

EVALUATING IRAQI EFL INTERMEDIATE SCHOOL COURSE BOOKS "ENGLISH FOR IRAQ" FROM TEACHERS' AND PUPILS' POINT OF VIEW

*Urooba Issa Yasseen,

**Supervised by : Asst. Prof Bushra Saadoon Mohammed AL-Noori

**MA Student, **Supervisor*

*University of Baghdad College of Education Ibn –Rushd for Human Sciences ,
Department of English*

INTRODUCTION

1.Statement of the Problem

In an effort to be along with worldwide alterations ,Iraq entered in 2003 educational reforms to remove the complaints that resulted from displeasing with the then existing textbooks .But after more than decade of executing the reforms ,they do not seem to meet the expectations of the teacher ,learners and parents(Bader:2017.1).The present study tries to evaluate the intermediate school curriculum "English for Iraq". Because of the importance of the process of evaluation which is a kind of methodic valuating of the worth of clients utilizing them(Tomlinson:2011,p.xv), and the series "English for Iraq " is new and does not subject to evaluation so its evaluation will be rich addition to the educational area. Some teachers argue that , it involves inconsequential material with unrelated topic that never suit neither the pupils needs nor the teachers because it may hinder their promptness and ingenuity .They face many difficulties in teaching the textbook for example in using the method ,the audio records ,in preparing group work also the activities and the writing activities are too much on the part of the students and the different types of tenses that should be taught in each unit but some teacher consider it as a useful guide .Since the subject is related to the teaching of foreign language and desirable output is the linguistic proficiency in students so it is significant to evaluate the textbook depending on standard linguistic proficiency

which should be related to our culture and our educational system in Iraq. The present study in an effort to assess part of this series to establish an essential structure for the assessment of the others and to diagnosis the actual problem in educational field that related to English textbooks involved in evaluation through compilation of the opinions of its users (teacher and students).

2.Significance of the Study

The fundamental component to many EFL/ESL classroom is the textbook that is often taught by the teachers . Hutchinson and Torres (1994:315) describe the textbook as because of selling a huge number of them per a year is a global "element" and the situation is not freeing from the textbook which is related to .Most of theorists agree with this view such as Sheldon (1988:237)who believe that textbook is regarded as "the visible heart of any ELT program" as well as it is has tremendous benefit for both teacher and students. Because of the mentioned interests of the textbook ,it should be subjected to evaluation process in order to know the extent to which it is pertaining needs of pupils and for achieving the objectives of the educational process .

3.Aims:

This study aims at:

- 1.Evaluating Iraqi EFL intermediate school course

books "English for Iraq" from teachers' point of view.

2. Evaluating Iraqi EFL intermediate school course books "English for Iraq" from pupils' point of view .

4.Limits :This study is limited to

1.The course books English for Iraq Intermediate level in Baghdad/AlRusafa 1&3 from teachers' and pupils' point of view .

2.The academic year (2018-2019).

5.Value of the Study

1.It helps teachers to make English teaching and learning more interesting and effective .

2.It enables students to participate and make them more interactive .

6 Procedures

1.Construing a checklist and verifying its psychometric features .

2.Selecting a sample of teachers of intermediate schools in Baghdad/ALRusafa 1&3.

3. Selecting a sample of students of intermediate schools in Baghdad/ ALRusafa 1&3.

4. Distributing the checklist among them ,then collecting them.

5. Data obtained will be statistically treated utilizing appropriate statistical means ,and

6. Results ,conclusion , recommendations and suggestions for further studies will be set forward .

Definitions of the Basic Terms

1. Evaluation :It is defined by Sheldon (1988:245) as a " dynamic process which is fundamentally a subjective ,rule –of thumb activity where no neat formula , grid , or system will ever provide a definitive yardstick" and "material evaluation is necessary to determine the suitability of the materials for a particular

program"(Brown :1995,p.19) .

2. Textbook: It is defined by The Oxford Advanced Learners' Dictionary (2000:479) as "A book that teaches a particular subject and that is used especially in schools and colleges".

