

Text evaluation of *Macmillan New Primary English* as English textbooks at the middle basic primary in Southeast Nigeria

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Abstract

This study undertakes an evaluative analysis of the *Macmillan New Primary English* textbooks, which are approved by the Universal Basic Education (UBE) programme for use in middle primary classes (Primary 4-6) under the Enugu State Ministry of Education in Southeastern Nigeria. The primary objective is to assess the extent to which these textbooks align with the goals of English language education at the middle primary level. Employing a mixed-method approach to data analysis, the study focuses on the Nsukka Central Local Government Education Area of Enugu State. Data were elicited from fifteen (15) English language teachers using a structured checklist adapted from AbdelWahab (2013). In addition to teacher input, classroom observations were conducted, and a detailed content analysis of the textbooks was undertaken. Findings indicate that the textbooks generally reflect the objectives of English language instruction as prescribed for the Nigerian middle primary curriculum. However, certain aspects, particularly those related to listening and pronunciation skills, require pedagogical enhancement. These areas, if improved, would better support the comprehensive realization of the UBE English language education objectives.

1. Introduction

In the Nigerian educational system, every child who embarks on Western education is required to study English for a minimum of twelve years; six years in primary education and six years in secondary education. Throughout this period, English remains a compulsory subject and is a core requirement for progression across educational levels. Given this centrality, learners must receive high-quality English language instruction at the foundational stage, as this serves as the bedrock upon which subsequent learning is built.

The 9-Year Basic Education Curriculum (BEC), structured into three categories: Lower Basic (Primary 1–3), Middle Basic (Primary 4–6), and Upper Basic (Junior Secondary 1–3), is designed to support the objectives of the Education for All (EFA) initiative. The overarching aim is to deliver “relevant, dynamic and globally competitive education that would ensure that learners at the Basic Education level are capable to compete favourably anywhere in the world” (Igbokwe, 2015, p. 32).

To achieve quality education, specific critical components must be addressed, one of which is the provision of effective teaching materials. As Nur and Hesty (2022) emphasise, instructional materials play a pivotal role in the teaching and learning process, particularly in language education. Alongside teaching materials, the roles of the teacher and the learner are equally indispensable. Kelishadi and Sharifzadeh (2013) conceptualise these three elements, the teacher, the learner, and the textbook; as a “triangular net of elements in language learning” (p. 60).

Cunningsworth (1995) distinguishes between two types of instructional materials: teacher-generated materials, which include classroom aids such as hand-drawn charts and visuals, and commercially produced resources, including textbooks, workbooks, audio-visual aids (e.g., CDs and tapes), and digital content. Among these, textbooks play a particularly central role in shaping curriculum delivery. According to Richards (2001), textbooks provide both the structural framework and syllabus for language programmes.

The selection of appropriate textbooks is, therefore, a critical decision in language pedagogy. It involves aligning the content of instructional texts with educational goals, classroom context, and the teaching methodology employed. As such, careful evaluation of textbooks is necessary to ensure that they meet both curricular expectations and learner needs.

This study presents an evaluative review of selected Universal Basic Education (UBE)-approved textbooks used in teaching English at the Middle Basic level (Primary 4–6), with a focus on public primary schools within the Nsukka Central Local Government Education Area in Enugu State, Nigeria. The evaluation centres on *Macmillan New Primary English* (MPE) Books 4–6, authored by Biola Odejide, Wale Osisanwo, Agatha Bajah, Ikechukwu Kanu, and Mohammed Audu. These texts were developed to enhance learners’ communicative competence in English, with a specific focus on developing reading, listening, speaking, writing skills, and grammatical accuracy. The analysis assesses the extent to which the textbooks align with the goals of the UBE curriculum and supports the broader objectives of foundational English language education in Nigeria.

2. Approaches to text evaluation

Some scholars have proposed varying approaches to text evaluation. Among these scholars is Cunningsworth (1995), who presents two approaches to evaluation: impressionistic and in-depth evaluation methods. According to Cunningsworth (1995), impressionistic evaluation involves:

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- forming a quick overall impression of a book by glancing through the book,
- forming a general notion of the strengths and weaknesses of the textbook, and
- observing evident significant qualities of the book.

McGrath (2002) opines that an impressionistic method is a sweeping examination of a text to determine the teaching method, objectives and practicality of the textbook. An in-depth evaluation, according to Cunningsworth (1995), is a more penetrating evaluation, and beyond seeing what is prominent and conspicuous in a textbook, an in-depth evaluation examines how individual items are handled, especially those that are related to learners' language needs and syllabus requirements.

