

# EVALUATION OF THE MOTHER-TONGUE BASED- MULTI LINGUAL EDUCATION TEXTBOOK: AN ISSUE ON ITS EFFECTIVENESS

Natalie Ann C. Alaga\*<sup>1</sup>, Alona Medalia C. Gabejan\*<sup>2</sup>,  
Alejandro S. Cabago\*<sup>3</sup>, Liza B. Calixto\*<sup>4</sup>

\*Samar State University, Philippines,

#University of Eastern Philippines

<sup>1</sup>[nathalaga@yahoo.com](mailto:nathalaga@yahoo.com),

<sup>2</sup>[almedamarphy@gmail.com](mailto:almedamarphy@gmail.com),

<sup>3</sup>[cabagoalejandro@yahoo.com](mailto:cabagoalejandro@yahoo.com),

<sup>4</sup>[liza\\_valenciano@yahoo.com](mailto:liza_valenciano@yahoo.com)

## Abstract

This study aimed to evaluate and determine the effectiveness of the Mother – Tongue Based – Multi Lingual Education (MTB – MLE) textbook for Grade 3 pupils in Catbalogan I Central Elementary School. Findings revealed that MTB – MLE textbook was effective in terms of its characteristics in terms of its physical appearance, content, graphics and pictures presentation, various activities and accuracy of the language used which is the Waray–waray. It also inferred that the textbook being used by the grade 3 pupils are appropriate to their grade level. Teachers profile in terms of their age was significantly related to their evaluation towards the MTB – MLE textbook. Older teachers and their experience make it easy for them to integrate the textbook activities with other medium of instruction for better learning opportunity.

**Keywords:** MTB-MLE, mother-tongue, textbook evaluation, effectiveness  
K-12 curriculum

## I. INTRODUCTION

One of the basic functions of textbooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way. Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, textbooks will always survive on the grounds that they meet certain needs.

Richards (2001) stated that any learning program may have no impact if it

does not have textbooks as they provide structure and a syllabus. Besides, the use of a textbook can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs, cassettes, and videos, etc., which make the learning environment interesting and enjoyable for learners. They do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. The

content of English language textbooks influences what teachers teach and learners learn.

Due to a transition of the education system in the Philippines from Basic Education to K – 12 Curriculum, teaching and learning goals and objectives apparently had a paradigm shift especially on the teaching resources to be used in the current adaptation of the K – 12 curriculum. Mother-tongue subject is one of the newly offered academic subjects from Grade 1 – 3, wherein, the medium of instruction is the mother – tongue or the native language of the learners. In the emergence of the Mother Tongue-Based Multilingual Education (MTB-MLE) program in the Philippines, the use of textbook is no doubt a necessity to enrich the learners' vocabulary and development of their own mother tongue so as to learn well the second language/s – Filipino, English and others, as well as to assist the teachers to realize such educational goals and to develop activities that will help the learners achieve these goals.

In the selection of a new textbook – in this case, the MTB-MLE textbook which is new in the Philippine educational scenario – however, it is important to conduct an evaluation to ensure that it was suitable and effective. Evaluation is widely acknowledged as a powerful means of improving the quality of education. Several researchers (Broadfoot et al. 1990, Stake et al. 1991, Gifford and O'Connor, 1992) have drawn the attention of educational planners and administrators to the possibility of using changes in evaluation practices to reform the curriculum. Certain criteria must be considered in the evaluation. Since every teaching setting is unique in the sense that students have different backgrounds, abilities and needs, the criteria will inevitably vary. Other criteria such as teachers' perspectives as well as the syllabus should also be taken into account in the evaluation.

The textbook evaluation criteria utilized by the researchers for this study were adopted on the evaluation framework formulated by Cunningsworth (1995) which introduces a checklist comprising of what he believes to be the most essential general criteria. His checklist covers various areas such as aims and approaches, design and organization, etc.

According to Sheldon (1988), we need to evaluate textbooks for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This will enable teachers to make appropriate adaptations to the material in their future instruction.

