

## تقويم سلسلة اللغة الانكليزية ايمار لمرحلة التعليم الاساسي الحلقة الثانية في ضوء مهاراتها الاستقبالية والإنتاجية

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### الملخص:

هدفت الدراسة إلى معرفة مدى توافر المهارات الاستقبالية والإنتاجية في كتب اللغة الإنكليزية في مرحلة التعليم الأساسي من سلسلة (ايمار): كتاب الطالب وكتاب الأنشطة. وللتحقق من غرض الدراسة، أعد الباحث مقياساً للمهارات الاستقبالية والإنتاجية لحساب مدى توافرها في كتب اللغة الإنكليزية لمرحلة التعليم الأساسي الحلقة الثانية. تكونت عينة الدراسة من كتاب الطالب وكتاب الأنشطة للصفوف السابع، والثامن والتاسع. واخذت عينة الدراسة من جميع صفحات هذه الكتب. وتم تحليلها وفقاً للمقياس المعد من الباحث. أظهرت نتائج الدراسة أن غالبية الأنشطة التعليمية والتقييمية في مجال مهارات اللغة الإنكليزية الأساسية لكتاب الطالب وكتاب الأنشطة للصفوف السابع والثامن والتاسع تركز على مهارة القراءة على نحو أكبر، بينما تأتي مهارات التحدث والكتابة والاستماع على نحو أقل. أي، لا يوجد توازن منطقي في توزيع المهارات الأساسية في كتاب الطالب وكتاب الأنشطة للصفوف السابع والثامن والتاسع. وفيما يتعلق بالمهارات الاستقبالية والإنتاجية، أظهرت النتائج أن هذه الكتب ركزت على مهارات الاستقبالية أكثر من المهارات الإنتاجية. وبالنسبة للصفوف السابع والثامن والتاسع، تتوفر المهارات الإنتاجية على النحو الآتي: 19,29% للصف السابع، 15,65% للصف الثامن، 16,30% للصف التاسع. في حين أن المهارات الاستقبالية تتوفر على النحو الآتي: 81,56% للصف السابع، 84,34% للصف الثامن، 83,68% للصف التاسع.

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**الكلمات المفتاحية:** المهارات الاستقبالية، المهارات الإنتاجية، كتاب اللغة الإنكليزية،  
مرحلة التعليم الأساسي الحلقة الثانية

## Evaluation of the Emar English Series for the Second Cycle of Basic Education in Syria based on Receptive and Productive Skill

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### **Abstract:**

The purpose of this study is to determine the extent to which receptive and productive skills are available in the Emar English Series for the Second Cycle of Basic Education: Student's 'book and workbook. To fulfill the objective of the study, the researcher designed an evaluation checklist for productive (speaking and writing) and receptive (reading and listening) skills to identify the extent to which these skills are available in 7th, 8th, and 9th grade student's books and workbooks. The study's sample included all of the pages of a English student's book and workbook for the seventh, eighth, and ninth grades. As a result, the six books are evaluated in terms of productive and receptive skills. The study's findings revealed that the majority of instructional and evaluative activities in the field of basic English language skills for 7th, 8th, and 9th grade student's books and workbooks are focused on reading skills, while speaking, writing, and listening skills were all found to be below average. Consequently, there is no logical balance in the distribution of basic skills in the student's book and workbook for the seventh, eighth, and ninth grades. According to the results of the receptive and productive skills, these books focused on receptive skills rather than productive skills. Productive skills are available for the 7th, 8th, and 9th grades as follows: 19.29%, 15.65%, 16.30%, whereas receptive skills are available for the 7th, 8th, and 9th grades as follows: 81.56%, 84.34%, and 83.68%.

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**Key Words:** Receptive Skills, Productive Skills, English Textbook, Emar English Series, Second Cycle Of Basic Education

## Introduction:

In the teaching and learning of any language, language skills provide the foundation for teachers and students to gain confidence in using the language, whether native, second or foreign. The four English language skills in the textbooks can be analyzed from two aspects: the first, the receptive skills which include (listening and reading) and the productive skills including (speaking and writing). Learning a language requires the development of receptive and productive skills, namely listening, reading, writing and speaking.

New trends in language teaching and learning emphasize the importance of a learner's language proficiency in order to use the language in real life through language basic skills (listening, speaking, reading, writing). Teachers must give students the opportunity to apply their knowledge and skills in real-life situations. In other words, teaching language skills aims to develop the communicative skills of students, enabling them to communicate with other people living in different regions, countries, and continents of the world.

