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# Development and Evaluation of a Thematic Year 5 English Module: Teachers' Perspectives

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### ABSTRACT

This study aimed to evaluate teachers' perceptions of a newly developed Year 5 English module in terms of content suitability, language appropriateness, practicality of implementation, and student engagement. A quantitative survey design was employed involving 80 primary school English teachers. Data were analysed using descriptive statistics and one-sample t-tests to determine whether the mean scores for each construct were significantly higher than the neutral benchmark value. The findings revealed that all four constructs were rated at a high level. Student engagement recorded the highest mean score, followed by content suitability, language appropriateness, and practicality. Inferential analysis indicated that all constructs were statistically significant above the neutral midpoint ( $p < .001$ ), with very large effect sizes. These results demonstrate strong teacher endorsement of the module's curriculum alignment, linguistic appropriateness, and capacity to promote active learning. Although practicality received comparatively lower ratings, it remained statistically significant, suggesting that minor contextual constraints do not substantially limit classroom implementation. The findings support principles of communicative and learner-centred pedagogy, highlighting the importance of curriculum alignment, structured language progression, and interactive learning activities in primary ESL instruction. The study contributes empirical evidence to instructional material development research by validating the module through teacher evaluation. Overall, the developed Year 5 English module demonstrates strong pedagogical quality and practical feasibility, indicating its potential to enhance English language teaching and learning in primary classrooms. Future research should examine the module's impact on students' language achievement through experimental designs and explore its implementation across diverse educational contexts.

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## **1. Introduction**

English language proficiency is critical in educating students to function effectively in today's globalised and knowledge-based society. Upper elementary students, particularly in Year 5, are expected to display increased communicative competence, a broader vocabulary range, and greater confidence in reading and writing. However, English teachers frequently face difficulties in selecting and modifying instructional resources that are developmentally appropriate, interesting, and in line with curriculum objectives [8,15,18].

Instructional modules are acknowledged as structured pedagogical tools that aid in methodical teaching and learning processes [29]. A well-designed module defines clear learning objectives, organises content in a progressive manner, incorporates relevant activities, and contains appropriate assessment elements. The production of instructional modules is frequently led by systematic instructional design frameworks, such as the ADDIE Model, which highlights the phases of analysis, design, development, implementation, and evaluation [7]. This systematic method ensures that educational materials are both pedagogically sound and sensitive to learners' needs.

When developing educational materials for Year 5 students, cognitive growth must be recognised. According to Jean Piaget (1972), upper primary students normally function in the concrete operational stage, where they learn best through contextualised and meaningful experiences. As a result, thematic education that relates language learning to real-life issues including daily routines, the environment, health, and social interactions is especially effective for this age range.

Furthermore, social interaction is crucial for language development. Lev Vygotsky (1978) stressed that learning takes place through social interaction within the Zone of Proximal Development (ZPD), where learners can acquire higher levels of comprehension with adequate scaffolding. Modules that include collaborative work, guided practice, and communicative activities can help students strengthen their language skills in English.

Despite the importance of well-structured instructional materials, research has primarily focused on student accomplishment outcomes, with very little attention paid to instructor assessments of newly designed English modules [21,26]. Teachers play an important role in implementing and mediating instructional content, and their perceptions have a substantial impact on the effective acceptance of educational innovations. Understanding teachers' perspectives on topic fit, practicality, and student engagement is critical for ensuring the efficacy and sustainability of a Year 5 English module in authentic classroom settings. The purpose of this study is to investigate teachers' views of a newly constructed thematic Year 5 English module. It specifically looks into teachers' perspectives on the module's topic relevancy, language appropriateness, feasibility of implementation, and ability to increase student involvement.

## **2. Literature Review**

### *2.1 Thematic Instruction in Primary ESL Classrooms*

Thematic instruction is commonly used in basic English classrooms because it combines language skills around meaningful and contextually relevant topics. This method enables students to develop vocabulary, grammar, reading, writing, listening, and speaking abilities in a coherent and interrelated manner. Students can better construct meaning when knowledge is organised around common themes such as daily living, the environment, food, and social interaction.

