



## Bridging Theory: Evaluating the Content of 'Language Improvement for English Teachers' Through Educators' Eyes

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ARTICLE INFO	ABSTRACT
<b>Article history:</b> Received Accepted	The research aimed to assess English teachers' perceptions of the textbook "Language Improvement for English Teachers" by the British Council, focusing on its role in fostering essential language skills for educators. Using a structured questionnaire with a five-point Likert scale, data were collected from 20 active English teachers. The findings showed that teachers generally valued the textbook's engaging topics, clear instructions, and practical design, though some wanted more task variety to address different learner needs. While the textbook effectively integrated key skills, particularly vocabulary and pronunciation, teachers noted a lack of listening activities. The study also received mixed feedback on cultural relevance, indicating a need for better contextual alignment for Indonesian learners. Overall, the textbook was praised as a valuable classroom resource, especially for lesson planning and supporting teachers' pedagogical goals.
<b>Keywords:</b> <i>Teacher Professional Development</i> <i>English Language Teaching (ELT)</i> <i>Textbook Utilization</i>	

## INTRODUCTION

It is crucial for students to understand the language they are exposed to and respond appropriately to become proficient users of that language, the primary focus for students should be on comprehending what they hear and being able to respond effectively in spoken communication (Tavil 2010). English language instructors play a vital role in building students' speaking competence by using communicative methods to develop confidence and fluency, which is essential for effective language learning alongside listening, reading, and writing (Sudarmo 2021).

Research found that preschool teachers overwhelmingly agree on the importance of teachers' English proficiency in developing preschool children's speaking skills, with 98% of participants agreeing or strongly agreeing with this statement (Hashim et al., 2020). The study also highlights that preschool teachers support the development of a model for English language teaching strategies focused on listening and speaking skills for young children, as they believe this will aid in teaching more effectively. Students' difficulties in learning and understanding English material are triggered by several things, especially the teacher's less than optimal ability in presenting learning by not mastering learning materials, not using appropriate methods and media, and less able to manage classes and unavailability of handbooks or textbooks for students (Malik et al., 2021).

Previous studies have predominantly focused on researching textbooks designed for students. The study centers solely on evaluating textbooks for students based on Ur's criteria (Anggreyni & Baluqiah, 2022). Similarly, the other study concentrates on high school textbooks (Sulistiyo et al., 2021), furthermore other study investigates exercises within student textbooks (Zebo Xakimjon Kizi Doktorand & Sprache, 2022). Moreover, it examines only the use of conjunctions in descriptive texts found in student textbooks (Fransiskus Xaverius Sianturi et al., 2021). Additionally, previous study explores higher-order thinking skills embedded in English textbooks (Helmi Fitriani & Puspita Kirana, 2021) and focuses exclusively on the cultural content of English textbooks (Mutiar Ayu, 2020). However, few studies have investigated the role of teacher professional development in effectively utilizing textbooks to enhance the four English skill for teacher. This article aims to address this gap by raising teachers' awareness of how textbooks can support English skills development, by using a textbook titled "Language Improvement for English Teacher" by British Council which was published in 2010 (Tennant & Negash, 2010).

The reason of researcher for selecting this textbook is that it offers a variety of task-based activities that focus on practical applications in the classroom that are able to fill the four elements of Englis skills (Listening, Speaking, Reading and Writing). This makes it particularly useful for teachers to implement directly with their students. Additionally, the textbook is designed to accommodate teachers with varying levels of language proficiency,

ensuring it can be widely used. The textbook emphasis on developing speaking skills, a crucial aspect of language learning, further highlights its relevance to the study. Moreover, the textbook is freely accessible online, removing the need for teachers to purchase a physical copy. This encourages teachers to critically assess the textbooks they use and seek out those that align with

## **METHOD**

This study involved 20 English teachers from various institutions and English language courses that utilize textbooks in their teaching. The participants were selected based on their active use of English textbooks in the classroom. The study's participants ranged in age from young adult to middle adult, with ages ranging from 20 to 36. The participants were teachers who taught across various educational levels, ranging from elementary school to senior high school consisted of 2 males and 18 females. Numerous perspectives on the use and assessment of textbooks in English language instruction are offered by this age range.