The operational definition of evaluation is making decision that comes from teachers and pupils about the validity of the textbook components or not after responding to checklists that the researcher has set them to discover the strengths and weaknesses

THEORETICAL BACKGROUND AND PREVIOUS RELATED STUDIES

1 What is Evaluation

Cronbach (1963: 403) has outlined the significance of evaluation as mediums of uptrend who thinks that the use of evaluation to uptrend the program when it is still continuous , so it participates in upgrading education rather than utilizing in valuing product found in market .This kind of evaluation must be pertained to "observing effects in contexts "(cronbach 1975)but not pertained to issue "predictive generalization " (white ,1988: 149).Brown (1995: 217) describes evaluation as "the heart " of designation of language curriculum that works to contain , to relate ,and to make the other components meaningful .Evaluation must be considered as a crucial part of curriculum and syllabus design , it is seen as the most significant stage the preceding stages depend on it to specify whether they are successful or not .Genesee (2001) sees the basis of evaluation is to gather data and then analyzed and constructed. It can specify the worth of a thing (Worthen ,1990: 42) .In its broad sense , it is a process of making judgment not only to check the worth of a thing but also the advantages of it (Scriven,1991:139).

2 Textbook Evaluation

The effect of textbooks occur on what is be taught by teacher and what method should be used to teach the learners (McGrath ,2002) . Ellis (1997) has stressed that each textbook utilized in teaching process must be evaluated .But what is important is that before the textbook evaluation occurs book analysis should be done .McGrath (2001) defines textbook analysis as what is already found in textbook , which leads to an objective

delineament but the evaluation is not objective . Tomlinson (2003) makes recognition between evaluation which it is subjective and depended on the benefits of the material and the analysis which it is objective because it is depended on the material for this reason analysis has to be before evaluation

Cunningsworth (1995) emphasizes that textbook evaluation can aid in issuing valid decision about fostering new textbook or limit the advantages or disadvantages of a textbook used .

3 Why Textbook Evaluation

Although there is dispute about the textbook use and two teams one proponents to use it and other opponents to use it but the use of textbook still the most popular element so it has to stay .However , the trend towards learner- centered has been since the 1970s and a textbook is seen as a tool to accomplish the aims and objectives that have been stated regarding the needs of learners .The purpose of textbook is neither to limit the aims nor to get aims but to be helpful aid to both the teachers and the learners (Brown ,1995) .Consequently, the matter of founding and implementing various and pertinent suitable criteria to measure textbooks that is utilized in the language classroom is very significant and desirable .Then , the choice of material should be done carefully , and the materials should express first the needs of the learning and second the aims , methods ,the worth of the instructional program .(Cunningsworth ,1995: 7) . Sheldon (1988) has referred to other causes for textbook evaluation, he considers the choice of textbook is a kind of an investment of several types such as professional, financial ,or even political which is regarded as a significant institutive pedagogical decision .Consequently , if the evaluation is comprehensive that helps the institutive and teaching members to distinguish between the textbooks displayed in the market . In addition , comprehensive evaluation helps to determine the strengths and weaknesses found in the textbook that are used because they will be familiar with textbooks' content .So they enhance the strengths by ideal use of them and discriminating the weaknesses found in exercises, tasks ,and overall texts . Moreover , textbook evaluation plays a vital role in evolving teachers and in enhancing their profession. Cunningsworth (1995) Ellis (1997) propose that it can equip them with a purposive , precise ,methodic, "contextual" foresights into the total core of the textbook content. Also , textbook evaluation can serve as an advantageous instrument in constructing

action research in additional a form of professional uptrend and encouragement .And last but not least , it is considered a precious factor in pre- service teachers program in that it has double aim of letting students teachers seek in textbooks to realize the significant elements and be familiar with huge number of printed materials.

