

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage

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Section One

1.1 Introduction: History of Teaching English in Iraq:

Instruction and learning are considered a mean of distribution of individual and national income, which demand the availability of international live languages, like English. This would help developing countries to open new channels that renew their cultures with other nations and subsequently push the wheel of development. It is worth mentioning here, that most textbooks before the seventies depended on the teacher's experience. They have enough of what to teach, but most of them take it for granted that the teacher knows the How. This means that a "teacher's guide" was not existent or available. (Al-Hamash Hammo:1990:7)

The establishment of the Foreign Languages Department at the Higher Teachers Training College in Baghdad in the 4th decade of the 19th Century marks a new era in English language teaching in Iraq on the way of improving the foresaid situation. (Al-Bettar: 1965:2)

The Oxford English Course for Iraq" was used until the early 1970s. In May, 1970 the Ministry of Education formed a committee to draw up the objectives of a new English program in Iraq. The committee specified the objectives and main features of the program. The New Series which consists of eight books had the name, "The New English Course for Iraq". It is designed on the structural approach and a new method of teaching "The Audio-lingual method" is recommended for teaching this program. (Al-Jumaily: 2002:30)

In 2001, the Ministry of Education formed a committee of Iraqi specialists in ELT curriculum .The committee decided that the new syllabus which bears the name "Rafidain English Course for Iraq" to be

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

designed on the communicative approach and the committee succeeded in putting Book (1) in use in the academic year 2002-2003. In 2010/2011, a new series began in use under the name "Iraq Opportunities". It is a multi-level course presenting units of topic-based lessons that provide rich, contemporary content based on a wide variety of informative themes. The series provides examples of the natural environment of Iraq and upholds the country's cultural, social and moral values on both a national and local scale. In the year 2013/2014 the Ministry of Education put in use a new series for the preparatory stage and in the following years for the intermediate stage under the name "English for Iraq".

1.2 The Problem of the Study and its Significance

There are different views concerning why we evaluate materials used for teaching English. Materials evaluation is an educational necessity because it shows how a textbook can be improved or justified. Teaching materials have a direct influence on the process of learning and teaching. The level of achievement for English as a foreign language (EFL) learner in Iraq had long been unsatisfactory to those who work in education. The researcher believes that one of the major factors that contributed to students' unsatisfactory achievement is to the textbook. EFL textbooks need to be assessed and improved periodically, as "textbook evaluation is a stage that precedes adoption or modification". (Ihm,(1996:113). The textbook proposed for evaluation is the textbook adopted for use in Iraqi 2nd Intermediate schools. Since this is the introduction to English for Iraqi students, it is important for the textbook to be engaging enough to excite the students' interest, but still to thoroughly present the fundamentals of English in an age appropriate manner. This makes the evaluation of the textbook a matter of high importance. As many educators believe that there is a need for revising and updating the curriculum and its content, the researcher looks at EFL textbooks as modern computer devices which should periodically be updated and refreshed.

The significance of this study may prove to be a valuable input to the Ministry of Education by serving as a possible guide for similar future textbook evaluations.

1.3 Research Questions

The research will answer the following questions:

- 1- To what extent does the content of the English for Iraq 2nd intermediate textbook match the intended criteria?

- 2- Is the content appropriate to the psychological, social and cultural needs of the Iraqi school students?

1.4 Research Aim

This study aims at:

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate stage. This evaluation will include the textbook's content, vocabulary, structure, exercises, illustration and other external qualities. In harmony with this objective, an EFL textbook evaluation checklist will be developed.

1.5 Definitions of Basic Terms

This section is devoted to the definition of the basic terms to be used throughout the research. These definitions are adopted as operational in this work.

- 1- **Textbook:** A textbook is a book used for instructional purposes, especially in schools and colleges dealing with a definite subject of study, systematically arranged, for a given course, in this study "English for Iraq". (Matos. F: 2000:)
- 2- **Syllabus:** "A list of the main subjects in a course of study " (Macmillan English Dictionary: 2006:1456)
- 3- **Evaluation:** Brown & Rogers (2002) define the term evaluation as "the process of seeking to establish the value of something for some purpose" (Brown & Rogers: 2002: 289).
- 4- **Curriculum change:** It is suggested that "in order to make changes in curriculum change can occur on one or more of the following: materials which can be revised, teaching strategies that can be updated and pedagogical assumptions when new politics or programs." (Fullan: 1982:64)
- 5- **2nd Intermediate stage:** it refers to the stage in which students who study EFL in Iraq by the newly prescribed text book entitled "English for Iraq".

1.6 Limitations of the Study

This study is limited to:

- 1- The content of the English Textbook "English for Iraq" for the 2nd Intermediate stage in Iraq; and compatibility with the educational goals, in the academic year 2016-2017.
- 2- The province of Baghdad schools. Baghdad/Al-Karkh (1).