McDonough and Shaw (1998; 2003) propose an evaluation framework comprising three stages – external, internal, and overall evaluation. The highlights of external evaluation are issues relating to the target audience, learners' language proficiency level, how the units are organised and presented, the context, language learning process and methodology of the book, physical appearance, local availability, layout and design and supporting/supplementary materials like audio-visual cassette/CD and teacher's book. According to McDonough and Shaw (1998; 2003), internal evaluation is also concerned with content, grading and sequencing issues. Internal evaluation looks at language skills in the textbook and how they can help the learner use the target language outside the classroom. An overall evaluation looks at a textbook's usability, generalisability, adaptability and flexibility (see Nguyen, 2015).

There are three approaches to text evaluation proposed by AbdelWahab (2013): impressionistic, checklist and in-depth. Impressionistic evaluation involves reading the blurb and browsing through the textbook to gain a general impression of the textbook. Checklist evaluation evaluates a textbook by systematically verifying criteria on the list (checklist) one after the other. In other words, a textbook is being assessed against an already designed list of criteria. Finally, the in-depth approach of AbdelWahab (2013) is a careful assessment of representative features of one particular unit, exercise or the handling of specific language elements. In other words, an in-depth evaluation involves a comprehensive assessment of one or two selected aspects, units or chapters of a textbook.

There are several textbook evaluation approaches; however, this study adopts AbdelWahab's (2013) checklist evaluation. The study adapts the items on the efficient outlay of objectives to elicit information from fifteen (15) teachers who used *MPE*. In order to support the checklist evaluation, content analysis of the *MPE* 4-6 and classroom observation are also used.

3. Previous studies on text evaluation

Seyede and Amin (2015) evaluated *the American English File* series within the Iran English as a foreign language context using twenty-three (23) experienced teachers who had Master's and Doctorate degrees and were between the ages of 24-37 years. The checklist used in Seyede and Amin's evaluation is a forty-item checklist adapted from Litz (2000), and by subjecting the data collected to descriptive and inferential statistics, Seyede and Amin (2015) discovered that *American English file* series are suitable for language teachers to achieve their pedagogic aims. The series had an even distribution of activity varieties, encouraging adequate, meaningful communication practice, individual, pair and group work and promoting creativity. They, however, noted that the teachers agreed that the design and layout of the series were inappropriate and not entirely organised. The series did not contain a sufficient vocabulary list, a set of evaluation quizzes and testing plans, review sections and exercises. Seyede and Amin (2015) and the current study all focus on evaluating English textbooks; however, while the former is yet another text evaluation within the Iranian context, the latter is a text evaluation within the Nigerian context.

Harbi (2017) was a text evaluation of English as a foreign language textbook in Saudi public secondary schools from the perspective of the teachers using one hundred and seventy three (173) teachers teaching secondary students in Madinah and Dowadmi cities, who also had 1-5 years of experience in teaching. The checklist used by Harbi (2017) was designed to evaluate five criteria: layout and design, objective, teaching methods and activities, language skills and assessment. The findings showed that the textbook's objectives are not effectively treated, and the respondents also observed that the application of teachers' teaching theories and practices was complex due to how the book's content is presented. Moreover, there were no valuable procedures for assessing learners' achievement at the end of teaching and learning. Harbi (2017) concluded that there was a serious need to improve the use of English textbooks in Saudi secondary schools. Though Harbi (2017) and the present study evaluate English language teaching textbooks, they do not evaluate the same textbooks, and their educational contexts differ.

Muhammad, Opik and Suhardi (2019) evaluated *Interlanguage: English for senior high school students XII*, English as a foreign language (EFL) to determine the extent to which the textbook met the requirements of a good textbook for EFL. The study focused on layout and physical appearance, content, objectives, language type, skills, activities and tasks, structure and vocabulary, cultural values and teacher's needs, drawn from Cunningsworth's (1995) evaluation checklist, modified by Al-seat (2012). The study findings showed that, among other things, the layout and physical appearance, the content and the objectives of the textbook meet the

requirements of the target learners. However, the study discovered flaws in the textbook’s language type, skills, structures and vocabulary, teacher’s needs, activities, tasks, and cultural values.

Nainggolan and Wirza (2020) evaluated *English in mind* to ascertain if the activities and tasks in the textbook promote students’ critical thinking skills. That qualitative study used the critical thinking framework of Litz (2000) and interviews with a teacher who uses the textbook. The study focused on implicit questions and found that many of the questions (102 of 168) examined promote critical thinking skills in students. The study findings also revealed that clarification tasks, reason and evidence, viewpoints, predictions, and assumptions dominated the textbook. Nainggolan and Wirza finally recommended that teachers, textbook writers and school stakeholders modify tasks and activities to promote students’ skills in critical thinking. Both Muhammad et al. (2019) and Nainggolan and Wirza (2020) were studies on text evaluation, but they studied different texts, used different evaluation criteria and had different educational contexts.

4. Evaluation of *Macmillan new primary English*

Based on Abdelwahab’s (2015) checklist, this section evaluates the study texts following the objectives of teaching and learning English in the middle basic primary in Nsukka Central Local Government Education Area.