4.General Approaches to Textbook Evaluation

Impressionistic Evaluation , Checklist , In- depth Evaluation

The first one reflects the impressions of the authors or the publishers about the general features of the textbook content in terms of organization, layout , topic in additional to the visual (Montasser,2013). This method is lack without the other approach checklist. While the in-depth approach is useful in discovering whether the general features and the internal features are compatible (McDonough and Shaw , 2003)

Macro vs Micro Evaluation: Ellis (1997) suggests the micro- evaluation and macro evaluation .In the former , a teaching task of interest is subjected to evaluation after it has been widely utilized. While in the latter the overall assessment of teaching program including the teacher, the content , and the pupils.

Predictive Evaluation vs Retrospective Evaluation

Predictive approach pertaining to make decision about selecting the material to be used in classroom . The purpose of the retrospective approach is to delineate the validity of predictive approach and how to reinforce the tools involved in the predictive for using them in aftertime use (Ellis 1997).

Pre-use , In- use and Post- use Evaluation: At the first stage the evaluation is to predict the value in other word potentiality of the textbook .Which related to what is called by Ellis (1997) the predictive evaluation .While in the second stage the evaluation occurs at time of using the textbook in classroom .Whereas the third stage takes place after widely using the textbook to determine the strengths and weaknesses of the textbook and also to discover if it applicable to aftertime use so it is similar to retrospective.

Blooms' Taxonomy .This kind of evaluation approach can help the qualified and not qualified teachers with concentrating on critical thinking (Aviles 2000) .

A Benchmarks – Based Approach : A Qualitative Method :The first stage of the benchmark- based method is to determine the learning goals .

This identifies if the textbook related to goals or not . It is suitable to any k-12 system subjects , e.g. English , that has group of approved learning goals (Kulm et al 1999) .It serves to know what learners would learn after that when they have unsophisticated , watertight and detailed aim

4.Evaluation Checklists

textbook evaluation as for Sheldon (1988:245) is subjective and there is no collection of criteria that cover all domains .Hence , a great number of researchers try to put their own criteria by which the evaluation of textbook occur . Daoud and Celce –Murcia ,(1979) , Williams (1983) , Dougill (1987) , Sheldon (1988) , Skierso(1991) , Cunningsworth (1995) , Ur (1996) , Brown ,H.D.(2001), McDonough and Shaw (2003) and Litz(2005) . Those researchers have utilized checklist based approach in order to evaluate ELT textbook .

6. Definition of Checklist

Checklists, according to Stufflebeam (2000) are the significant instruments especially if they are concernedly evolved, can provide list of merits to clear up the criteria to be assessed , work as a tool to remembrances , help in growing objectivity of the evaluator , reinforce the reliability of the results , and simplify the reoccurrence of the evaluation .

8.The Notion of Materials Development

The materials development has gained its value in 1990s. Tomlinson (2011:xiii) recognizes materials as "anything " utilized by learners to master language . The forms of materials are different such as a textbook , a workbook , a cassette , a CD ROM ,a video , a photo copied handout , a newspaper , a paragraph written on whiteboard : " anything" introduces the language that the learner has learned

9.Textbook Use

Arguments for Textbook Use

Ur (1996) refers to advantages of textbooks that they are a guide to both teachers and learners within detailed overview to follow, they save the time and economic, are not heavy and the learners are not facing difficulties to carry and somewhat encourage the autonomy learning

Arguments against the Textbook Use

Demerits of textbooks are shown by some authors for example , Allwright (1981:9) views that the management process is more important and complicated than textbook in that may not achieve the needs of learners . In the same argument , Williams (1983) and Ur (ibid) show that the individual differences , learning style cannot be handled in a textbook .

10.Text book Development Principles

Nunan (1988: 98) describes the textbook as a touchable aspect of the curriculum in action. In addition, Dubin and Olshtain (1996) maintains that the textbook devotes the syllabus objectives in flexible chapters .

Tomlinson (1993, 2002 and 2008) stats that the development of a text book should exhibit the following principles :

- 1.The presentation and content .
2. Learners' needs be involved .
3. The introduced culture be clear to the learners .
- 4.Respond positively towards the target culture .
5. Learners participate in contextualized tasks in order to elicit productive communication so the result will be influential outputs of language .
6. Learners treat with authenticity .