Since EFL students clearly need to develop a sense of their competence, EFL textbooks play an important role in providing the content needed to develop that knowledge. Future teachers of English should have the primary responsibility for ensuring that our students are taught English as an international language. The goal of an English language textbook should be to help students develop knowledge of the English language and of the domains and contexts in which English is used. Through the textbook, students should have the opportunity to develop well-rounded communication skills. These skills include interacting with others in spoken or written language. So, these skills should be integrated, Richards, et al. (1988: 144) assert that "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing." (p.144). Therefore, integrating the four skills in one lesson can help students to develop their abilities and competences in using a language in real life situations.

Consequently, in the teaching and learning process, an English textbook should contain a variety of materials, instructions, activities and assignments to improve students' English skills. Awasthi (2006) asserts that the "textbook is a teaching and learning material for both the teachers and the learners to rely on the process of teaching and learning"(p.7). From this it can be concluded that textbooks are resources for teachers and students in the teaching process. Based on the above points, on the one hand, it is necessary to examine the availability of English skills in textbooks, and on the other hand, it is necessary to examine the availability of the receptive and productive skills. Therefore, this study is seen as a modest step towards the development of English textbooks for the second cycle of basic education, taking into account the receptive and productive skills of the English language.

## 2. The problem of the study:

Although the Ministry of Education in Syria is trying to develop a curriculum; the plan is to achieve integration between English language skills at any stage. Based on the researcher's experience in teaching English and through interviews with English teachers, supervisors and the experts in the field, and through asking them : To what extent are productive and receptive skills introduced in the textbooks in the Second Cycle of Basic Stage?. The researcher concluded through their answers that there is a gap between receptive and productive skills and one of the main cause of this gap is English textbooks. English textbooks are deficient in both receptive and productive presence in textbooks. This can have a negative impact on students' English language proficiency, thereby affecting the overall performance of the teaching process. This idea is supported by previous studies (Munawarah (2021), Rachmijati & Cahyati (2020), Nanda , Harahap & Damayanti (2019) ,Elhassy (2017) that there should be a balance between productive and receptive skills to achieve the goals of an inclusive curriculum.

In addition, when preparing English textbooks, it is urgent to consider assigning these skills according to their importance. Based on the above points, the researcher felt an urgent need to analyze these textbooks according to their productive and receptive skills.

### 3. The Significance of the Study:

#### The significance of the study emerges from the following points:

- 1- It provides a realistic situation about the availability of receptive and productive English language skills in the Second Cycle of Basic Education Stage.
- 2- Its results may be useful in developing and evaluating the content of the textbooks in the Second Cycle of Basic Education Stage.
- 3- It is hoped that through its results, the designers and developers of the new English language textbooks will review the educational content in the light of the distribution the receptive and productive skills and their importance.
- 4- The research comes as a response to recent educational trends that give a great attention to the importance of the language skills in teaching.
- 5- The study may provide teachers with different ideas and information about the importance of the productive and receptive skills, which could improve students' participation and their methods of teaching.

### 4. The aims of the study

#### This study aims to:

- 1- identify the extent to which English Language skills are introduced in the 7th grade (student's textbook and workbook) in the Second Cycle of Basic Education.
- 2- identify the extent to which English Language skills are introduced in the 8th grade (student's textbook and workbook) in the Second Cycle of Basic education stage
- 3- identify the extent to which English Language skills are introduced in the 9th grade (student's textbook and workbook) in the Second Cycle of Basic Education.
- 4- identify the extent to which productive and receptive skills are introduced in the 7th grade (student's textbook and workbook) in the Second Cycle of Basic Education.
- 5- identify the extent to which productive and receptive skills are introduced in the 8th grade (student's textbook and workbook) in the Second Cycle of Basic Education.
- 6- identify THE extent to which productive and receptive skills are introduced in the 9th grade (student's textbook and workbook) in the Second Cycle of Basic Education.

### 5. The Questions of the Study:

#### The study tried to answer the following main question:

To what extent are productive and receptive skills introduced in the textbooks in the Second Cycle of Basic education Stage?

From the previous main question, the following sub-questions can be derived:

- 1- To what extent are English Language skills introduced in the 7th grade (student's textbook and workbook) in the Second Cycle of Basic Education Stage?
- 2- To what extent are English Language skills introduced in the 8th grade (student's textbook and workbook) in the Second Cycle of Basic Stage?
- 3- To what extent are English Language skills introduced in the 9th grade (student's textbook and workbook) in the Second Cycle of Basic education Stage?
- 4- To what extent are productive and receptive skills introduced in the 7th grade (student's textbook and workbook) in the Second Cycle of Basic education Stage?
- 5- To what extent are productive and receptive skills introduced in the 8th grade (student's textbook and workbook) in the Second Cycle of Basic education Stage?
- 6- To what extent are productive and receptive skills introduced in the 9th grade (student's textbook and workbook) in the Second Cycle of Basic education Stage?