Table 1: Mean showing the extent to which *Macmillan new primary English* addresses the objectives of teaching/learning English at the middle basic primary

Items	MPE (Decision)
Textbook fulfils the general objectives of teaching the English language in the UBE	3.11 (HE)
Subjects and contents are appropriate	3.07 (HE)
It improves listening ability	1.25 (VLE)
It improves speaking ability	2.96 (HE)

It improves reading ability	3.19 (HE)
It improves writing ability	2.97 (HE)
It improves vocabulary ability	2.51 (HE)
It improves grammar ability	3.04 (HE)
It improves pronunciation ability	2.83 (HE)
Summary	2.85 (HE)

Source: 2024 Field Survey

Note that: VLE stands for Very Low Extent and HE stands for High Extent

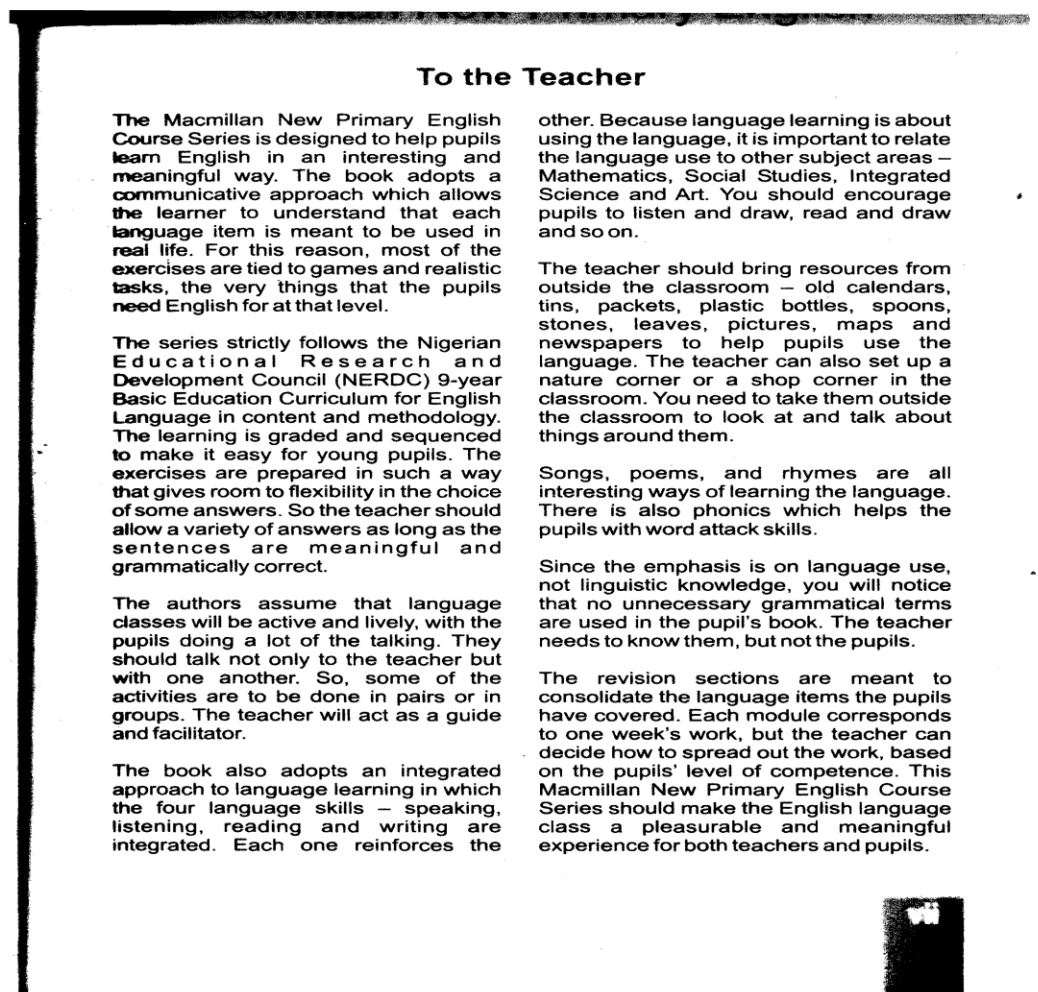
In this analysis, the actual limit mean decision criterion is used. This means that the mean of 1 to 1.4 is a Very Low Extent, 1.5 to 2.4 is a Low Extent, 2.5 to 3.4 becomes a High Extent, and the mean of 3.5 and above is a Very High Extent. Therefore, the minimum mean score is 2.5 to show that the respondents accept that the textbooks address UBE objectives; while any score below 2.5 shows that the textbooks do not address the objectives. As could be observed in Table 1, the respondents, to a ‘high extent’, indicated that the textbooks fulfilled the general objectives of teaching the English language. According to them, the subjects and contents were appropriate; the textbooks improved pupils’ speaking, reading, writing, vocabulary, grammar and pronunciation ability.