12 Textbook Production

The production of textbook as for Seguin (ibid) includes first the indication of needs then test of financial resources these two aspects before the elaboration of textbook which followed by printing , publishing ,distribution , circulation and marketing of textbook

13. Textbook Context

1 Grammar 2. Vocabulary 3. Listening 4. Pronunciation 5. Speaking 6. Reading 7. Writing 8. Functions and Notions 9. Culture

14 "English for Iraq " : An Overview In the academic year 2013-2014 " English for Iraq" series took place "Iraq Opportunities " series which is the core of this study as discussed below .

"**English for Iraq** " is an international series involving twelve levels and it is specially used for pupils and teachers of schools in the republic of Iraq only .The authors who wrote this series are two : Terry O'Neill and Peter Snow . Garnet Publishing Company and the Editorial and Adaptation Committee have adapted this series to adequate the culture .

" **English for Iraq** ' presents theme – based learning units with a multi- syllabus (functional\structural) that help pupils to acquire a beneficial strategies for evolving listening, speaking ,reading and writing skills. Despite this , Students' book spotlights the structures and exponents of function and the practice in the Activity Book .The essential methodology for this series is student –centered this kind of methodology is aim to develop learning by using both the individual and interactive tasks so the main approach is the communicative approach.

Also, "**English for Iraq**" incorporates both culture the international and national . This series introduces instances of natural environment in Iraq and support the social and moral values of the country .

The teaching of grammar ,vocabulary and skills are clearly integrated to make the learning more effective for Iraqi pupils .

2.16 Previous Related Studies

The researcher choose foreign and Arabic previous study from which the present study partly get benefited:

Akef 2015:

The title of this study is (Evaluating the English Textbook "Iraq Opportunities "Book 6 for the 2nd Intermediate Stage). The study aimed at evaluating the English textbook "Iraq opportunities " for the 2nd Intermediate stage by teachers' perspectives and reviewing teachers' suggestions and recommendations which help in developing the textbook .The sample of the study is (60) intermediate schools in Baghdad /ALKarkh (1) and (60) male and female English teachers .The researcher has used a checklist for teachers .Many copies of checklists has been distributed by the researcher and has managed to collect almost all the copies then the checklist was statistically analyzed. The results were there was a big lack in English textbook in most of its domains such as objectives , general appearance , teaching aides , book content respectively .The objectives do not meet the individual differences among students and the content do not enhance free writing opportunity.

Litz 2001

The study is titled (Textbook Evaluation and ELT Management :A South Korea Case study which aimed at discussing and describing the interact and complex evaluation process that was undertaken at Sung kyn kwan University in Suwon, South Korea in 2000-2001 for a book (English first hand 2)that was being used in this particular environment and to determine the overall pedagogical value and suitability of the book towards this specific language program .The sample consisted of 8 of the intermediate English course instructors and 500 students .The researcher has adopted student needs analysis and two types of forms one for teachers and the other for students .The findings of the research are :lack of an ESP focus , it is suitable for small , homogenous ,co-ed classes of Senior Korean students , any superfluous concerns might be alleviated or eradicated through supplementing , modifying , and adapting problematic aspects of the book . It can be an effective textbook in the hands of good teacher .The teachers would voluntarily choose to use the textbook

again because the majority of students reported that the textbook was somewhat stimulating and useful for their purposes and found that EF2 actually raised their students' interests in further language study.

METHODOLOGY

1 The Population :The population of this study involves two lists: teachers of English of intermediate stage at Baghdad /AL-Rusafa (1,3) through the academic year (2018-2019) and Pupils of intermediate stage at Baghdad /AL-Rusafa (1,3) through the academic year (2018-2019).

A-Population of Teachers :The population includes (7738) English teachers of both genders at public intermediate school\morning studies in accordance to the statistics supplied by the Ministry of Education for the academic year (2018-2019)

B-Population of pupils :The population includes (134847) male and female pupils at public intermediate schools\ morning studies in accordance to the statistics provided by the Ministry of Education for the academic year (2018-2019).