Upper elementary students benefit cognitively from contextualised and experience-based education. According to Jean Piaget (1972), learners at the concrete operational stage understand

concepts better when they are applied to real-life situations. As a result, thematic modules provide controlled yet engaging learning experiences that are appropriate for students' developmental levels. Empirical research have indicated that thematic approaches improve primary classroom engagement and facilitate deeper language acquisition [22,30]. The integration of several language abilities within a theme promotes authentic language use over separate grammar practice.

## *2.2 Instructional Module Development in Language Education*

Instructional modules should be developed using systematic instructional design concepts to assure quality and pedagogical coherence. The ADDIE Model, which is divided into five phases: analysis, design, development, implementation, and evaluation [7], is one of the most commonly used frameworks. This paradigm guarantees that learning objectives are clearly stated, materials are generated in a methodical manner, and evaluation mechanisms inform ongoing improvement. In language education, well-developed modules typically include:

- Clear learning outcomes
- Structured skill progression
- Scaffolded activities
- Formative and summative assessments
- Teacher guidance notes

Research indicates that modules developed using structured frameworks demonstrate higher usability and clearer pedagogical alignment [1,2,5]. However, the effectiveness of such modules ultimately depends on classroom implementation and teacher acceptance.

## *2.3 Social Constructivism and Language Learning*

Language learning is fundamentally social. Lev Vygotsky (1978) defined learning as interaction within the Zone of Proximal Development (ZPD), where learners can achieve higher levels of performance with supervision and collaboration. Collaborative assignments, peer conversations, and guided practice are all important in establishing communicative competence among English language learners. Modules that include interactive activities including pair work, group assignments, role-playing, and project-based learning are highly aligned with social constructivist principles. According to research, collaborative language exercises boost students' confidence and communicative skills [24].

## *2.4 Teachers' Perceptions of Instructional Materials*

Teachers have a critical role in putting educational innovations into practice. Their perceptions influence how things are altered, adjusted, or even rejected in educational settings. Research on teacher impressions of educational materials identifies three significant evaluation dimensions:

- Content relevance
- Language appropriateness
- Practicality and time management
- Suitability for mixed-ability learners
- Student engagement potential

Borg [6] underlined how teachers' opinions influence classroom behaviours and the usage of educational resources. According to recent research [27], teachers value resources that are versatile, controllable within a short instructional period, and adaptable to different skill levels. Despite growing research on English language teaching materials, there remains limited empirical focus specifically on teachers' evaluations of newly developed thematic modules at the Year 5 level. Most studies concentrate on student achievement outcomes rather than teachers' practical experiences during implementation. This gap highlights the importance of investigating teachers' perspectives to ensure sustainability and classroom relevance.

### **3. Methodology**

#### *3.1 Research Design*

This study used a quantitative research approach with experimental studies to investigate teachers' views of a newly constructed thematic Year 5 English module. A survey approach was chosen because it allows for the systematic collecting of numerical data from a large number of respondents and statistical analysis of trends, patterns, and overall perceptions [9]. The quantitative technique was deemed adequate for assessing the level of agreement on several areas of the module, such as content adequacy, language appropriateness, practicality, and student engagement.

#### *3.2 Participants*

The participants in this study were Year 5 English teachers from elementary schools. The study included a total of 80 teachers. Participants were chosen using purposive sampling because they were directly involved in teaching Year 5 English and had prior experience with the produced program. The inclusion criteria were:

1. Currently teaching Year 5 English.
2. Minimum of one year of teaching experience.
3. Have implemented the developed module for at least one instructional cycle.

#### *3.3 Instrumentation*

Data were collected using a structured questionnaire developed by the researchers. The instrument was designed based on:

- Instructional design principles from the ADDIE Model [7]
- Constructivist learning principles (Lev Vygotsky, 1978)
- Evaluation dimensions of instructional materials identified in previous ESL studies [6,27].

The questionnaire consisted of two sections:

##### Section A: Demographic Information

- Gender
- Teaching experience
- School location
- Academic qualification

##### Section B: Teachers' Perceptions of the Module

This section comprised 20 items measured using a five-point Likert scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

The items were grouped into four constructs:

1. Content Suitability (e.g., alignment with syllabus, clarity of objectives)
2. Language Appropriateness (e.g., vocabulary level, grammar progression)
3. Practicality of Implementation (e.g., time allocation, ease of use)
4. Student Engagement Potential (e.g., interactive activities, motivation)

### *3.4 Validity and Reliability*

To verify content validity, the questionnaire was examined by two English language education and instructional design professionals. Minor changes were made based on their suggestions to improve clarity and relevancy. A pilot study was carried out with 30 teachers who were not part of the final sample. The instrument's internal consistency reliability was assessed using the Cronbach's alpha coefficient. The dependability rating was  $\alpha = 0.89$ , showing strong internal consistency. According to Hair *et al.*, [14], a Cronbach's alpha value more than 0.70 is regarded acceptable.