The choice of language teaching materials can determine the quality of learning-teaching procedure. As a part of the materials used in the language classroom, the textbook can often play a crucial role in students' success or failure. Therefore, particular attention must be paid to evaluate such materials based on valid and reliable instruments. Textbook evaluation is an important process which can be beneficial to publishers, teachers as well as students. As Amrani (2011) asserts, publishers have always needed to evaluate their materials in order to satisfy a wide range of end users. Except for publishers, teachers also need to evaluate teaching materials for a variety of reasons. To begin with, evaluation helps the selection of an appropriate textbook. The pivotal role textbooks play emphasizes the proper selection of textbook for a class. Furthermore, sometimes there is the need to adopt new textbooks through evaluation. As Sheldon (1988) declares, "the selection of a coursebook signals an executive educational decision in which there is considerable professional, financial and even political investment" (p. 237).

One of the common methods to evaluate materials is the checklist. An evaluation checklist is an instrument that provides the evaluator with a list of features of successful learning-teaching materials. According to these criteria, evaluators like teachers, researchers as well as students can rate the quality of the material. There are three basic methods for evaluating textbooks. The first is called the impressionistic method and it involves analyzing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout and visuals. This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also very easy to compare different materials and it is not very time-consuming compared to other methods. The third method, the in-depth method, suggests a careful examination of representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole. For the current study, the second and the third methods were used. Since evaluation is considered as an integral part in the educational process, many researchers have been very enthusiastic to conduct their studies in this field for the sake of the textbook improvement and modification. There is a vast literature on textbook evaluation. Therefore, the most relevant literature will be presented here.

Williams (1983), Sheldon (1988), Brown (1995), and Cunningsworth (1995) all agreed, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational,

and logistical characteristics, methodology, aims, and approaches and the degree to which a set of materials is not only teachable, but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum.

Garinger (2001) stated that three content areas needed to be addressed when evaluating a textbook's content: teaching objectives, depth and breadth of material, and whether the textbook needs to be supplemented or not. This was consistent with the evaluation criteria suggested by Cunningsworth (1995) which were considered one of the most important works in EFL/ESL textbook evaluation. He proposed general criteria for textbook evaluation, which included 45 criteria in 8 categories: aims and approaches, design /organization, language content, study skills, topic, methodology, teacher's book, and practical considerations.

Material developers and evaluators need to take a wide range of factors into consideration before they make decisions on the materials they develop or select for particular contexts. Some of these factors include the roles of the learner, teacher, and instructional materials as well as the syllabus (Richards & Rodgers, 1986). In order to account for these roles effectively, the evaluator must gain an awareness of the learner and teacher's needs and interests (Bell & Gower, 1998).

As it has been argued by some scholars (e.g., Byrd, 2001; Sheldon, 1988), evaluative criteria of checklists should be chosen according to the learning-teaching context and the specific needs of the learner and teacher. Some language practitioners and researchers believe that since instructional settings are uniquely different, we need different evaluation schemes as well. As an instance, McDonough and Shaw (2003) suggest that they cannot certainly set worldwide criteria for evaluation since some might argue that textbook criteria are often

local. Moreover, Byrd (2001, p.416) states “making a comprehensive yet reasonable checklist for evaluation of textbooks is an enormous challenge that requires different lists for different types of courses in different settings.” Bearing this in mind, the researchers in the present study made an attempt to come up with local evaluation criteria against which textbooks could be evaluated.

The study evaluated the effectiveness of the MTB-MLE (Mother Tongue-Based Multilingual Education) textbook for Grade-3 and relate it to the respondents profile variates.

## II. METHODOLOGY

This chapter discusses the methodology employed by the researchers in this study. Among the items that are discussed in detail are research design, instrumentation and its validation, sampling procedure, data gathering procedure and the statistical treatment of data.

### 2.1 Research Design

This study employed descriptive research design to determine the evaluation in terms of the effectiveness of the MTB – MLE used by Grade 3 pupils and teachers. Correlation analysis was used to assess the relationship between the profile variates of the student – respondents in terms of sex, age, grade and section and teacher – respondents in terms of age, sex, academic rank/position and number of years in service and their perception and evaluation towards the MTB – MLE textbook.

### 2.2 Respondents

The respondents of this study were the Grade 3 pupils who are enrolled in the school year 2015 – 2016 and teachers in Catbalogan I Central Elementary School, Catbalogan City, Samar. There were 29

student – respondents and 10 teacher – respondents involved in this study.