SAMPLE OF THE STUDY

A- Sample of the Teachers :The sample of the study includes (360) male and female teachers taken from intermediate and secondary schools , distributed as follows :

- The overall number of teachers at first intermediate stage is (120)teachers .
- The overall number of teachers at second intermediate stage is (120) teachers .
- The overall number of teachers at third intermediate stage is (120) teachers.

B-Sample of the Pupils : The sample involves (675)male and female pupils randomly chosen from the intermediate and secondary schools and they are

distributed as follows :

- The overall number of pupils at first intermediate stage is (225) pupils .
- The overall number of the pupils at second intermediate stage is (225)pupils .
- The overall number of pupils at third intermediate stage is (225) pupils .

The overall number of the school that has been visited by the researcher is 100 intermediate and secondary schools at AL-Rusafa (1,3)

2.Pilot Administration:pilot study aims at

- Showing whether the checklist instructions and items are clear or not
- Noticing the time which has been estimated to answer the checklist and
 - Count the reliability coefficient .

The researcher selected (15) teachers and (30) pupils for the pilot study

3 Data collection tools : The research resorts to two major tools to achieve the aims of the current study and reach to valid results : the checklists ,one for pupils and one for teachers .

The checklist: The tool for the pilot study is used in the following way : The researcher distributed an open questions checklist to the (15) chosen teachers of the pilot study, in which the following questions were included :

- What are the difficulties you face in teaching the new textbook , and
 - What are the merits of the new textbook .

The researcher constructed the tool on the basis of the responses from teachers .The researcher took the help of website in order to collect the items related to the

responses . The checklist for pupils was also prepared on the basis of a similar checklist and responses found on the internet , which was suitable for their age and academic level .

The description of the checklist

Teacher checklist : The checklist consists of (12) domains which are :

A/Layout and Design :which consists of (6)items (1,2,3,4,5,6)

B/ The Tests , Exercises and Activities : which consists of (7) items (7,8,9,10,11,12,13)

C/The suitability of Teaching Method: which consists of (4) items (14,15,16,17)

D/General Appearance : which consists of (50)items (18,19,20,21,22) E/ The Accompanying Materials : which consists of (3) items (23,24,25) F/The Teachability : which consists of (3) items (26,27,28) G/Skills :which consists of (6) items (29,30,31,32,33,34) H/Objectives : which consists of (5) items (35,36,37,38,39) I/The Suitability of Social and Cultural Contexts : which consists of (2) items (40,41)

J/Language Type : which consists of (4) items (42,43,44,45) K/Subject and Content : which consists of (6) items (46,47,48,49,50,51) L/Conclusion :which consists of (1) item (52).

Pupil checklist : The pupil checklist consists of (4) domains which are :

First /Topics of the Book :which consists of (4) items (1,2,3,4)

Second //llustrations : which consists of (5) items (1,2,3,4,5)

Third /Exercise Items : which consists of (5) items (1,2,3,4,5)

Fourth /Textbook Qualifications : which consists of (60) items (1,2,3,4,5,6).

4.Validity of the instrument : Validity defined by

Harrison as " The extent to which the test measures what is intended to measure " . Validity has different types such as construct validity , face validity and content validity .The validity is achieved by subjecting the tools i.e. teacher checklist and pupil checklist to jury members in ELT at different universities who approved it with some modifications which are done

5. The Reliability: In order to depend on a research tool , it should be describing as reliable, to provide the same results when it applies more than once on the same sample under the same circumstances (ALSaid,1971:48) . The research has depended on the method of re – application of the checklist (test-Re –test) on the pilot study sample which are (15) male and female teachers , and (30) pupils of both genders .Adamz refers that (To be the reliability correct , the period between the first application and the second one should not reach three weeks and not less than two weeks " So to find the reliability , the research has utilized person coefficient because it is the more exact one (ALBaiati ,1977:182) .To find the relationship between the scores of the first application and the scores of the second one to teacher checklist and pupils checklist , the researcher has used person coefficient so the coefficient to teacher checklist is (0.85) and the coefficient to pupil checklist is (0.82) .