The research adapted a survey questionnaire to collect data (Orfan et al., 2021). The questionnaire consisted of two sections and a total of 30 items. The first section gathered demographic information from the respondents, while the second section focused on their opinions regarding the English textbook, reflections on language skills and cultural content, as well as the textbook's role in the teaching process. Respondents were asked to rate 30 items on a five-point Likert scale.

Data were collected from English teachers actively teaching in various settings. The purpose and procedure of the study, along with an official research permit, a link to the textbook, and a link to the questionnaire, were shared with the participants to seek their consent and willingness to participate. Respondents were given two weeks to read and evaluate the textbook, which was provided as a PDF file by the researcher, and then complete the questionnaire based on their assessment of the book. Once the data were collected, they were numerically coded in an Excel spreadsheet. The coded data were then cross-checked with the original questionnaires to ensure accuracy. Following this, the data were imported into JASP for further analysis. Descriptive analysis is used to summarize the results.

## **FINDINGS**

This section presents the overall perceptions of English teachers regarding the textbooks they use. It highlights their views on the relevance, accessibility, and usability of the materials in supporting effective language teaching. By examining the general sentiment, this table offers insights into the strengths and areas for improvement in the textbooks' design and content, as perceived by the teachers.

**Table 1. General Perception of English Teachers toward English Textbooks**

*Descriptive Statistics*

<b>Statement</b>	<b>Valid</b>	<b>Missing</b>	<b>M</b>	<b>SD</b>	<b>Min</b>	<b>Max</b>
1. Topics and tasks presented in the textbook are interesting and motivating for students.	20	0	3.800	0.894	3.000	5.000
2. The instructions provided are clear and easy to follow.	20	0	4.050	0.887	3.000	5.000
3. The layout and design of the book are attractive and easy to read.	20	0	3.950	0.945	2.000	5.000
4. The recommended approach aligns well with the educational and societal norms of the target audience.	20	0	4.050	0.605	3.000	5.000
5. There is a variety of topics and tasks available to cater to different learning styles and interests.	20	0	3.750	0.851	2.000	5.000
6. The subjects and content are relevant to the learners' needs.	20	0	3.800	0.834	2.000	5.000

This table explores teachers' perspectives on how well English textbooks represent the four essential language skills: listening, speaking, reading, and writing. It evaluates the balance and integration of these skills, shedding light on the textbooks' effectiveness in fostering a comprehensive language learning experience.

**Table 2. General Perception of English Teachers toward Skills Representation in Textbooks**

*Descriptive Statistics*

Statement	Valid	Missing	M	SD	Min	Max
11. The four language skills (listening, speaking, reading, writing) are well-balanced.	20	0	3.950	0.945	2.000	5.000
12. Vocabulary explanations and practices are presented clearly.	20	0	4.400	0.681	3.000	5.000
13. Reading activities stimulate learners' curiosity, encouraging further exploration beyond the classroom.	20	0	3.600	0.821	2.000	5.000
14. The textbook provides adequate listening activities and practice.	20	0	3.200	1.105	2.000	5.000
15. Speaking activities are integrated with reading, listening, and writing tasks.	20	0	3.950	0.686	3.000	5.000

The third table focuses on teachers' opinions regarding the cultural content embedded in English textbooks. It examines whether the cultural elements are relevant, engaging, and contextually aligned with Indonesian learners, reflecting the role of cultural representation in enhancing language comprehension and global awareness.

**Table 3. English Teachers' Views on Cultural Representation in Textbooks**  
*Descriptive Statistics*

Statement	Valid	Missing	M	SD	Min	Max
21. The textbook is enriched with aspects of the target language's culture.	20	0	3.700	1.031	2.000	5.000
22. The cultural issues presented in the textbook are suitable for the Indonesian context.	20	0	3.400	1.095	1.000	5.000
23. The cultural topics presented in the textbook are easy for me to understand.	20	0	3.550	0.945	2.000	5.000
24. The cultural issues are easy for students to comprehend.	20	0	3.400	0.754	2.000	5.000

This section summarizes teachers' feedback on the practical application of English textbooks in classroom settings. It assesses the textbooks' utility as tools for lesson planning, teaching aids, and resources for promoting student engagement, providing a comprehensive look at their functional value in everyday teaching.