## 6. Limitation of the study:

The study was conducted within the following limits:

- 1- The extent of productive and receptive skills that are introduced in the 7th, 8th and 9th grade (student's book and workbook) in the Second Cycle of Basic Education.
- 2- Time Limitations: The study was conducted in the academic year 2022-2023.
- 3- The study is limited to the version (2021) of Emar student's book and workbook for 7th and 8th and 9th grades which are designed by Ministry of Education in Syria.

## 7. Terminology and Procedural Definitions:

### Evaluation:

Tomlinson (2003) defines evaluation as "a procedure that involves measuring the value (or potential value) of a set of learning materials"(p.15). It is defined procedurally in the current study as measuring the availability of English language skills for basic education students (second cycle) in Syria throughout the 2022-2023 school year.

### Textbook:

Graves (2000) asserts that "the textbook is used as a standard source of information for formal study of a subject and an instrument for teaching and learning (p.175) .

It is procedurally defined as a series of educational units designed to the level of 7th, 8th and 9th grade students. The following English-language books are included in this study: A student book and workbook for Syrian basic education students (Second Cycle). These are the books approved by the Ministry of Education of the Syrian Arab Republic for the 2022-2023 school year.

### Language Skills:

Cunningsworth (1984) Language skills can be characterized as receptive, which involves reading and listening, then as productive including writing and speaking.

### Receptive skills:

Harmer (2007) defines receptive skills as "a term used for reading and listening, skills where meaning is extracted from the discourse. (p.265)

The researcher defines it procedurally as: skills that are related to a student's ability to receive the language and decode the meaning to understand the message by listening or reading.

### Productive skills:

Harmer (2007) defines productive skills as " a term for speaking and writing, skills where students actually have to produce language themselves." (Harmer, 2007, p.265).

It is defined procedurally as: the skills that are related to a student's ability to formulate a language product through speaking or writing.

### Basic education in Syria (second cycle):

Syria follows a 9-year system of basic education. Basic education (grades 1-9) is mandatory and is divided into two cycles. The first cycle is four years; the second is five. All public basic education is free and funded by the government (Ministry of Education, 2015, 2).

## 8. Literature Review:

### Rajakshel & Wijewardene (2022) study:

Assessing Undergraduates' Receptive Skills in Second Language Acquisition Online: Students' Perspective

The present study aims to examine the online assessment of Sri Lankan undergraduates' receptive skills in the Sri Lankan tertiary level context. The research obtained data via an online survey which comprised of both quantitative and qualitative data given by a systematic random sample of 45 first year undergraduates, who follow a similar English language course, representing a government and private university. The results of the study revealed that the selected undergraduates consider assessing their reading and listening skills

have positive impacts on their competency though majority prefer assessing reading skills physically rather than online which contrasts with assessing listening skills.

**Munawarah (2021) study:**

**A Content Analysis of the Language Skill Activities on the English Textbook for Tenth Grade of Secondary Schools**

This study aims at identifying the quality of the language skills activities of the English textbook entitled “Bahasa Inggris”2016” based on the criteria of textbook evaluation checklist designed by Cunningsworth (1995). This research uses content analysis approach with mixed methods: qualitative and quantitative research design.

The findings show that listening skill activities is categorized as poor. Meanwhile, speaking, reading, writing skills activities are categorized as very good. Therefore, these language skills activities still need improvements and enrichments for the better use, mainly on listening skill activities. The four language skills should be designed integrated and balance each other.

**Rachmijati & Cahyati (2020) A Language Skills Content Analysis From English Textbooks For Junior High School Grade 7 Indonesia:**

The purpose of this study is to analyze language skills in English textbooks. In this study, qualitative content analysis was used as the research method. Data is recorded using a checklist and then displayed as a percentage. The results showed that the book "When English Rings the Bell" focused more on speaking skills (35%), while "English in Focus" focused more on writing skills (48%). According to the BNSP standard, students in Junior High school should be able to achieve a functional literacy level by practicing listening, speaking, reading and writing in English. Both books encourage students' reading and writing skills in appropriate proportions.