6. The scoring Scheme

According to the teacher checklist the scale encompasses five ratings , the scoring scheme used in the current study is that every rating scale has one mark as presented below :(Always 5) , (Usually 4) , (Sometimes 3) , (rarely 2) , (Never 1)

According to pupil checklist the scale is of three ratings , the scoring scheme used in this current study is that every rating scale has only one mark as presented below : (Good 3) , (Acceptable 2) ,(Weak 1) .

7.Final Administration : The researcher has distributed the copies of teacher checklist to the teachers of intermediate school at AL-Rusafa 1,3 and they have been given a week to finish the checklist at the beginning of April until the 20th of May ,and after that the researcher has managed to collect them. Some of the teachers couldn't understand it so the researcher has to help them to finish them immediately. Regarding the pupil checklist, the researcher has distributed copies of

checklist to pupils who immediately finished them so the distribution and the collection have taken 2 weeks .The researcher has adopted a sample of pupils in ALRusafa 1 which is considered as a representative to AL-Rusafa 3 pupils .

8.Statistical Methods: Weighted Mean,The Weighted Percentile percentile and pearson correlation coefficient formula

ANALYSIS AND DISCUSSION OF RESULTS

1 Results Analysis : After completing all the steps in the research procedure the researcher analyzed the data and arrived at the results which are given in this chapter . The researcher tried to arrive at the conclusion regarding the aims of the research by taking the following steps :

1.The researcher has counted the frequency of teachers' and pupils' responses for each item of the two checklists according to the approved alternatives .

2.The researcher has depended on weighted means and weighted percentiles as statistical means to determine the achieved and unachieved items in every domain of the two checklists .The first alternative in the checklist was assigned (5) scores , the second one (4) scores , the third one (3) scores , the fourth one (2) scores and the fifth one was assigned one score . The checklist for students was assigned scores in the following way : First alternative (3) scores , second alternative (2) scores and third alternative one score .

3.In order to separate the scores as strengths and weaknesses , (3) is considered to be the criterion .The item which has weighted mean (3) and weighted percentile (60%) and above is achieved but the item that has weighted mean less than (3) and weighted percentile less than (60%) is unachieved .while for the pupil checklist the weighted mean is (2) to separate between the strengths and weaknesses of the items , so the item which gets weighted mean (2) and weighted percentile (66.66) and above is achieved , meanwhile the item which gets weighted mean less than (2) and weighted percentile less than (66.66) is unachieved .

4.The researcher has ranked the checklists items within each domain descendingly from higher weighted mean and weighted percentile to less weighted mean and

weighted percentile .

5.After defining the achieved and unachieved items by the researcher which are found in English book to the intermediate stage that has been teaching in intermediate schools from teachers' and pupils' point of view, the researcher is going to discuss those results according to the following :

2.General Information

1.Age

Age	No.	Percentage
26- 30	30	8,33%
31 -40	91	25,28%
41 -50	159	44,17%
Above 50	80	22,22%
	360	100%

Table (4-1) Teachers' Age

As shown from the table , 44,17 from the sampled teachers are aged between 41 and 50 ,this means that most of them are mature and have a critical eye to evaluate the textbook under examination .

2. Teaching Experience

Experience	No.	Percentage
2 -10	54	15%
11 -20	129	35,83%
21 -30	129	35,83
Above 31	48	13,34%
	360	100%

Table (4-2)Teachers' Experience

As the table shows , the experience of the teacher in the teaching field make them experts and are able to answer insightfully , 35,83 of the sampled teacher have experience between 11 to 30 years that make them qualified to evaluate the textbook more accurately .