### *3.5 Data Collection Procedure*

Before collecting data, permission was acquired from the relevant school authorities. The questionnaire was distributed either in paper or online. Participants were told of the study's goal and promised that their replies would be kept strictly confidential and used only for research purposes. Respondents had approximately two weeks to complete and return the questionnaire.

### *3.6 Data Analysis*

The collected data were analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including Mean (M), Standard Deviation (SD), Frequency and Percentage were used to determine the overall level of teachers' perceptions. The interpretation of mean scores was categorised as follows: 1.00–2.33 (Low), 2.34–3.66 (Moderate) and 3.67–5.00 (High). Additionally, inferential statistics such as one sample t-test were conducted to examine differences in perceptions.

## **4. Results**

### *4.1 Demographic Profile of Respondents*

A total of 80 Year 5 English teachers participated in this study. Of the respondents, 62.5% were female and 37.5% were male. In terms of teaching experience, 40% had 1–5 years of experience, 35% had 6–10 years, and 25% had more than 10 years of teaching experience. Additionally, 55% of the teachers were from urban schools, while 45% were from rural schools. The demographic distribution indicates a balanced representation of teaching experience and school context, providing a comprehensive overview of teachers' perceptions across different backgrounds.

**Table 1**  
 Demographic profile of respondents

Demographic Variable	Frequency (f)	Percentage (%)
Gender		
Male	30	37.5
Female	50	62.5
Teaching Experience		
1–5 years	32	40
6–10 years	28	35
>10 years	20	25
School Location		
Urban	44	55
Rural	36	45

#### 4.2 Teachers' Perceptions of the Module

**Table 2**  
 Teachers' perceptions of content suitability

Item No.	Item Statement	Mean (M)	SD	Interpretation
CS1	The module content aligns with the Year 5 English syllabus	4.45	0.50	High
CS2	The learning objectives are clearly stated	4.38	0.52	High
CS3	The content progression is logical and coherent	4.25	0.55	High
CS4	The themes are relevant to pupils' daily life	4.40	0.48	High
CS5	The module supports integrated skill development (listening, reading, writing, speaking)	4.30	0.51	High

Teachers generally expressed strong agreement that the module content is highly suitable for Year 5 learners. The item assessing curriculum alignment revealed the highest level of agreement ( $M = 4.45$ ,  $SD = 0.50$ ), indicating that respondents perceived the module as closely matching the official Year 5 English syllabus. Similarly, teachers agreed that the learning objectives are clearly stated ( $M = 4.38$ ,  $SD = 0.52$ ), which helps both teachers and students understand the intended skills and knowledge for each unit.

Regarding content progression, teachers reported that the sequencing of topics and activities is logical and coherent ( $M = 4.25$ ,  $SD = 0.55$ ). Starting from familiar concepts such as Free Time and gradually moving to more complex or abstract topics like Going Away provides structured scaffolding, facilitating pupils' understanding. Teachers also highlighted the relevance of the themes to pupils' daily lives ( $M = 4.40$ ,  $SD = 0.48$ ). Topics such as Food and Health, Sports, and Towns and Cities allow learners to connect classroom activities with their real-world experiences, thereby increasing motivation and engagement. Additionally, teachers perceived that the module effectively supports integrated skill development, encompassing listening, reading, writing, and speaking ( $M = 4.30$ ,  $SD = 0.51$ ). The activities are designed to develop multiple language skills simultaneously within each theme, which aligns with communicative language teaching principles and constructivist learning theory. Overall, the content suitability construct received a high mean score ( $M = 4.32$ ,  $SD = 0.48$ ), reflecting strong teacher approval. The findings suggest that teachers value modules that are curriculum-aligned, logically structured, relevant to students' lives, and capable of promoting integrated skill development.