### 2.3 Instruments

The researchers used the survey instrument on evaluating a text which was adapted from Cunningsworth (1995). The said survey instrument was answered by the Grade 3 pupils and teachers. The survey instrument includes the name but it is only optional, age, sex and grade and section for the student – respondents while for teacher – respondents’ survey instrument includes the name (optional), age, sex, academic rank/position and number of years in service.

For teacher – respondents’ survey instrument, it consists 30 statements while for student – respondents it consist of 15 statements which elicit the criteria of a textbook and it is a five - point likert scale instrument: 5 – Completely Agree; 4 – Agree; 3 – Disagree; 2 – Completely Disagree; 1 – No idea. Moreover, the MTB – MLE textbook was being evaluated according to its appearance, organization, presentation and appropriateness of pictures/graphics, content and language use, creativity and relevance of the activities that promote different learning skills of the learners, its flexibility and can be taught using different teaching methodologies and encourages learners to learn the mother - tongue.

### 2.4 Data Gathering Procedure

A communication was sent to the School Principal of Catbalogan I Central Elementary School to conduct the study to the Grade 3 pupils and teachers who served as the respondents of the study. The approval was used by the researchers to start orientation and fielding of questionnaires. This was done personally by the researchers to ensure proper accomplishment of the questionnaire and to attain 100 percent retrieval. Upon approval of the in the conduct of data gathering

procedures, the researchers proceeded for the administration of the questionnaires. The tabulation and analysis of data followed after the administration of the tests and questionnaires. Then, the researchers sought the help of a statistician for tallying and statistical processing using the Statistical Packages for Social Sciences (SPSS).

**2.5 Sampling Procedure**

The researchers employed a random sampling procedure in the selection process of the respondents. Every section in Grade 3 level, there were student – respondents who represented all sections. There were eight teacher – respondents who served as the respondents since they are the classroom advisers of the eight sections of Grade 3 level.

**2.6 Data Analysis**

Data were reported in terms of frequency counts, mean, standard deviation, percentage and Pearson r. Using SPSS, correlation between perceptions and evaluation of the respondents towards MTB-MLE textbook and profile variates were determined at 5% level of significance.

**III. RESULTS AND DISCUSSIONS**

The following profile of respondents was used to establish the reason behind their assessment of the MTB-MLE textbook. Table 1 are for students and Table 2 and 3 are for teacher respondents.

**3.1 On Respondents' Profile**

Student respondents are aged eight to ten with a little more than half of the respondents were aged 8. Teacher respondents were all females, their age were ranges from 32 to 56 with ranks of Elementary Grade Teacher II to Teacher III, more than half of them have less than 10

years' experience, longest in service is 21 years.

Table 1. Profile of student-respondent in terms of Age and Sex

Age	Sex		Total	%
	Male	Female		
8	8	8	16	55.17
9	4	5	9	31.03
10	2	2	4	13.79
Total	14	15	29	100
%	48.28	51.72	100.00	-
Mean	8.57	8.60	1.52	-
SD	0.76	0.74	0.51	-

Table 2. Profile of teacher-respondent in terms of Age and Sex

Age	Sex		Total	%
	Male	Female		
32	0	3	3	30.00
42	0	2	2	20.00
47	0	1	1	10.00
50	0	2	2	20.00
56	0	2	2	20.00
Total		10	10	100.00
%	0.00	100.00	100.00	-
Mean	-	43.9	43.9	-
SD	-	8.99	8.99	-

Table 3. Profile of teacher-respondent in terms of Rank and Years in Service

Rank	f	%
EGT 1	2	20.0
Teacher II	4	40.0
Teacher III	4	40.0
Years in Service	f	%
4	2	20.0
5	2	20.0
8	2	20.0
19	2	20.0
21	2	20.0
Total	20	100.0

### 3.2 Student Evaluation of MTB-MLE Textbook

It can be viewed in table 4 that the result on the observation and judgment of the Grade-3 MTB-MLE textbook of the student – respondents obtained a grand

mean of 4.56 which means that the student – respondents “Completely Agree” which is also interpreted as “Excellent” towards the textbook on the given effective characteristics of the MTB – MLE Textbook. This has been affirmed by Cunningsworth and Kusel (1991) or Skierso (1991) that one