3 .The Achievement of the Pupils' Parents

Achievement of mother	No.	Percentage
Illiteracy	6	0,89%
Literacy	12	1,78%
Primary stage	136	20,15%
Intermediate stage	244	36,15%
Preparatory stage	109	16,15%
Bachelor	126	18,66%
Master	6	0,89%

Ph. D	4	0,59%
Institute	32	4,74%
	675	100%

Table (4-3) Mothers' Achievement

Fathers' achievement	No.	percentage
Illiteracy	1	0.15%
Literacy	13	1.93%
Primary stage	109	16.15%
Intermediate stage	201	29.77%
Preparatory stage	140	20.74%
Bachelor	173	25.63%
Master	5	0.74%
Ph. D	1	0.15%
Institute	32	4.74%
	675	100%

Table (4-4)Fathers' Achievement

Both tables (4-3) and (4-4) show the achievement of the parents of the pupils , 36.15 of the mothers have graduated from intermediate stage which is higher percentage against 0.89 of the mothers who are illiterate and 0.59 who are Ph .D .And 29.77 of the fathers have graduated from intermediate stage that is higher percentage against 0.15 of the fathers who are illiterate and 0.15 who have Ph .D.

So it is concluded that there is no significant differences between the mothers' and fathers' achievement .

3 .Discussion of the Aims: Discussion of the first aim :Evaluating the intermediate school coursebook "English for Iraq " from the teachers' viewpoint .Discussion of the second aim :Evaluating Iraqi EFL intermediate school course books "English for Iraq " from pupils' point of view .The research results show the following : In accordance to the results above in the tables ,although there are overall consensus related to the intermediate course books "English for Iraq " (EFI) in many domains from both teachers and

pupils such as layout and design , suitability of social and cultural context , subject and content , language type , skills ,objectives ,illustrations but there are negative results due to the muchness of reading material and writing activities , the time allotted for teaching is insufficient , there is no gradation of the material , the smallness of the font size and the difficulty of applying the communicative method in large classes and the learner –center is relatively achieved .

Suggestions :The researcher suggests some criteria(depending on the quality of textbook mentioned in literature) that should be put in mind through choosing and evaluating textbook of English :

- 1.Time for allotted for teaching
- 2.The font size
- 3.The sufficient reading passages

- 4.The suitable teaching method
- 5.The needs and interests of the pupils
- 6.The suitability of writing activities
- 7.Focus on learner- centered

RECOMMENDATIONS

First : for the Ministry of Education

- 1.Through selecting the textbook ,the teachers should have a role in and also if there are any modifications or improvements it is preferable to contribute in them .
- 2.Reducing some of reading passages in order to suit the time of lesson and the level of the pupils .

Second : for Teachers

- 1.Teachers must use variety of audio visual aids that help speed up the understanding of pupils then , minimize the time of lesson so they can accomplish the objectives of the lesson without problem.
2. An adequate training must be available to teachers in different aspects such as technology that leads to enjoyable and modern English teaching i. e not traditional
- 3.Teachers must encourage their pupils to be independent in order to take charge on the time of lesson and study by themselves without depending on the others such as private teacher .
- 4.Teachers must be sure that their pupils express their wants , feelings and needs in writing activities .

Third : for Further Studies

- 1.Building up other studies on evaluating English textbooks of preparatory stage .

- 2.Building up other studies on evaluating the series of "English for Iraq " in other places .