**Nanda , Harahap & Damayanti (2019) study:**

**An Analysis of Language Skills’ Proportions in the English Textbook Grade XII Published by Kemendikbud 2014**

This study aims to analyze the proportion of language skills in the twelfth grade English textbooks. The study used descriptive quantitative method. Data for this study were collected using an assessment checklist. The results of the data analysis showed that the senior high school grade 12 English textbooks were rated as "very good". The results also revealed that the proportion of language skills is as follows: the highest proportion is writing skill, which is 38%; the second is reading, 30%; the third is speaking skill, 21%; the last is listening, 11%. It can be concluded that the material of textbook meets the standards set by the Government.

**Wicaksono (2017)**

**Language Skill in English Textbook Analysis and Evaluation of Bupena and Let’s Learn English for Senior High School at 10th And 11th Grade**

This study aimed to analyse and evaluate the English textbooks "Let's Learn English" and "Bupena" for the 10<sup>th</sup> and 11<sup>th</sup> grades, respectively. A checklists was used as the study's tool. Textbooks, language skills, culture, and many other topics were the subjects of quantitative and qualitative analyses. In the units of analysis in the Bupena text (for 10<sup>th</sup> grade), the results revealed that the total frequency of productive skills was 29, while the total frequency of receptive skills was 28. Additionally, there were a total of 48 receptive skills and 39 productive skills in the units of analysis for the eleventh grade in the Let's Learn English textbook. According to the researcher, many textbook components, especially those for the 10th grade, need to be enhanced. These consist of the listening skill, the culture domain, and the exercises.

**Elhassy (2017) study:****Bridging the Gap between Students' Receptive and Productive Skills at Omar Al-Mokhtar University**

The purpose of this study is to identify the reasons behind the disconnect between students' receptive and productive skills as well as potential solutions for bridging this gap. The primary goal of this study is to demonstrate that students are more proficient in receptive skills than in productive ones. The study used a sample of ten fourth-year English majors from Omar Elmokhtar University to accomplish its goal. According to the study's findings, students are more proficient at receptive skills than productive ones, and there is a real gap between the two.

**Abdul Shakour (2017) study:****Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions**

This study's major aim is to look into the frequent issues that arise when teaching English speaking to Arab students at the Saudi School in Kuala Lumpur. It also tries to investigate the areas of challenge that inhibit Arab students from picking up speaking in English classrooms. The current study, which uses a qualitative methodology, gathered its data through classroom observations and face to face interviews with four teachers of English and four students who were chosen on purpose. The study recommended certain strategies, such as incorporating a communicative approach in English classrooms, to enhance the quality of instruction and help students overcome their limited speaking abilities.

**Rashidi & Kehtarfard (2014) study:****A Needs Analysis Approach to the Evaluation of Iranian Third-Grade High School English Textbook**

This study uses an analysis framework to evaluate a third-grade high school English textbook that is used in all of Iran's public high schools. First, 180 female high school students in the third grade received the needs analysis questionnaires. The researcher used the data from the analysis of students' needs for learning English to assess the textbook. According to the evaluation's findings; the majority of students believed that all language skills and components were almost vital, but the textbook was unable to support use these skills in real life situations.

**Sulistiyana (2020) study:****An Analysis of English Four Skills in "When English Rings A Bell" English Textbook Based on Alan Cunningsworth Criteria**

This study aims to analyse English four skills in "When English Rings a Bell" English textbook for seventh grade of Junior High School based on Alan Cunningsworth criteria. The researcher used a qualitative approach with content analysis method. Data collected by carrying out observation checklist, interview, and documentation.

**The main research findings were:** (1) English four skills (listening, speaking, reading and writing) found in the English textbook "When English Rings a Bell" for seventh grade of Junior High Schools published by the Ministry of Education and Culture, and (2) English skills such as listening, speaking, reading and writing shows the results of a checklist based on Alan Cunningsworth found among them on page 4 as listening skills, page 101 as speaking skills, page 105 as reading skills, and page 137 as writing skills.

**9- Comment on Previous Studies:**

Based on the findings of prior studies, it is possible to conclude that Rajapakshel and Wijewardene's (2022) study demonstrated that the selected undergraduates believe that testing their reading and listening skills has a good impact on their competency. According to Rachmijati and Cahyati (2020), listening skill activities are categorised as inadequate. Meanwhile, activities requiring speaking, reading, and writing skills are rated as excellent. According to Rachmijati and Cahyati (2020), the book "When English Rings the Bell" focused more on speaking skills (35%), whilst "English in Focus" focused more on writing skills (48%). In

accordance to the Nanda, Harahap, and Damayanti (2019) study, the proportion of language skills is as follows: the highest proportion is writing skill (38%); the second is reading (30%); the third is speaking (21%); and the last is listening (11%). It is possible to determine that the textbook material fits the government's standards. According to Wicaksono (2017), the total frequency of productive skills was 29, whereas the total frequency of receptive skills was 28. According to Teresa A. Elhassy's (2017) study, students are more skilled at receptive skills than productive skills, and there is a significant gap between the two.