In the same way, the table shows that teachers, who used *MPE*, to a very low extent, indicated that the textbooks improved the listening ability of pupils. This necessitated the mean of 1.25, which implies that the respondents, to a very low extent, indicated that their textbooks improved the listening ability of pupils. On the other hand, the summary mean fell to a great extent. This indicates that, to a great extent, the textbooks addressed the objectives of teaching/learning English at the middle basic primary.

An assessment of the textbooks' blurbs shows that the authors of *MPE* asserted that they were guided by the Nigerian Educational Research and Development Council (NERDC) 9-year Basic Education Curriculum for the English language (see Figure 1 below for details on the objectives of the *MPE*). It shows that the authors tried to ensure learners' proficiency in their use of English by incorporating the four basic language themes of reading, listening and speaking, grammatical accuracy and writing in their textbooks. Learners were expected to develop four language skills (speaking, listening, reading, and writing), which align with the aim of English studies specified in the 9-year Basic Education Curriculum.

Fig. 1: Page showing the objectives of MPE

Macmillan new primary English book 6 p. vii



Furthermore, the content analysis of the textbooks shows that the *MPE* 4-6 covered various topics from different fields of endeavour. The content of *MPE* was also appropriate for Nigerian learners of English. The subjects covered in the texts were relevant to different aspects of human life such as culture, family, history, celebrations, religion, farming, science, etc, and, as recommended in the curriculum, they also had some passages on agencies like the United Nations International Children’s Emergency Fund (UNICEF). These topics were carefully presented in the text’s narratives, dramas, and poem passages. The contexts against which the passages in the textbooks were hinged were real-life contexts as found within Nigerian contexts. No English cultural contexts were represented in *MPE* except for two different reading passages in Book Four. This corresponds with Jacobs and Goatly’s (2000) recommendation that textbooks should contain ‘environmental’ topics which relate to real-life situations in society. Such topics motivate and inspire learners to participate in topics outside the class environment as they test their competence in practical situations. In other words, the lessons do not just teach the aspects of the language intended for it but also enlighten the learner on the social subject through which the aspect of the target language is taught. Consequently, *MPE* covered subjects relevant to Nigerian learners of English.

As stated earlier, *MPE* 4, 5 and 6 incorporated the four basic language skills. There is significant attention to vocabulary building. Pupils were introduced to several new words. The vocabulary exercises involved completing expressions using the appropriate word, synonymy, antonymy, etc. In Figure 2 below, the vocabulary activity entails pupils choosing the synonyms of the words on the left from three lists of words provided on the right. Several vocabulary-building lessons used ‘word bank’ in books 5 and 6 but not in book 4. However, book 4 of *MPE* also taught vocabulary and sentence building.


Fig. 2: Page showing how MPE teaches vocabulary

Macmillan new primary English book 6 p. 76

Lesson 1

When?

ons for your



Expecting riches, happiness and all the best,
Why then should I sorrow and cry?
For indeed the fortune tellers have all confirmed
That my future shall be bright.

ANSWERS:

(i) Why did the person in the poem want to know his future?
(ii) How many people did he go to? List them.
(iii) Pick the right answers:
(a) In order to know the man's future, the astrologer used
(i) the man's palm. (iii) Koran. (v) stars.
(ii) kola. (iv) Bible.
(b) In the fetish grove, the man
(i) knelt down. (ii) prostrated. (iii) stood. (iv) sat.
(iv) Write down the objects each person used to tell the young man his future.
(v) Give the meanings of the following words:
fate, astrologer, finally, grove, consulting.
(vi) Write down the words which each person used to describe the man's future.
Are the meanings different? How?
(vii) How do you think the man felt at the beginning of the poem?
(viii) How did he feel at the end of the poem?
(ix) Which of the fortune tellers do you like best? Why?
(x) Do you think it is a good idea to find out one's fortune? Why?

EXERCISES:

2. Here are some words. Pick the correct word from either a, b or c that means the same as the word on the left. The first row has been done for you.

change	(a) give	(b) replace	(c) choose
(i) imitate	(a) copy	(b) look	(c) suggest
(ii) foreign	(a) far	(b) different	(c) strange
(iii) huge	(a) small	(b) slow	(c) large
(iv) bleach	(a) make lighter	(b) make darker	(c) make smoother
(v) effect	(a) result	(b) return	(c) reason
(vi) culture	(a) customs	(b) climate	(c) currency
(vii) influence	(a) failure	(b) force	(c) effect
(viii) idea	(a) allow	(b) plan	(c) result
(ix) behaviour	(a) belief	(b) health	(c) ways of living
(x) youth	(a) adult	(b) young person	(c) five baby