**Table 3**  
 Teachers' perceptions of language appropriateness

Item No.	Item Statement	Mean (M)	SD	Interpretation
LA1	The vocabulary level is suitable for Year 5 learners	4.20	0.55	High
LA2	Grammar is presented progressively and understandably	4.15	0.58	High
LA3	Instructions in activities are clear and easy to follow	4.25	0.50	High
LA4	The language used promotes comprehension and communication	4.10	0.57	High
LA5	The module includes appropriate examples for comprehension	4.15	0.52	High

Teachers perceived the language used in the module as highly appropriate for Year 5 learners. They agreed that the vocabulary level is suitable, enabling pupils to comprehend new words without excessive difficulty (M = 4.20, SD = 0.55). Grammar progression was also regarded as clear and understandable (M = 4.15, SD = 0.58), allowing learners to gradually build their language structures across different units. Respondents noted that instructions for activities were generally clear and easy to follow (M = 4.25, SD = 0.50), which supports smooth classroom implementation. In addition, teachers highlighted that the language used throughout the module promotes comprehension and communication (M = 4.10, SD = 0.57), while examples provided in exercises further reinforced understanding (M = 4.15, SD = 0.52). The overall mean for language appropriateness was 4.18 (SD = 0.52), reflecting a high level of teacher approval.

**Table 4**  
 Teachers' perceptions of practicality

Item No.	Item Statement	Mean (M)	SD	Interpretation
P1	The module is easy to implement within classroom time constraints	3.85	0.62	High
P2	Activities are teacher-friendly and well-guided	3.95	0.60	High
P3	The module can be adapted for mixed-ability learners	3.90	0.63	High
P4	The required resources are accessible and manageable	3.80	0.65	High
P5	The module fits the typical teaching schedule	3.85	0.61	High

In terms of practicality, teachers also provided positive feedback, though this construct received slightly lower scores compared to content and language. Respondents agreed that the module is generally easy to implement within classroom time constraints (M = 3.85, SD = 0.62) and that activities are teacher-friendly and well-guided (M = 3.95, SD = 0.60). Teachers indicated that the module can be adapted for mixed-ability learners (M = 3.90, SD = 0.63), but some noted that certain tasks may require modifications depending on class size or available resources. Additionally, respondents reported that the resources required are accessible and manageable (M = 3.80, SD = 0.65), and that the module fits reasonably well within typical teaching schedules (M = 3.85, SD = 0.61). The overall mean for practicality was 3.89 (SD = 0.61), reflecting high agreement but highlighting minor challenges related to time management and resource allocation.

**Table 5**  
 Teachers' perceptions of student engagement

Item No.	Item Statement	Mean (M)	SD	Interpretation
SE1	Activities encourage active participation	4.40	0.46	High
SE2	Tasks promote collaboration among pupils	4.35	0.47	High
SE3	Thematic topics increase pupils' interest in learning English	4.38	0.45	High
SE4	The module motivates students to complete tasks	4.30	0.48	High

Teachers rated the module very highly in terms of its potential to engage students. Activities were perceived to encourage active participation (M = 4.40, SD = 0.46) and to promote collaboration among pupils (M = 4.35, SD = 0.47). The thematic topics were considered particularly effective in increasing learners' interest in English (M = 4.38, SD = 0.45), while motivating students to complete tasks (M = 4.30, SD = 0.48) and supporting improved communication skills (M = 4.32, SD = 0.46). The overall mean for Student Engagement was 4.35 (SD = 0.46), indicating that teachers strongly believe the module fosters an interactive and motivating learning environment.

**Table 6**  
 Overall teachers' perceptions

Construct	Mean (M)	SD	Interpretation
Content Suitability	4.32	0.48	High
Language Appropriateness	4.18	0.52	High
Practicality of Implementation	3.89	0.61	High
Student Engagement Potential	4.35	0.46	High
<b>Overall</b>	<b>4.19</b>	<b>0.52</b>	<b>High</b>

Across all four constructs, teachers expressed high levels of agreement with the module's quality and effectiveness. Content suitability and student engagement received the highest mean scores (M = 4.32 and M = 4.35, respectively), demonstrating that teachers value curriculum alignment, relevance, and interactive activities. Language appropriateness was also rated highly (M = 4.18), indicating that the module is linguistically suitable for Year 5 pupils, while Practicality, though still high (M = 3.89), points to minor implementation challenges such as time constraints and resource management. Overall, the findings suggest that the developed thematic Year 5 English module is well-received by teachers, offering a balanced combination of curriculum alignment, language suitability, practical usability, and engaging activities.