According to these studies, the importance of English language skills in the learning process of English was clear, and all of the researchers agreed on the need for textbook authors to consider active participation of students through the presentation of educational content. This will assist student in understanding and participating in the learning process. The researchers were also able to make these findings:

- The majority of previous studies' findings indicated the relevance of examining productive and receptive skills in the educational content of the textbook to assist students in participating in the learning process.

- The current study differed from earlier ones in that the major goal was to determine the methods utilised by teachers and the variables studied.

- Previous studies underlined the importance of receptive and productive English language skills, as well as their scientific identification, because they are essential in recognising and developing students' levels of language learning. As a result, the researcher examined the English student's book and workbook in light of these skills, which prompted the researcher to conduct this study.

- Previous studies demonstrated the significance of receptive and productive English language skills in assessing and improving students' language learning levels. As a result, the researcher examined the English student's book and workbook in light of these skills, which prompted him to carry out this study.

- This study differed from previous studies in that it analyses the instructional and evaluative activities included the student's book and workbook in the Emar Series for the Second Cycle of Basic Education to identify the availability of receptive and productive skills in these books.

- The study benefited from the previous studies in terms of processes, procedures, the study's problem, and the construction of the instrument of analysis, as well as their findings in interpreting and debating the current study's results.

## 10- The Research Theoretical Background

Students should be exposed to language skills both inside and outside the classroom through the teaching of any language. It is vital to note that students should learn a foreign language under a variety of circumstances. Essential components of any language learning process include motivation, exposure to the language, and opportunities for language use. However, any language curriculum should take into consideration these essential components. Curriculum is "an educational program states the purposes and also the content teaching procedures and the learning experiences necessary to achieve these purposes"(Karki, 2014, p. 88). The three most crucial components of the curriculum, nevertheless, are the textbook, the methodology of teaching, and the learner.

A textbook is a book used as part of a curriculum and it makes sense that the educational system and textbooks are inseparable. A text book is a set of instructional materials and activities that help the learners and teachers to meet the objectives of curriculum, Kartikasari et al. (2018) states that "textbooks are books containing materials that have been selected in particular field of science, systematically organized to support teaching and learning process". The purpose of English language curriculum "should be to develop the personality of the students and enable them to face the challenges of their future lives and to participate in the process of globalization," (Singh, 2015, p.1). So, a textbook should contain facts, skills and activities, and it is used by target learners of particular subjects to facilitate their teaching learning process. "Textbooks are key components in most language programs. In some situations they serve as the basis for much of the language input. Learners receive the language practice that occurs in the classroom," (Richards, 2001, p. 1). The text book is a book used, particularly in educational process, that provides teaching in a certain subject.



On the other hand, teaching a language depends basically on teaching its skills. The skill is often defined as the ability to carry out a task expertly or effectively. In the context of education, a skill is an ability acquired through deliberate, systematic, and planned effort. Richards and Schmidt (2010, p. 532) define a skill as: "An acquired ability to perform an activity well, usually one that is made of a number of coordinated processes. In language teaching, the skills are divided into; receptive skills and productive skills. Receptive skills are those where meaning is extracted from spoken or written discourse. These skills are listening and reading, respectively. Harmer (1989) listening and reading involve receiving message, so they are regarded as receptive skills" (p.15). Harmer (1991) also adds that "reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work without significance of the reader." (p. 190). While Lyons and Heasley (2006) define reading as "a good pre-uniting activity. It is particularly useful in helping you to understand the vocabulary of the chosen area." (p.57).

On the other hand, writing and speaking are examples of productive language skills. According to Grossmann (2009), "Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts like the essay." (p.3). Writing displays a variety of features which can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure." (Nunan, 1999, p. 275). McDonough and Shaw (2003) stated that "speaking involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations (p.133-134). That is to say, integration of skills such as note taking, dictation, reading aloud, participating in conversation etc. and translation both into English and from English may be considered as part of language skills too .

### 11- Analysis and Discussion of Results:

#### Methodology

The method used in this study was a descriptive analytical method in order to identify to what extent English language productive and receptive skills are introduced in the textbooks and workbooks in the Second Cycle of Basic Education Stage. A descriptive research aims to describe a phenomena the ways it is. Calderon (2006), defines a descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods.