3. Make sentences with any five words taken from the left-hand side.

MPE books also used pre-reading activities where pupils were expected to discuss and answer questions on specific highlights of the passage. For instance, in Figure 3 below, the reading comprehension on My Future and the pre-reading activity expected the pupils to discuss their various experiences about finding their futures before reading the passage. There were questions meant to guide the pupils in that discussion. Learners are expected to read the passage and answer the comprehension questions after they have completed the pre-reading activity. The use of pre-reading activities in *MPE* encouraged self-expression and helped the pupils to think critically; the reading activities were appropriate for engaging pupils in active reading. It also helped in developing their reading and comprehension abilities. The lengths of the comprehension passages were also moderate according to the expected ages of the pupils meant to use the textbooks. The contents to be read were authentic and appropriate for the ages of the pupils they were meant for.

Excerpt 3: Page showing how MPE teaches reading

Macmillan new primary English book 6 p. 77

Module 12

A reading comprehension

Lesson

Pre-reading activities

1. Talk in your groups about the following:

- (i) Have you ever tried to find out about your future? From whom? Where? Why?
- (ii) After you heard about it, were you happy or sad?
- (iii) Do you think it is a good idea to know one's future? Give reasons for your answer.

Now, read the following poem

My future

What has fate in store for me?
Riches, happiness and all the best?
Poverty, misery and all the worst?
I must now have my fortune unfolded.

To the astrologer, I found my way.
My birthdate I told him, the stars he read.
"By Jove! You're an Aquarian," shouted he.
"Rejoice, for your future is really bright."

In a Mallam's hut, I soon found myself;
The koran he read, the tusba he counted,
"Allahu-Akbar!" He sighed with joy,
"Allah has given you a promising future."

Inside the spiritual church, I knelt in prayer
Holding the Bible and kissing the cross,
"Oh, Father in Heaven," the pastor finally said,
"Thanks for giving thy son such glorious future."

Before a spiritualist my fourth pose I made
Libation he poured, with the dead he spoke,
"Your great, great grandfather," he told me.
"Has promised you a splendid future."

In a fetish grove, I was made to prostrate,
The kola the priest cleaved, into my face he spat,
And consulting his Tigari, he whisked me and said,
"Son, Nana Tigari promises you a joyous future."

Walking back home, I met a palmist.
My palm he held; at me, he stared
And drawing figures on the sand, he also said,
"Lucky soul, you have an enviable future."



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Writing activities in *MPE* were often preceded by 'pre-writing activities' that expected pupils to look up some words in the dictionary, provide answers to some questions, or talk about some highlights concerning the topic to be written on. The lesson in Figure 4 below teaches an expository essay on the use of drugs. The first task in the lesson is a pre-writing task, where the pupils are expected to find the dictionary meanings of words like immunisation, prescribe, analgesic, etc, discuss some highlights in groups and jot down points. Then, in the second task, they are expected to write three paragraphs on the Effects of regular and excessive use of drugs. In *MPE*, lessons on writing covered descriptive writing, debate writing, formal invitation writing, different types of letter writing, etc. Finally, the writing activities moved from simple to