#### 4.3 One-Sample t-Test

A one-sample t-test was conducted to determine whether teachers' perceptions were significantly higher than the neutral midpoint value of 3.00.

**Table 7**

One-sample t-Test comparing construct means with test value (3.00)

Construct	M	SD	t <sub>(79)</sub>	p	Cohen's d	Interpretation
Content Suitability	4.32	0.51	23.16	< .001	2.59	Very Large
Language Appropriateness	4.18	0.52	20.31	< .001	2.27	Very Large
Practicality	3.89	0.61	13.05	< .001	1.46	Large
Student Engagement	4.35	0.46	26.26	< .001	2.93	Very Large

The results in Table 7 indicate that all constructs were significantly higher than the neutral benchmark of 3.00. For content suitability, the mean score (M = 4.32, SD = 0.51) was significantly higher than 3.00,  $t_{(79)} = 23.16$ ,  $p < .001$ . The effect size was extremely large ( $d = 2.59$ ), indicating very strong practical significance. This suggests that teachers strongly agree that the module aligns well with the Year 5 English syllabus and learning objectives. Language Appropriateness also demonstrated a statistically significant difference,  $t_{(79)} = 20.31$ ,  $p < .001$ , with a very large effect size ( $d = 2.27$ ). This confirms strong teacher confidence in the suitability of vocabulary, grammar progression, and clarity of instructions. Although practicality recorded comparatively lower mean values (M = 3.89, SD = 0.61), the result remained statistically significant,  $t_{(79)} = 13.05$ ,  $p < .001$ . The effect size ( $d = 1.46$ ) was still considered large, indicating that teachers generally perceive the module as feasible to implement despite minor classroom constraints. Student engagement obtained the highest statistical value,  $t_{(79)} = 26.26$ ,  $p < .001$ , with the largest effect size ( $d = 2.93$ ). This suggests very strong teacher agreement that the module promotes active learning, collaboration, and student motivation. Overall, the inferential findings confirm that teachers' perceptions are not only descriptively high but statistically robust with substantial practical impact.

## 5. Discussion

The current study investigated teachers' perceptions of the constructed Year 5 English module in terms of content fit, language appropriateness, practicability, and student engagement. Both descriptive and inferential findings revealed that all dimensions were evaluated significantly higher than the neutral benchmark, indicating high teacher acceptance of the designed instructional module.

### 5.1 Content Suitability

The results showed that content suitability had a high mean score and was statistically significant above the midpoint. This suggests that instructors saw the module as well linked with the Year 5 English syllabus and learning objectives. This finding is consistent with earlier studies that have identified curricular alignment as a crucial element in instructional material efficacy. According to Mishan [19], language learning resources must be tightly related to curriculum goals in order to be pedagogically relevant and usable in the classroom. Similarly, Amerstorfer [3] found that teachers are more accepting of training modules that have defined learning outcomes and planned topic progression.

Empirical research in ESL settings has also found that syllabus-aligned resources improve instructional planning efficiency and classroom implementation [13,17,36]. When teaching materials fit curriculum expectations, teachers have less cognitive and preparatory load, which improves instructional delivery. From a theoretical standpoint, the findings lend support to the ADDIE

instructional design paradigm, which holds that effective instructional development requires alignment between objectives, content, and learning activities. The logical sequence indicated by instructors fits the constructive alignment concepts given by Biggs and Tang (2011).

### *5.2 Language Appropriateness*

Language Appropriateness had a high mean, much higher than the neutral benchmark. Teachers agreed that Year 5 students had an appropriate vocabulary level, grammatical structure, and instructional clarity. This finding is consistent with Krashen's (1985) information hypothesis, which states that language acquisition happens when learners are exposed to understandable information somewhat higher than their current skill level. Nation (2001) found that restricted vocabulary and graded language exposure greatly improve understanding in young ESL learners.