#### Population and sample

The population of this study can be found in the Emar series of English textbooks and workbooks for grades 7, 8 and 9 for the 2022-2023 school year. There are a total of six books: two for seventh grade (student's book and workbook), two for eighth grade, and two for ninth grade. Each book is divided into six teaching modules, each of which has two units. These books are included in the study's sample. The six books will be assessed in terms of both receptive and productive skills.

**Table (1): The population and the sample of 7th & 8th grades of the English series (Emar)**

Grade	Book	Modules	Units
7	Text Book	6	12
	Work book	6	12
8	Text Book	6	12
	Work book	6	12
9	Text Book	6	12
	Work book	6	12
Total Sum	6	36	72

**Research Instrument:**

The instrument used in this study was an Evaluation Checklist. This checklist has been selected as the main instrument of this study because it offers the most reliable means of reaching a decision concerning the relative suitability of the textbook. The data gained from the instrument was analyzed by the researcher and co-researcher.

**The variables of the study:**

- The independent variables: (The educational and evaluative content of English language textbooks and workbooks for the Second Cycle of Basic Education Stage).
- Dependent variable: the degree of availability of English Language skills (Productive and receptive) in English textbooks and workbooks (Emar) for the Second Cycle of Basic Education Stage in Syria.

**Procedures of the study****The study follows the following steps:**

The researcher interviewed the previous studies on English language skills in general, as well as English productive and receptive skills, in order to prepare a checklist of productive and receptive skills for English textbooks and workbooks in the second cycle of basic education.

Designing an English language skill scale (productive and receptive skills) for students' books and workbooks in the second cycle of basic education. The scale has six columns, which are as follows: the number and title of modules, the number and titles of units, the productive skills of speaking and writing, and the receptive skills of reading and listening, as well as their frequency. The frequency total number for each skill is listed at the bottom of the table. The scale was submitted to a panel for its reliability. They then advised that the scale should be adjusted based on their feedback. The scale was tested in its final form in a pilot sample.

When the analytical instrument (the scale) is completed, the researcher has thoroughly examined the content of the English textbook (sample analysis category). Then, the researcher followed the analysis steps and methods and considered the rules on which the content analysis was based. The analysis was repeated after 50 days, and the reliability of the results was assessed using the correlation coefficient between the two analytical results calculated using the (Cooper) equation: (See the table 2)

Ratio of agreement =  $(\text{Number of times of agreement} / \text{Number of times of agreement} + \text{Number of times of difference}) \times 100$  (Cooper, 1974, p.31)

**Table (2): The reliability between the researcher's two analyses of the student's book and workbook**

Class	Book		The percentage of the two analysis agreement
7th grade	student's book	579/ (579+11)	0.98%
7 <sup>th</sup> grade	workbook	472/ (472+14)	0.96%
8th grade	student's book	368/ (368+32)	0.92%
8th grade	workbook	465/(465+25)	0.94%
9th grade	student's textbook	512/(512+22)	0.95%
9th grade	workbook	449/(449+19)	0.95%

Table (2) reveals that the reliability between the researcher's two analyses of the student's book and workbook analysed was high in terms of English language skills (receptive and productive). As a result, the outcomes of this analysis can be utilised to interpret and discuss the research findings.

**Statistical method used :**

The researcher employed the following statistical methods when processing data that was relevant to answering research questions:

- The coefficient (Cooper) ensures the reliability of the analysis results.
- Frequencies and percentages of responses to research questions.
- Monitoring, analysis and statistical processing of the results:

When the researcher analyzed the content of the basic education English books (second cycle) (the study sample) using the English language skills scale prepared by the researcher, the result was entered into the scale, and then statistically processed according to the research questions.

- Statistical analysis and processing of results

### Answering the Research Questions:

To determine the availability of English language skills (listening, speaking, reading and writing), the researcher examined the instructional and evaluative activities provided in the student's textbooks and workbooks of the second cycle of basic education stage. After that, the frequencies in each unit of 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades' textbook and workbook are recorded and counted. The first three questions display to what extent are English Language skills (listening, speaking, reading and writing), introduced in the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade (student's textbook and workbook) in the Second Cycle of Basic education?

### 1- To what extent are English Language skills introduced in the 7th grade (student's textbook and workbook) in the Second Cycle of Basic education?