REFERENCES

- ❖ Akef, H.D.(2015) . Evaluating the English Textbook "Iraq Opportunities " Book 6 for the 2nd Intermediate stage .p106.
- ❖ AL-Baiati , A.T and Zakaria ,A.(1977). Deductive Descriptive Statistics in Education and Psychology .Baghdad : Muassasst AL-Thaqafa AL-Alumalia Press .
- ❖ Allwright , R.L.(1981) . "What do we want teaching materials for ? *English Language Teaching Journal* ,
- ❖ AL-Said ,F.A. (1971).The statistical psychology and measuring the hu Aviles ,C.B. (2000). *Teaching and testing for critical thinking with Blooms' taxonomy of educational objectives*.(ERIC Document Reproduction Service No. ED 446023).
- ❖ Bader, F.(2017) .An Evaluation of the Algerian Middle School English Syllabuses and Textbooks. Thesis submitted to the candidacy for the Degree of Doctoral Es- science in Applied Linguistics
- ❖ Aviles ,C.B. (2000). *Teaching and testing for critical thinking with Blooms' taxonomy of educational objectives* .(ERIC Document Reproduction Service No. ED 446023).
- ❖ Brown , J.D. (1995) .The Elements of Language Curriculum .New York :Newbury House
- ❖ Cronbach , L.J. (1963). "Course improvement through evaluation". *Teachers College Record*, 64,672-83 .Also in Globy, Greenwald and West (eds).(1975).
- ❖ Cronbach ,L.J. (1975) ."Beyond the two disciplines of scientific psychology ". *American Psychology* ,30/2 :116-27
- ❖ Cunningsworth , A. (1995) . *Choosing Your Course book* .UK: Heinmann
- ❖ Daoud ,A. & Celce – Murcia, M.(1979)."Selecting and evaluating a textbook ". In M. CelceCambridge , MA: Newbury House

Publishers .

❖ Dougill, J. (1987). "Not so obvious ". In L.E. Sheldon (Ed.) , *ELT Textbooks and Material: Problems in evaluation and development* , 29-35 . Oxford : Modern English Publication /British Council

❖ Ellis , R. (1997) . "The empirical evaluation of language teaching materials ". *English Language Teaching Journal* , 51(1), 36-42.

❖ Genesee , F. (2001). "Evaluation ". In R. Carter and Nunan , D. (Eds.), *The Cambridge Guide to teaching English to speakers of other languages* , 144-150. Cambridge : CUP.

❖ Hutchinson , T. & Torres , E. (1994) . "The textbook as agent of change ". *ELT Journal* , 48(4) , 315- 328.

❖ Litz , D. (2005). " Textbook Evaluation and ELT management : a south Korean case study ". *Asian EFL Journal* . Retrieved December. 15, 2014, from <http://www.asian-efl-journal.com/litz-thesis.bdf>

❖ McDonough , J. and Shaw , C.L. (2003). *Materials and Method in ELT* (second edition) . Maine : Blackwell Publishing

❖ McGrath , I. (2002) . *Materials Evaluation and Design for Languages Teaching* . Edinburgh: Edinburgh University Press

❖ Montasser , M.A. (2013) . *Developing an English language textbook evaluative checklists* . IOSR Journal of Research & Method in Education , 1(3) , 55- 70 .

❖ Nunan , D. (1988) . *Syllabus Design* . Oxford : OUP.

❖ Oxford Advanced Dictionary (2000) . Oxford : OUP.

❖ Scriven , M. (1991). *Evaluation Thesaurus* (4th edition) . Newbury Park , CA: Sage .

❖ Seguin , R. (1998). *Elaboration of School Textbooks: Methodological Guide* . Paris . Unesco .

❖ Sheldon , I. (1988) . " Evaluating ELT textbooks and materials " *ELT Journal* , 42 (2) 237-247

❖ Skierso , A. (1991). "Textbook selection and evaluation ". In In Celce- Murcia , M. (Ed.) *Teaching English as a Second or Foreign Language* (second edition), 432-452.

❖ Stufflebeam , D.L. (2000). "guidelines for developing evaluation checklists : the checklists development checklist (CDC). Retrieved December. 25, 2016 from www.wmich.edu/sits/default/files/attachments/u350/2014/guidlinescdc.bdf

❖ Tomlinson , B. (2001). ' Materials development '. In R. Carter and D. Nunan (Eds.) . *The Cambridge Guide to the teaching of English to Speakers of other Language* , 66- 71.

❖ Tomlinson , B. (2003) . ' Materials evaluation ' . In Tomlinson , B. (Ed.) , *Developing Materials for Language Teaching* , 15-36 London: Continuum .

❖ Ur . P. (1996) . *A Course in Language Teaching : Practice and theory* . Cambridge : CUP.