<br>5%                                 | 38<br>69%                    | 13<br>24%                               |
| 16) The materials provide an appropriate balance of the four language skills.                                                                                                      | 2<br>4%                                    | 1<br>2%                         | 8<br>15%                                | 36<br>65%                    | 8<br>15%                                |
| 17) The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.                                                               | 0<br>-                                     | 4<br>7%                         | 6<br>11%                                | 36<br>65%                    | 9<br>16%                                |
| 18) The textbook highlights and practices natural pronunciation (i.e., stress and intonation)                                                                                      | 1<br>2%                                    | 2<br>4%                         | 8<br>15%                                | 30<br>55%                    | 14<br>25%                               |
| 19) The practice of individual skills is integrated into the practice of other skills.                                                                                             | 1<br>2%                                    | 1<br>2%                         | 12<br>22%                               | 27<br>49%                    | 14<br>25%                               |

**Table 3.** Means and test values for each field of the questionnaire.

| No. | Item     | Mean   | Proportional mean % | Test value | P-value (Sig.) | Rank |
|-----|----------|--------|---------------------|------------|----------------|------|
| 1   | Mean a   | 4.1545 | 83.09               | 15.289     | 0.000          | 2    |
| 2   | Mean b   | 3.8691 | 77.38               | 11.495     | 0.000          | 4    |
| 3   | Mean c   | 4.3506 | 87.01               | 29.376     | 0.000          | 1    |
| 4   | Mean d   | 3.9673 | 79.35               | 11.986     | 0.000          | 3    |
| 5   | Mean all | 4.0854 | 81.71               | 21.736     | 0.000          | -    |

## Discussion

Cunningsworth (1995) spotted the light on retrospective evaluation by highlighting specific strengths and weaknesses of a textbook which is already being used and taught. This study conducted and evaluated into two parts: firstly, the researcher's reflection was based on the literature review then the teachers' perspectives by the survey questionnaire. The researcher evaluated the Power Up 5 through quantitative analysis looking at the four components, which are subject & content, design and layout, activity and skills. The survey questionnaire was to elicit the perspectives of 55 teachers from sex, males and females who taught Power Up 5 in Ishik schools in Iraq and other subjects beside it over their teaching experience. Generally, the findings of the study reveal essential points regarding the effectiveness of the Power Up 5 in teaching and learning English in Iraqi schools for primary level. The results were in favour of Power Up 5. The first research question evaluated the appropriateness of Power Up 5 in term of layout & design, and the result showed an agreement from the respondents on the appropriateness of the textbook. 83% of the teacher agreed that the cover page and the colour of the textbook are attractive to the students and interesting.

Moreover, the distribution and the proportion of each unit is distributed in a considerable amount in regard to time and comprehension. The second question of the study evaluated the appropriateness content & design to Iraqi students. The contents of the textbook are realistic, motivating, exciting and challenging. Unit four explains of the planet earth as it resembles something realistic and meaningful to them as a topic, and it can also be considered a real-life situation shows some new vocabs with their definitions to be introduced to the students in the presentation stage using the interactive textbook and the smartboard, which all provided in Ishik schools in Iraq. Then it is followed by some challenging activities where comprehension of the students checked and their digest to the topic is measured. All the tasks are attached and relevant to the previous section with interesting and exciting explanatory illustrations. Assessing the textbook's suitability for the activities is the third research question, 87% of the teachers agreed that the activities of Power Up 5 are meaningful activities similar and simulate the real-world activities and situations. The activities have a balanced focus on accurate and fluent production, moreover, realistic and authentic context presented to highlight the grammar points and vocabulary. The tasks are explicitly leading to the initialization of newly introduced language. The third question in this study evaluated the appropriateness of skills in the textbook. 79% of the teachers agreed that the skills in Power Up 5 match students need at the level of grade 5 primary, there are individual skills practised integrated into the other skills. Such as listening tasks and reading comprehension passages, regarding speaking & listening skills, they are both interrelated as they both work in real-life circumstances.

## Conclusion

The purpose of this research was to assess Power Up 5's suitability from the viewpoints of teachers at private Ishik schools in Iraq with regard to four elements: design and layout, subjects and content, activities, and skills. The outcomes of the analysis are generally in favour of the textbook regarding research questions and the appropriateness to Iraqi students in grade 5. The textbook can be adopted with ease in Iraqi public schools to grade 5 primary levels. Some teachers tended not to vote for the textbook in term of cultural biases. However, there is no offence in the textbook nor nasty principles which goes against the culture in the region where the textbook is taught (Iraq).

Grounded on the results of this study, the following suggestions for future studies:

The following study concerned with evaluating the appropriateness of Power Up 5 in regard to design & layout, subject & content, activities and skills, further study could be done on more detailed criteria, like grammar, culture and vocabulary. Moreover, interviews could be adopted by interviewing teachers and elicit their perceptions by asking open-ended questions. Lastly, observing and surveillance of the classroom could be conducted to examine students' excitement and motivation, and this would enrich the evidence on proving the appropriateness of the textbook when the observation and the reaction of the student can be recorded by the researcher and analysed properly and quantitatively.

## Conflict of interest

The author affirms that the work laid out in this publication was not influenced by any known conflicting financial interests or personal ties.

## Author contributions

Ahmed Sameer Hashim: conducted all aspects of the research, including conceptualization, methodology, data collection, formal analysis, interpretation of results, and writing – original draft preparation, as well as reviewing and editing the final manuscript.

## Data availability

The author certifies that the information used to support the study's conclusions is contained in the publication [and/or] its supplemental materials.

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# تقييم كتاب اللغة الإنجليزية "Power Up 5" للصف الخامس في المدارس الخاصة بالعراق من وجهة نظر المعلمين

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## ملخص

أُقيّم هذه الورقة مدى ملاءمة كتاب "Power Up 5" الخاص بتدريس مادة اللغة الانجليزية في مدارس (Sterling) ستيرلينغ بالعراق من حيث التصميم والتخطيط، والموضوع والمحتوى، والأنشطة والمهارات من وجهة نظر المعلمين. اتبعت الدراسة منهجية البحث الكمي، حيث استخدم استبيان من دراسة سابقة أجريت حول نفس الأهداف وأسئلة البحث. مُقتبس من ليتز (2005). جُمعت البيانات بتوزيع الاستبيان على 55 معلمًا ومعلمة لغة إنجليزية في مدارس ستيرلينغ بالعراق باستخدام مقياس ليكرت الخماسي. تُشير نتائج التحليل بشكل عام إلى أن الكتاب المدرسي مُناسب للطلاب العراقيين في الصف الخامس، من حيث أسئلة البحث وملاءمته لهم. يُمكن تطبيق الكتاب المدرسي بسهولة في المدارس الحكومية العراقية حتى الصف الخامس الابتدائي. تُمثل هذه الدراسة توصية ممتازة لاختيار كتاب اللغة الإنجليزية المُناسب للصف الخامس الابتدائي في المدارس العراقية، حيث أن للكتب المدرسية تأثيرًا بالغ الأهمية على أداء الطلاب وكفاءتهم اللغوية.

**الكلمات المفتاحية:** تقييم الكتاب المدرسي، ملاءمة المناهج الدراسية، التصميم والتخطيط.