Table (3): shows the frequency and percentage of English Language Skills introduced in the 7th grade student's textbook and workbook

7 <sup>th</sup> grade student's book	Number of skills' frequencies			
	Speaking	Writing	Listening	Reading
Number of frequencies N= 579	66	74	142	297
Percentages	11.39%	12.78%	24.52	51.29%
7th grade workbook	Speaking	Writing	Listening	Reading
Number of frequencies (N=468)	50	12	80	326
Percentages	10.68%	2.56%	17.09%	69.65%
Sum of E. Skills frequencies N=1047	116	86	222	623
T. Percentages	11.07%	8.21%	21.20%	59.50%

- According to table (3), the majority of instructional and evaluative activities in the field of basic English language skills (59.50%) are focused on reading skill, while the percentage of listening skill was 21.20%.

- Speaking and writing skills were found to be low, with 11.07% speaking and 8.21% writing. (see appendix 1 table 9& 10)

### 2- To what extent are English Language skills introduced in the 8th grade (student's textbook and workbook) in the Second Cycle of Basic Stage?

Table (4) shows the frequency and percentage of English Language Skills introduced in the 8th grade student's textbook and workbook

8 <sup>th</sup> grade student's book	Number of skills' frequencies			
	Speaking	Writing	Listening	Reading
Number of frequencies (N=359)	39	39	123	158
Percentages	10.86%	10.86%	34.26%	44.01%
8th grade workbook	Speaking	Writing	Listening	Reading
Number of frequencies (N=465)	39	12	95	319
Percentages	8.38%	2.58%	20.43%	68.60%
Sum of E. Skills frequencies N=824	78	51	212	477
T. Percentages	9.46%	6.18%	25.72%	57.88%

Table (4) reveals that the majority of instructional and evaluative activities in the field of basic English language skills (57.88%) are dependent on reading skill, while the percentage of listening skill was satisfactory (21.20%).

Speaking and writing skills were found to be below average, with 9.46% speaking and 6.18% writing.

This is because the two books lay a high focus on reading skills. (see appendix 1 table 11& 12).

### 3- To what extent are English Language skills introduced in the 9th grade (student's textbook and workbook) in the Second Cycle of Basic education Stage?

**Table (5):** shows the frequency and percentage of English Language Skills introduced in the 9th grade student's textbook and workbook

9 <sup>th</sup> grade student's book	Number of skills' frequencies			
	Speaking	Writing	Listening	Reading
Number of frequencies (N=514)	42	64	149	259
Percentages	8.17%	12.45%	28.98%	50.38%
9th grade workbook	Speaking	Writing	Listening	Reading
Number of frequencies (N=449)	39	12	79	319
Percentages	8.68%	2.67%	17.59%	71.04%
Sum of E. Skills frequencies N=963	81	76	149	578
T. Percentages	8.41%	7.89%	15.47%	60.02%

Table (5) demonstrates that the majority of instructional and evaluative activities in the field of basic English language skills are focused on reading skills.

Speaking, writing, and listening skills were all found to be below average, with 9.46% speaking, 6.18% writing, and 15.47% listening. (see appendix 1 table 13& 14)

- This alludes to the two books' major focus on reading skills.

### 4- To what extent are productive and receptive skills introduced in the 7th grade (student's textbook and workbook) in the Second Cycle of Basic education Stage?

**Table (6):** shows the frequency and percentage of receptive and productive Skills introduced in the 7th grade student's textbook and workbook

E. Skills	Productive Skills		Receptive Skills		
	Writing	Speaking	Listening	Reading	
Sum of E. skills in the two books	86	116	222	632	N=1047
Percentage	11.07%	8.21%	21.20%	59.50%	
Sum of Pro.& Reci. Skills	202		854		
Percentage	(19.29%)		81.56%		

The English language series (Emar) for the seventh grade (student's book and workbook) in basic education (second cycle) includes a disproportionate amount of receptive and productive English language skills. Productive skills are available in 19.29% of cases, while receptive skills are available in 81.56% of cases. (see appendix 2 table 15)

### 5- To what extent are productive and receptive skills introduced in the 8th grade (student's textbook and workbook) in the Second Cycle of Basic education Stage?

**Table (7):** shows the frequency and percentage of receptive and productive Skills introduced in the 7th grade student's textbook and workbook

E. Skills	Productive Skills		Receptive Skills		
	Writing	Speaking	Listening	Reading	
Sum of E. skills in the two books	51	78	218	477	N=824
Percentage	6.18%	8.43%	25.89%	56.65%	
Sum of Pro.& Reci. Skills	129		695		
Percentage	15.65%		84.34%		

The receptive and productive English language skill in English language series (Emar) for the eighth grade (student's book and workbook in basic education (second cycle) includes a disproportionate extent of receptive and productive English language skills. Productive skills are available in 15.65% of cases, while receptive skills are available in 84.34% of cases. (see appendix 2 table 16)

## 6- To what extent are productive and receptive skills introduced in the 9th grade (student's textbook and workbook) in the Second Cycle of Basic education Stage?