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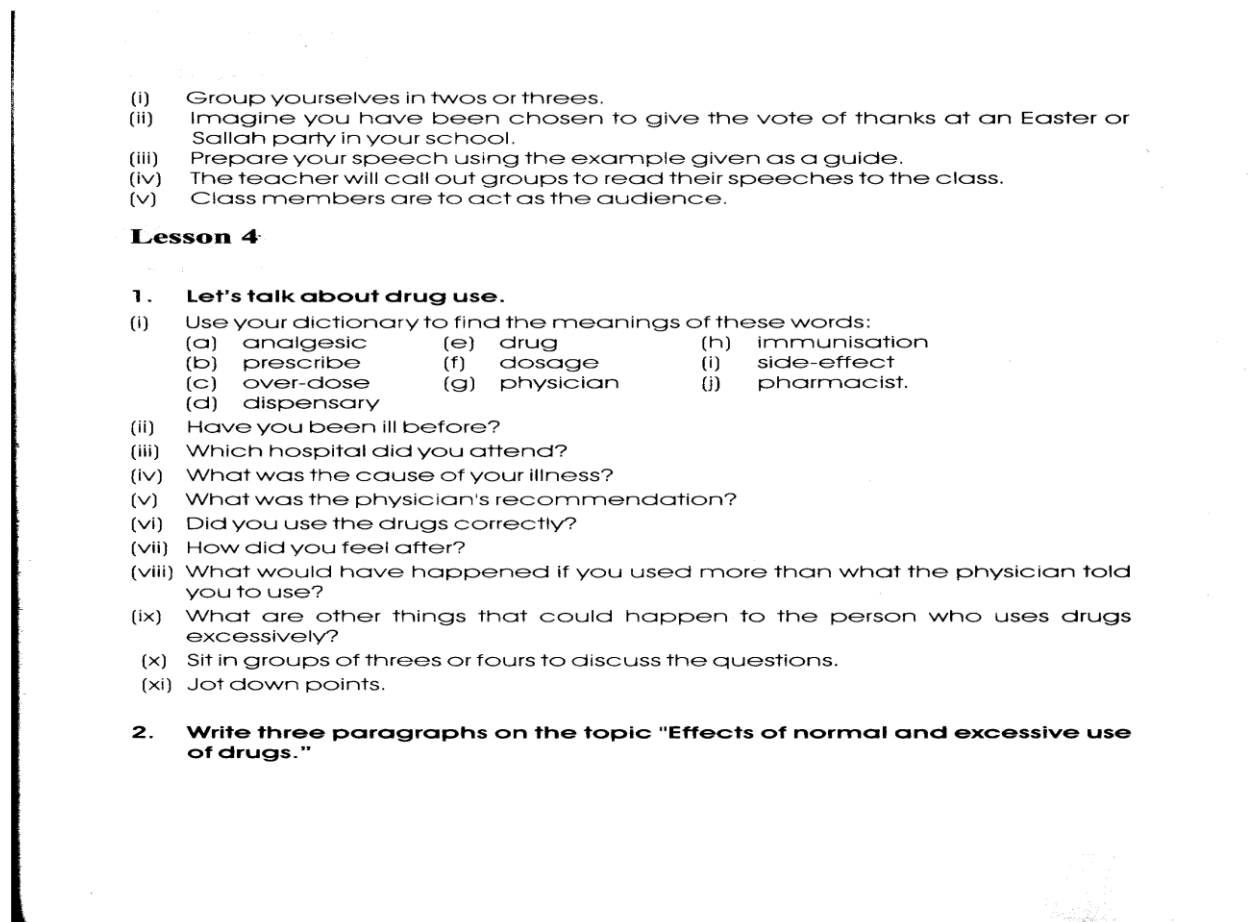
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complex, and there were engaging and appropriate writing activities aligned with the curriculum's learning objectives.

Fig. 4: Page showing how *MPE* taught writing

Macmillan new primary English book 6 p. 81



Macmillan's New Primary English also taught pronunciation of English phonemes and intonation but not in detail. There often needed to be more information on what the learner was expected to learn in lessons meant to teach speech sounds, intonation, or stress. In Figure 5 below, the lesson is meant to teach speech. However, aside from writing 'speech (1)' against 'lesson 3', there is nothing else (including the subsequent tasks) to guide both the learner and the teacher through the lessons on what the learner is expected to achieve at the end of the lesson.

Excerpt 5: Pages showing how *MPE* taught speech

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3. Change the following sentences into polite requests. An example has been done for you.

Example

1. (a) You can go inside.
(b) Can I go inside, please?
2. We may sit down.
3. She could use my car.
4. You would buy a book for him.
5. I can stay behind.
6. He will buy us snacks.

Note

When you ask a person for something, you must ask politely. You may use the word *please* or you may not but your voice will show whether you are asking nicely or not.

Say these sentences after your teacher:

- (a) (i) Please, hold my bag for a minute.
(ii) Hold my bag for a minute.
- (b) (i) Please, wait for me.
(ii) Wait for me.
- (c) (i) Please think about it.
(ii) Think about it.
- (d) (i) Please light a candle.
(ii) Light a candle.

4. Make up four pairs of sentences like the ones above.

Lesson 3

Speech (I)

Using the telephone

1. Read the following telephone conversation with your partner.

- Mrs. Tajudeen** (picks up phone): Hello.
Ahmed: Hello. Is that 8102425?
Mrs. Tajudeen: Yes, it is.
Ahmed: This is Ahmed, Fola's friend. Good afternoon, Ma. Can I speak to Fola?

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Mrs. Tajudeen: Good afternoon. How are you? Hold on for Fola. I'll call him. I think he's playing outside.

Fola: Hello, Ahmed. How are you?

Ahmed: I'm fine.

Fola: Why weren't you in school today? We did a lot of work.

Ahmed: I had to go with my father to Lagos. I needed to see my elder sister, and today's the only day my father can give me a ride.

Fola: Couldn't you wait till Saturday? You missed a lot of school work. The teacher's going to ask you why.

Ahmed: I'll tell him what I told you. So, what did you do? Let's start with Maths.

Fola: Wait, I'll need to get my books. Okay, we started some work on fractions. The class didn't understand in time but the teacher was quite patient. We are doing the sums on page 68 of our Maths book.

Ahmed: Is that all?

Fola: No. In English, we have to write a letter to the teacher, telling her why we can't come to school.

Ahmed: Good. So if she asks me to write, I'll know what to put down. Any other thing?

Fola: Not really. Oh, except for Crafts! We all have to bring some clay to school on Monday to make a small lamp.