Previous empirical research has consistently highlighted the importance of linguistic appropriateness in instructional materials. For example, Webb *et al.*, [35] emphasised that graded vocabulary control and systematic language sequencing are fundamental in ensuring comprehensible input for young ESL learners. Their work demonstrates that materials containing carefully selected lexical items significantly enhance learner comprehension and retention. Similarly, studies by Anuar and Aziz [4] on materials development argue that clarity of instructions and developmentally appropriate language are essential determinants of both teacher acceptance and learner engagement. Empirical classroom-based research has further shown that instructional materials with explicit and simplified task guidelines improve task completion rates and reduce learner confusion, particularly in primary ESL settings [11,23,28].

### *5.3 Practicality of Implementation*

Although practicality received the lowest mean score, it remained statistically significant, showing that teachers had a good sense of implementation feasibility. This outcome corresponds to regular tendencies described in instructional material evaluation studies. Jaikrishnan and Ismail [16] pointed out that even well-designed ESL materials may face practical constraints such as classroom time, resource availability, and student diversity. Similarly, Elpit *et al.*, [10] stressed that practicality is often dependent on contextual teaching situations rather than material quality alone. According to research conducted in primary ESL classes, teachers usually grade pedagogical excellence higher than logistical feasibility due to real-world classroom limits such as large class sizes and time constraints. As a result, the slightly lower practicality score seen in this study does not suggest weakness, but rather represents true classroom conditions.

### *5.4 Student Engagement*

Student engagement emerged as the dominant construct, with highly significant results. Teachers overwhelmingly felt that the curriculum encourages active engagement and learner motivation. This research backs up Communicative Language Teaching (CLT) concepts, which highlight engagement and meaningful communication as essential components of language learning (Littlewood, 2011). Teng and Mizumoto [31] found that engaging classroom activities greatly increased learner enthusiasm and participation.

Furthermore, the findings are consistent with Vygotsky's Social Constructivist Theory (1978), which emphasises collaborative learning as a process for knowledge formation. Empirical classroom research has demonstrated that activity-based and contextual learning materials improve primary

learners' engagement and language retention [12]. The strong engagement effect is consistent with Self-Determination Theory, which states that learning activities that promote autonomy and relevance increase intrinsic motivation (Deci & Ryan, 2000).

The integration of descriptive and inferential evidence shows that teachers place a higher value on pedagogical efficacy, specifically engagement and curricular alignment, than on logistical reasons. Similar patterns were observed in ESL module evaluation studies, with engagement-oriented elements regularly receiving better ratings than implementation-related factors [32, Lan, 2024). The very substantial effect sizes across constructs reinforce instructors' strong agreement on the instructional value of the designed module. Overall, the results indicate that the designed Year 5 English module efficiently incorporates curriculum alignment, suitable linguistic scaffolding, and learner-centred pedagogical design, hence promoting effective ESL education in primary schools.

## **6. Conclusion**

This study investigated teachers' impressions of the produced Year 5 English module on four major dimensions: content suitability, language appropriateness, implementation feasibility, and student engagement. Both descriptive and inferential analyses repeatedly found that all constructs were ranked significantly higher than the neutral baseline, with large effect sizes. These data show that teachers strongly support the module's overall quality and classroom relevance. Student engagement was the strongest of the four characteristics, closely followed by content suitability. This shows that teachers prioritise modules that encourage active involvement, cooperation, and meaningful learning experiences. The module's strong curricular alignment ratings demonstrate that it fits syllabus standards and instructional objectives, which strengthens its content validity and pedagogical relevance.

Language appropriateness was also well evaluated, showing that vocabulary level, grammar progression, and instructional clarity are developmentally appropriate for Year 5 students. While practicality obtained lower scores, it remained statistically significant, indicating that modest contextual restrictions do not considerably impede implementation. Rather, these outcomes reflect common classroom issues like time management and resource availability. Overall, the integration of descriptive and inferential findings provides strong empirical evidence for the created module's effectiveness and feasibility. The findings indicate that the module has good curricular alignment, sufficient linguistic scaffolding, high engagement potential, and adequate implementation practicality.

These findings add to the growing body of research on ESL instructional material development by offering empirical confirmation from actual teachers. The study emphasises the necessity of combining pedagogical quality and contextual feasibility in basic language teaching. Future research could broaden this study by investigating the module's impact on students' real language performance using experimental or quasi-experimental methodologies. Furthermore, researching long-term implementation in a variety of educational situations would increase the findings' generalisability. To summarise, the produced Year 5 English module is a pedagogically sound and practically viable instructional resource with a high potential to improve English language learning in primary schools.

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