**Table 4. English Teachers' Views on Textbook Use in Teaching**

*Descriptive Statistics*

<b>Statement</b>	<b>Valid</b>	<b>Missing</b>	<b>M</b>	<b>SD</b>	<b>Min</b>	<b>Max</b>
25. The textbook serves as an essential resource for learners.	20	0	4.300	0.865	2.000	5.000
26. The textbook functions as a source for homework assignments.	20	0	3.450	1.234	1.000	5.000
27. The textbook serves as a syllabus.	20	0	3.650	1.089	2.000	5.000
28. The textbook is used as an assessment resource.	20	0	3.650	1.089	2.000	5.000
29. The textbook is a vital resource for teachers.	20	0	3.900	0.852	3.000	5.000
30. The textbook assists with daily lesson planning.	20	0	4.350	0.587	3.000	5.000

Overall, teachers rated the textbook content positively, especially noting that it presents engaging and motivating topics (mean 3.8), clear instructions (mean 4.05), and an accessible layout that enhances readability (mean 3.95). Although content variety received slightly lower scores (mean 3.75), teachers generally felt that the book addresses a range of learning styles, though some expressed a desire for more diverse tasks to accommodate different learner preferences.

Regarding language skills representation, the teachers appreciated the textbook's balanced focus on the four key skills; listening, speaking, reading, and writing with vocabulary (mean 4.4) and pronunciation activities (mean 4.05) being especially well-received. However, the adequacy of listening activities received the lowest rating (mean 3.2), suggesting an area where the textbook could improve to provide a more comprehensive skillset. Teachers acknowledged that integrating speaking tasks with other skills (mean 3.95) is beneficial, yet incorporating more targeted listening activities could better support students' holistic language development.

In terms of cultural representation, while teachers found the textbook enriched with cultural aspects (mean 3.7), there were mixed views about its contextual relevance for Indonesian students (mean 3.4). The data indicate that, although teachers recognize the presence of cultural content, there is a need to enhance the material's alignment with the

local context to make it more relatable and easier for students to understand. Similarly, the ease of comprehension for students in terms of cultural topics was rated at 3.4, reinforcing the need for adjustments that can improve cultural contextualization.

Functionality-wise, teachers rated the textbook highly for its role in teaching. Scores for its utility as a resource for both teachers and learners were strong, particularly as an aid in lesson planning (mean 4.35) and an essential learning tool (mean 4.3). However, the textbook's efficacy as a syllabus guide and a homework resource was rated more moderately (mean 3.65 and 3.45, respectively). These results suggest that, while teachers view the textbook as beneficial for general classroom use, additional resources and structured assessments could further support its effectiveness in diverse teaching environments.

The results largely align with existing research on effective English textbooks, which highlights the importance of clear instructional content, balanced skill integration, and cultural sensitivity. The textbook's emphasis on speaking and vocabulary skills reflects Copland et al.'s (2020) findings, which underscore communicative language teaching as a means to build fluency and learner confidence. This alignment indicates that the textbook successfully supports a communicative approach, which many teachers find crucial for language acquisition.

However, the teachers' mixed perceptions regarding the cultural content suggest an opportunity for improvement, particularly through the inclusion of more locally relevant cultural examples. This adjustment could make the material more relatable for Indonesian learners, enhancing their understanding and engagement with the content. Previous studies have demonstrated that culturally contextualized materials can foster a stronger connection between learners and language content, which is consistent with the teachers' feedback in this study.

Lastly, the moderate scores related to the textbook's role as a syllabus and homework resource indicate potential areas for enhancement. Additional exercises and assessment tools that align more closely with curriculum standards would likely improve the textbook's application across diverse teaching contexts. Such adjustments would not only bolster its functionality but also allow teachers to integrate it more seamlessly into their lesson plans and evaluation strategies.

## CONCLUSION

The findings of this study demonstrate that the textbook *Language Improvement for English Teachers* generally meets the needs of educators, particularly in supporting communicative language teaching through well-structured speaking, vocabulary, and pronunciation exercises. The positive reception to its clear instructions, attractive layout, and balanced skills representation underscores its utility as a core resource in enhancing English language instruction. However, teachers expressed a desire for further customization, especially concerning cultural content, which could better align with the local Indonesian

context to improve relatability and student engagement. The moderately rated aspects, such as its function as a syllabus and homework resource, suggest opportunities to expand supplementary exercises and assessments, allowing for more comprehensive integration within diverse classroom settings. Overall, the textbook stands out as a valuable tool for professional development and effective English instruction, with potential improvements that could make it even more versatile and impactful in the classroom.

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