Ahmed: Oh, not again! We did that last term. Why are we doing it again?

Fola: I don't know. You'll have to ask the teacher.

Ahmed: You will ask him that, not me. Fola, did you finish the new game we started on Wednesday?

Fola: No, we were all too busy. Are you coming to school on Monday or not?

Ahmed: You know I'm coming. I'll get to school before you.

Fola: We'll see on Monday, then.

Ahmed: Thanks, Fola, see you. Bye for now.

2. Now, join two other people. Read the conversation aloud. Answer the following questions:

- (i) Why did Ahmed call Fola?
- (ii) List the things Ahmed has to do before going to school on Monday.
- (iii) What must he take to school?
- (iv) Did Fola finish the game they started?

3. Read these instructions about what to do when telephoning:



Writing

Features of formal and informal letters:

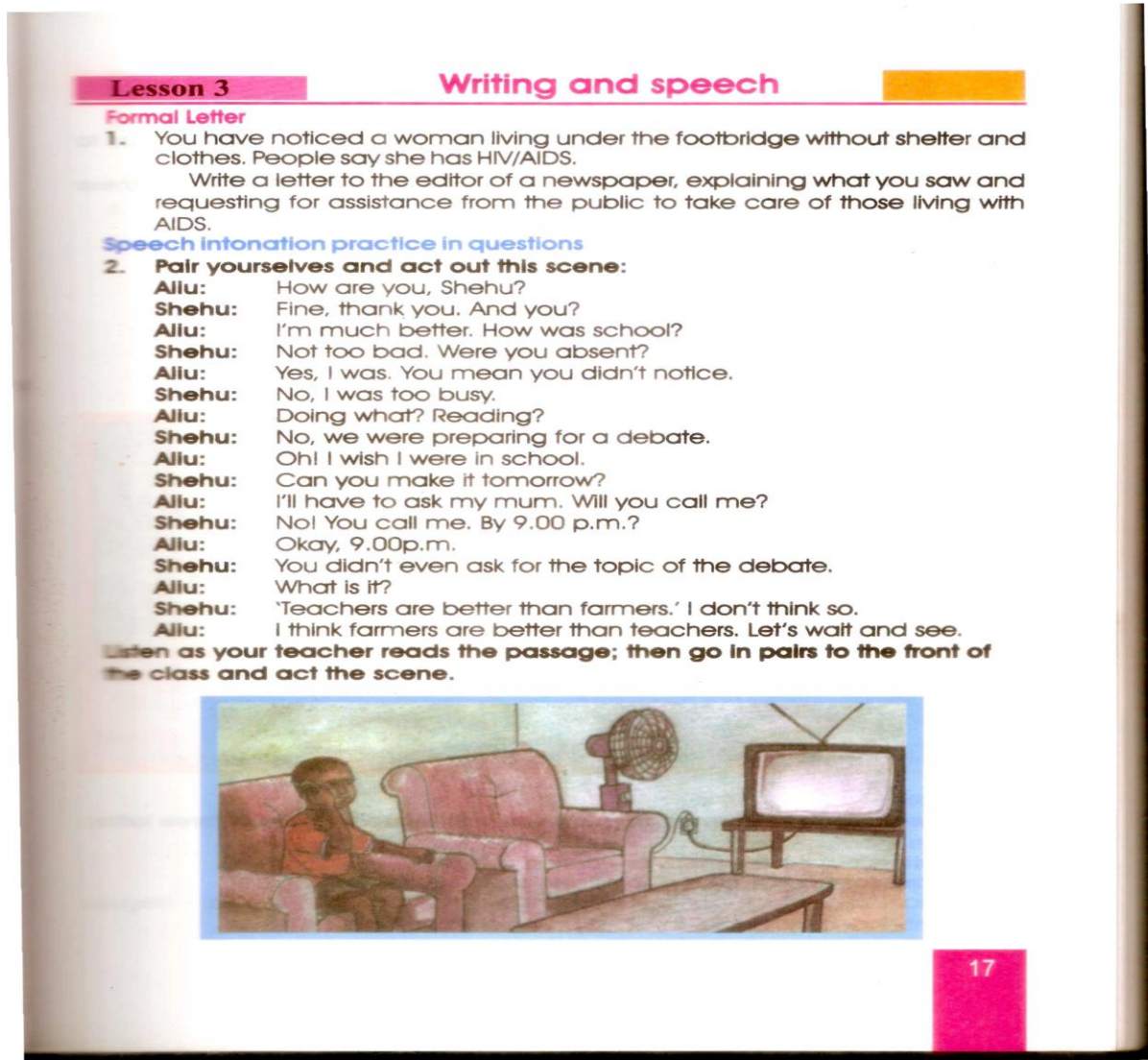
Formal and informal letters have several differences. These are shown in the table below:

(i) The writer's name is written at the top of the address.	The writer's name is not written at the top of the address.
(ii) The name, office and address of the addressee are written at the top left corner of the letter.	The addressee's name and address are not written in the letter.
(iii) The letter begins with "Dear Sir" or "Dear Ma" or "Dear Mr. Olubi."	The letter begins on a personal note e.g. "Dear Bola, My dear sister."
(iv) The letter ends with "Yours faithfully."	The letter ends with "Yours sincerely" or 'Yours' with the first name.