Table 4. Student-respondent evaluation of MTB-MLE Textbook

Assessment Question	Responses					Total	WM	Interpretation
	1	2	3	4	5			
1) I like the pictures in the textbook.	0	0	0	5	24	29	4.83	CA
2) The pictures explaining the new words are clear.	0	0	0	9	19	28	4.68	CA
3) The pictures of the conversation sections are clear.	0	0	0	7	21	28	4.75	CA
4) The appearance of the textbook motivates me to study.	0	0	0	11	18	29	4.62	CA
5) I think are pictures help me better retain the conformation.	0	0	0	9	19	28	4.68	CA
6) Through this book, my speaking skill has satisfactorily improved.	0	0	2	8	19	29	4.59	CA
7) There are various topics for speaking practice.	1	1	2	11	13	28	4.61	CA
8) I have no problem understanding the listening sections.	1	0	2	8	18	29	4.48	A
9) The reading passages help me extend my range of vocabulary.	0	1	1	10	17	29	4.69	CA
10) Through this book, my reading comprehension skill improve a lot	0	0	1	7	21	29	4.24	A
11) I like the writing topics in this textbook.	3	1	2	3	20	29	4.38	A
12) This book helped me a lot to improve my writing skills.	2	0	1	3	22	28	4.54	CA
13) Repetation of the new words helped learn them better.	2	0	0	10	17	29	4.48	A
14) Using pictures to present new words helped me learn them better.	1	0	0	6	21	28	4.39	A
15) I think I learned many practical and useful words in the mother tongue in each unit.	1	1	0	10	16	28	4.39	A
<b>Grand mean</b>							<b>4.56</b>	<b>CA</b>
<i>Legend: 1.00-1.50 (NI: No Idea/Very Poor)</i>		<i>1.51-2.50 (CD: Complete Disagree/Poor)</i>			<i>2.51-3.50 (D: Disagree/Fair)</i>			
<i>3.51-4.50 (A: Agree/Good)</i>		<i>4.51-5.00 (CA: Completely Agree/Excellent)</i>						

of the most important factors to examine in a textbook are the physical attributes of textbooks including aims, layout, methodology, and organization. Some other criteria that are present in most checklists include the way language skills (speaking, listening, etc.), sub-skills (grammar, vocabulary, etc.), and functions are presented in the textbook depending on the present socio-cultural setting (Zabawa, 2001; Ur, 1996; Cunningsworth, 1995; Harmer, 1991).

In addition to this, the student – respondents had a positive evaluation towards the MTB – MLE regarding its physical appearance, content, graphics and pictures presentation, various activities and accuracy of the language used which is the mother tongue (Waray – waray) of the student – respondents.

### *3.2 Teacher Evaluation of MTB-MLE Textbook*

Another pertinent result revealed in table 5 that perceptions and evaluation of the teacher – respondents towards the MTB – MLE obtained the grand mean of 4.37 and described as “Agree” which means “Good”. This implied that mostly of the teacher – respondents agreed on the characteristics of the textbook imposed on the evaluation checklist.

Lebrun, et al. (2002) highlights the impact on the practices and effects of textbooks used in the classroom. The study of Lebrun et al. (2002) revealed that textbooks have a major role in school learning based on the evaluation made by the teachers. According to Mohammad et al. (2007) textbooks serve a central role in educational quality reform. Abbas (1993) reported on several attempts that have been made to update Pakistani textbooks in order to address students’ needs and improve quality. What is missing from these attempts, however, is an emphasis on exploring the relationship and interaction between

textbooks and the teacher; and how they make use of this resource, (i.e., to identify whether the books actually work as designed, whether teachers can make use of the textbooks as intended, and whether students truly understand the material) (Maxwell, 1985). While Maxwell uses the term “learner verification” of textbooks (1985, p.70).

As mentioned by Fakültesi (2010), Cunningsworth (1995) identifies a textbook as a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence. Thus, it can be said that the fundamental role of textbooks is to be at the service of teachers and learners but not their boss.

As observed in table 6, it was found out that there is a significant relationship between the student – respondents profile in terms of their grade and section and their perception and evaluation towards MTB – MLE textbook with the  $r$  – value of .823. It can be inferred that the textbook being used by the grade 3 pupils are appropriate to their grade level. Learning materials especially textbook can be crucial in the learning process of the students especially in the elementary grade levels. Learning materials can affect the interest, attitude and motivation of the students to learn. Hycroft (1998) stressed out that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely if textbooks are being used by the students and teachers.