**Table (8): shows the frequency and percentage of receptive and productive Skills introduced in the 9th grade student's textbook and workbook**

E. Skills	Productive Skills		Receptive Skills		
	Writing	Speaking	Listening	Reading	
Sum of E. skills in the two books	76	81	228	578	N=963
Percentage	7.89%	8.41%	23.67%	60.02 %	
Sum of Pro.& Reci. Skills	157		806		
Percentage	16.30%		83.68%		

Table (8) shows that both receptive and productive skills are available in the English language student's book and workbook for 9th grade, although the difference between the two percentages is very large in favour of productive skills. This means that the books focus on productive rather than receptive skills. (see appendix 2 table 17) Productive skills are available in 16.30% of cases, while receptive skills are available in 83.68% of cases. (see appendix 2 table 16)

## 12- Discussion of the analysis's findings:

To answer the primary question (To what extent are productive and receptive skills in English language student's books and workbooks (Emar) for the second in basic education stage?)

The researcher calculated the total frequencies and percentages of receptive and productive English language skills. The following points were discovered in the results:

- As demonstrated in Table No. (15,16 & 17) (appendix No. (2), English language skills (receptive and productive) were available in the instructional and evaluative activities included in English language student's books and workbooks (Emar) for the seventh, eighth, and ninth grades.
- Appendix No. (2) table No. (15,16 & 17) demonstrates that, While English language student's books and workbooks for the seventh, eighth, and ninth grades included some English language skills (receptive and productive), the degree of their inclusion varied, and there was no balance in the ratios of these skills' availability. This means that the instructional and evaluative activities in these books provided a range of receptive and productive English language skills.
- The instructional and evaluative activities focused on receptive skills (listening and reading) rather than productive skills (speaking and writing), with the percentage of receptive English language skills attained (55.21%), while the percentage of productive English language skills attained (44.78%), and the study is consistent with the findings of a (chisongkram, 2011) study, which found that all English language skills were included in English textbooks.
- As is well known, receptive and productive skills form interconnected threads around the language and are centred on it; thus, achieving goals in each skill contributes to the development of other skills, and thus developing receptive skills contributes to the development of productive skills.
- Reading and listening symbolise the reception of meanings, but writing and speaking reflect their transmission. Teachers of English should teach students should how to integrate these skills. As a result, when planning or teaching a lesson, it is critical to provide opportunities for students to use a variety of skills

in order to: allow students to interact with the English language in a more realistic manner, and assist them in improving their ability to use English in real-life circumstances.

- If the educational process is successful in improving the student's basic language skills at the basic education stage, it provides a solid foundation for future phases of education; if the student completes this stage without these skills, this weakness will be compounded by the subsequent stages, making it extremely difficult to correct or avoid this shortfall in the future.
- As a result, these trainings should be distributed across language skills to include components of what is related with listening, reading, speaking, and writing, where language unity is created by using a certain text as the foundation for various language activities. The student should not establish incorrect distinctions between linguistic skills, but rather recognise their proper integration.
- As a result, the study discovered a low level of interest in including productive skills (speaking and writing) in English language student's books. It is possible that the activities are not well-structured and that the development process has gaps.
- They were based on the authors' own experiences and perspectives, rather than on the balance of receptive and productive English language skills or the lack of a controlled list of receptive (speaking and reading) and productive (speaking and writing) English language skills.
- Alternatively, this percentage difference is intentional because course designers have no criteria to consider the relative weight of each of the above skills, which is based on the authors' experience and individual differences, indicating that the inclusion of future English language skills (listening and reading), productive skills (speaking and writing) was not clearly subject to a paternalistic bias.

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### **13- Research recommendations:**

**Based on the findings of the study, the researcher suggested:**

1. drawing the attention of English curriculum designers to the importance of receptive and productive English skills and incorporating them into the design of students' books and workbooks;
2. When planning and developing English curricula, authors of English books should keep receptive and productive skills in mind, i.e. adapting or developing the instructional and evaluative activities contained in English textbooks for basic education (cycle two) to achieve a balance in measuring receptive and productive language skills.
3. The objectives of the English curriculum for basic education (second cycle) should balance receptive and productive skills.
4. The concept of balancing receptive and productive skills should be considered in English language examination questions for basic education (second cycle language skills).

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