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Also, in teaching intonation, *MPE* needs to provide information to guide the teacher in correctly intoning the expressions in the conversation. Classroom observation of this lesson in Figure 6 below showed that some teachers needed help understanding the proper intonation patterns for the expressions. As a result, it could have been more efficiently taught. There needed to be a pronunciation guide for the listening and speaking activities to ensure the target competence for listening and speaking as specified in the curriculum. Apart from a lack of information that would guide the teaching and learning of listening, speaking, and pronunciation, *MPE* needs to have audio/visual materials to expose users to the pronunciation of expressions and lexical items. Consequently, teaching and learning these lessons mainly depended on the competence of the teacher, a second language speaker that another language speaker taught. On the other hand, the speaking activities were presented in a way that encouraged pupils to learn how to interact with people, especially in real-life situations.

Fig. 6: Page showing how MPE taught intonation
Macmillan new primary English book 5 p. 17



The preceding shows that the teachers who used *MPE* acknowledged that the textbooks not only addressed the objectives of teaching and learning the English language in middle and basic primary schools, but also aligned effectively with the UBE's goal for the English language teaching and learning. It did that using context that could be found within the Nigerian setting.

The objectives of *MPE* can be summarised as follows:

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1. Equipping pupils with the basic and systematic knowledge of present-day practical English that is commensurate with their ages;
2. Providing pupils with the basic language skills of speaking, listening, reading and writing to enable them to communicate in simple English and
3. Developing pupils' vocabulary, intellectual ability and study skills.

To achieve these objectives, *MPE* presented lessons in different areas of the English language study using different subjects that covered some current and recurrent societal issues. This is in line with the recommendations of the revised 9-Year Basic Education Curriculum presented by the Nigerian Educational Research and Development Council (NERDC), which recommends that the subject should infuse education information on road safety, disaster risk reduction, consumer education, and climate change.

5. Summary of the findings

Macmillan's New Primary English books 4-6 covered the four basic language skills – speaking, listening, writing and reading. The speaking tasks were meant to help learners learn how to interact with people even outside the classroom, and the reading tasks were also appropriate to engage the learners in active reading and developing their reading comprehension ability. There were equally lessons on writing, which covered various kinds and aspects of writing to help a learner develop his/her writing skills. The textbooks did not have audio/video material that would allow the learners to attain the standard of spoken English specified in the curriculum. So, the learners only depended on the teacher, a second-language speaker of English, who probably had no first-hand experience with the language for his/her listening skills. *MPE* also taught English sound segments, suprasegments, vocabulary, and grammar rules. However, *MPE* provided very scanty information on pronunciation. The textbooks' lessons meant to teach grammar rules and vocabulary were apt. Therefore, there were suitable lessons for teaching speaking, writing, reading, vocabulary and grammar in *MPE*, but the lessons meant to teach listening and pronunciation skills to learners were incongruous. They were not appropriate to improve the pronunciation ability of learners. Summarily, this study shows that:

- *Macmillan's New Primary English* addressed the aims of teaching English in the middle primary.
- The contents of *Macmillan's New Primary English* were relevant to Nigerian learners of English.
- The lessons, tasks, and exercises meant to teach speaking, writing, grammar, reading, and vocabulary in *MPE* were appropriate.
- There needed to be appropriate lessons, tasks or exercises to teach listening and pronunciation skills to learners using *MPE*.

6. Conclusion

Textbooks are undoubtedly a central element in second language teaching and learning. Apart from guiding the teacher in achieving the subject's objectives and helping in knowing the areas to focus on during the lessons, the textbook provides standard instruction. Second language teaching and learning experts advise that textbook developers or those who make textbook selection or adoption decisions should ensure the quality of teaching materials through critical textbook evaluation before using them on a large scale. Consequently, it is necessary to constantly evaluate textbooks to make appropriate decisions and achieve desired results. This study has, therefore, evaluated *Macmillan new primary English*, a UBE-approved English textbook used in primary schools within the Nsukka education zone, to ascertain the extent to which the textbook addressed the UBE goal for English language teaching and learning at the middle basic primary. The study uses a combination of checklist evaluation, content analysis and classroom observation of the *MPE* 4-6. The result of this study shows that despite some observable areas of weakness, *MPE* addresses the target goal of ensuring all-inclusive education at the middle primary in the study zone.

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