Another factor that could give a support on the result is the positive evaluation of the student – respondents towards the appearance of the textbook

which includes graphics and pictures, presentation of the language which they can comprehend properly and various activities that would encourage them to be active learners in the delivery of instruction using

the textbook.

This has been supported by Brown (1995) and Cunningsworth (1995) that evaluation checklists should have some

Table 5. Teacher-respondent evaluation of MTB-MLE Textbook

Assessment Question	Responses					Total	WM	Interpretation
	1	2	3	4	5			
1) The pictures of the book are clear and illustrative.	0	0	0	5	5	10	4.50	A
2) The sequencing of content enjoys good variety.	0	0	0	7	3	10	4.30	A
3) The content is arranged from easy to difficult.	0	0	0	4	6	10	4.60	CA
4) The number of pictures is enough for teaching vocabulary of the mother tongue.	0	0	0	6	4	10	4.40	A
5) The pictures are suitable regarding the age of the pupil.	0	0	0	8	1	9	4.11	A
6) The appearance of the book attracts the pupil.	0	0	2	4	4	10	4.20	A
7) There is sufficient information of the mother tongue presented on each page of the book.	0	0	0	8	1	9	4.11	A
8) The pictures are up to date and good quality.	0	0	1	5	4	10	4.30	A
9) The textbook pays enough attention to learning the mother tongue.	0	0	0	7	3	10	4.30	A
10) Speaking topics are interesting and various.	0	0	0	6	4	10	4.40	A
11) Speaking topics are related to the background knowledge of the pupil.	0	0	0	4	6	10	4.60	CA
12) There are enough exercises for listening the mother tongue.	0	0	0	5	5	10	4.50	A
13) Listening exercises familiarize pupils with a variety.	0	0	0	7	3	10	4.30	A
14) The length of the listening exercises suits the class time available.	0	0	1	5	4	10	4.30	A
15) The difficulty level of the listening exercises matches the level of pupils.	0	0	0	7	3	10	4.30	A
16) There are enough exercises for reading comprehension of the mother tongue in the textbook	0	0	0	7	3	10	4.30	A



Continuation of Table 5

Assessment Question	Responses					Total	WM	Interpretation
	1	2	3	4	5			
17) The length of the reading passages matches the level of the pupils.	0	0	0	7	3	10	4.30	A
18) The reading passages are authentic and they are taken from original magazines, and or poems in the mother tongue.	0	0	0	7	3	10	4.30	A
19) There are enough exercises for writing in the mother tongue.	0	0	0	4	6	10	4.60	CA
20) Presenting new words using pictures is suitable for pupil.	0	0	0	4	6	10	4.60	CA
21) Presenting new words using explanations is suitable for pupils.	0	0	0	5	4	9	4.44	A
22) The number of exercises to practice the usage of new in words in the mother tongue is enough.	0	0	0	5	5	10	4.50	A
23) The cultural issues presented in the textbook are understandable to the pupil.	0	0	0	7	3	10	4.30	A
24) There are some sections in the book dedicated to pronunciation .	0	0	0	7	3	10	4.30	A
25) Suprasegmental elements such a sentence stress and intonation are emphasized.	0	0	1	5	4	10	4.30	A
26) The textbook is learner - centered to large extent.	0	0	0	6	4	10	4.40	A
27) This textbook encourages pupils to use supplementary sources such as internet to enhance their learning.	0	0	0	7	3	10	4.30	A
28) The textbook is flexible and can be taught using different teaching methodologies.	0	0	0	6	4	10	4.40	A
29) The Teacher's book fulfills the needs of teachers to large extent.	0	0	0	6	4	10	4.40	A
30) The Teacher's book is useful help for novice teachers.	0	0	0	5	4	9	4.44	A
Grand Mean							4.37	A
<i>Legend: 1.00-1.50 (NI: No Idea/Very Poor)</i>		<i>1.51-2.50 (CD: Complete Disagree/Poor)</i>			<i>2.51-3.50 (D: Disagree/Fair)</i>			
<i>3.51-4.50 (A: Agree/Good)</i>		<i>4.51-5.00 (CA: Completely Agree/Excellent)</i>						

criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics because it has been affirmed that the physical characteristics and organization of

the textbook is one of the major determinants that can affect the learning of the students. Textbook evaluations should include criteria that pertain to representation of cultural and gender components in

addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, profile, backgrounds, needs, and interests as well as those of the teacher and/or institution (Tok, 2010).

Table 6. Correlation between student profile and MTB-MLE Textbook assessment

Variates	r-value	p-value
Grade & Section	-0.823**	0.000
Age	-0.029	0.880
Sex	-0.017	0.367

\*\*significant @ 0.01 level (2-tailed)

As depicted in table 7, it revealed that there is a significant relationship between the teacher – respondents' profile in terms of their age and their perceptions and evaluation towards the MTB – MLE textbook. As revealed from the previous data, the age bracket of the teacher – respondents are 32 – 56 years old. Therefore, the age of the teacher – respondents affect how they evaluate the textbook. This can also infer that teachers who are in their age bracket from 30's to 50's would have a positive impression in using the textbook in their instruction delivery. This would give an idea that the older the teachers, they tend to have a positive impression and judgment towards the MTB – MLE textbook.

Table 7. Correlation between student profile and MTB-MLE Textbook assessment

Variates	r-value	p-value
Years in Service	0.706	0.117
Rank	-0.166	0.670
Age	0.686*	0.029

\*significant @ 0.05 level (2-tailed)

Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable, but also fits

the needs of the individual teacher's approach as well as the organization's overall curriculum. A textbook should not only teachable, but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum (Tok, 2010). The age of the teachers will also determine the way they use approaches and methodologies while using the textbook.

### 3.3 Summary of findings

In summary, results revealed that students assessed Grade-3 MTB-MLE textbook to be excellent, agreeing on the appearance and activities suggested on the textbook. As Bell and Gower (1998) highlighted that in developing materials the activities and content should ensure purposeful production of the target language or skills of the learners. Hence, if the language materials produce good outcome from the learners, then truly the materials will affect the learning interest, motivation and performance of the learners.

Teachers found the textbook as a good learning material in learning the mother tongue. Sheldon (1988) suggests that textbooks do not only represent the visible heart in language teaching, but also offer considerable advantages for both students and the teachers. Ellis (1997) suggested that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material. If one accepts the value of textbooks in ELT, then it must surely be with the qualification that they are of an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used (Tok, 2010).

The results obtained from the evaluation done by the teacher – respondents give an insight that the MTB – MLE textbook positively affect the learning progress of their students in learning the

mother tongue. This can also be observed on the evaluation result taken from the student – respondents that they had a positive perception and judgment towards the textbook. Textbooks are at the heart of educational enterprise, as they offer students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” (Chambliss & Calfee, 1998, p.7). As Grant (1987, p.8) claims (the) 'Perfect book does not exist', yet the aim is to be to find out the best possible one that will fit and be appropriate to a particular learner group. Torres (1994) argues that the textbook has a very important and a positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, they will always survive on the grounds that they meet certain needs.

The student – respondents profile in terms of their grade and section revealed to have a significant relationship based on their perceptions and evaluation towards the MTB – MLE textbook. The textbook found to be effective and significant to their grade level. In language classroom, Cunningsworth (1995) identified a textbook as a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence. In highlight on the importance of textbook, it can be said that the fundamental role of textbooks is to be at the service of teachers and learners but not their boss.

For teacher – respondents profile in terms of their age came out to be significantly related in terms of their perceptions and evaluation towards the MTB – MLE textbook. The teachers teaching grade 3 in Catbalogan I Central Elementary

School are 32 to 56 years old. This means that the older the age of the teachers who are teaching MTB – MLE which focuses on the mother – tongue revealed to have a positive perception and evaluation towards the textbook. The age of teachers would tell on what strategies and approaches to be used in the integration of the textbook. Richards (2001) states that without textbooks, a program may have no impact, therefore, they provide structure and a syllabus. Besides, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs and cassettes, videos, etc., which makes the learning environment interesting and enjoyable for the learners.

#### IV. CONCLUSIONS

The MTB-MLE textbook was found to be excellent material in learning Waray-Waray language with pupils and teachers having very positive perception towards the book. Physical appearance, content, graphics and pictures presentation, various activities and accuracy of the language used which is the Waray–waray affects the positive perception. The older the respondent the better is its appreciation of the textbook primarily because they can be very flexible on how to use it with other tools and medium of instruction for better pupil learning.

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