Section Two

2.1 Literature Review

The quality of education has been a national concern nowadays. Student achievement, teacher proficiency as well as the curriculum- are questioned

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

to find the factors affecting the student achievement and lead to the state of dissatisfaction on what is happening in education (Al-Hajailan: 1999:9). The role of curriculum evaluation as a key to curriculum development and better education is emphasized by most of the scholars.

2.2 Importance of Good Textbooks

Textbooks stand for syllabus, represent the curriculum, determine the scope of the courses and set their standards. It is really difficult to differentiate between the syllabus and the textbooks. They have almost become synonymous.

Throughout the history of world education textbooks have remained essential and associated with schools, as long as schools have been known.

In a survey completed by the National Opinion Council, Deighton (1971:214) reports that “the textbook is dominant tool in teaching the school and college subjects”, therefore, the textbook appears to be a main source of instructional material, exercising control over students' intellectual development.

Therefore, the textbook should be treated as an instructional tool, the function of which is to provide an introduction to a discipline or a subject area, as well as to assist the teacher in teaching the syllabus effectively, the better the quality of the book, the superior the level of instruction. It is very important that textbooks should remain under constant review and evaluation by teachers and experts.

The Ministry of Education, in most countries, ought to be aware of the need of the evaluation of textbooks, and should generally invite teachers' comments regarding the prescribed textbooks from time to time. So, there is a dire need for a proper evaluation of the English language textbook English for Iraq produced for the Iraqi students.

2.3 Curriculum

Educators have introduced many definitions to explain what the curriculum is but some of which failed to include all the aspects in the teaching – learning process, the essential goal of the curriculum.

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools.(edglossary.org/curriculum/ Aug 12: 2015)

Al-Baker and Al-Muhawas (2001-18-20) note there are traditional and modern definitions of curriculum. The traditional ones look at curriculum as " a group of teaching materials or syllabuses taught to students", while the modern concept looks at curriculum as “ the number of experiences the

school prepares for its students inside and outside school to provide them with a comprehensive growth from all sides”.

Richard , J.C.(2009:209) assert that curriculum is an educational program that deals with the educational purpose of the program, the content, teaching procedures and teaching experience .

Millers & Seller (1985:3) see curriculum as “what occurs under the auspices of the schools it is the interaction between students and teachers for achieving specific educational goals”.

Curriculum is regarded in this work as all the educational plans carried out under the auspices of the school, inside or outside, in order to comprehensively develop students mentally, physically, psychologically and socially.

2.4 Evaluation

The term evaluation itself has a variety of meanings and connotations. It appears to mean different things to different people. One of the simple and basic definitions of evaluation is the one that Oxford Advanced Learner's Dictionary (1992:411) has, which says: to "find out or form an idea of the amount or value of somebody or something.

Boulmet & Dutwin(2005:3)look at evaluation as "a systematic process of collecting and analyzing data in order to determine to what degree objectives have been achieved”. Thus, it is the process of giving judgment about the value of someone or something, the amount of his/its appropriateness; and to what extent goals are fulfilled.

Myrna E.(2013) looks at evaluation as "a process includes a series of steps that concerned with making judgments on the worth or value of a performance. It is also the process of obtaining, analyzing and interpreting information to determent the extent to which students achieve instructional objective.

Ultimately, curriculum change can occur to all components of the teaching- learning process. The educational system and the context of curricula must be well understood for they absolutely affect curriculum and the teaching learning process.

2.5 Teachers' Perceptions

Despite the fact that teachers of English in the field and supervisors at the Ministry of Education will not be included in this study, because this will be a content evaluation of an English textbook, they play an essential role for the research. The researcher gathered vital opinion, much information and perceptions from people who work in the field, and this is one of the reasons behind conducting this study. MaKenzie (1994:89)

asserts that teachers are considered a cornerstone in the educational operation, and their involvement in curriculum development is important.

The researcher tried to conduct a general evaluation of the 2nd intermediate stage textbook " English for Iraq" , where interviews or questionnaires are good instruments, and where including teachers and supervisors is necessary, but the very limited and specific title of the study , made no chance to include them. Instead, an appropriate checklist will be used.

2.5 Elements of Quality in Curriculum

Success and accuracy in educational evaluation demand a deep investigation of objectives, policies, characteristics and products.

Scheirer(1987:47) remarks that evaluating the educational materials through people who work in the field, considering all other components, is necessary to prove their achieving the planned aims. Al-Hajailan(ibid:3) mentioned that any output of the program should be tested in order to determine how effective the program is in attaining learning.

When curriculum designer has the responsibility of planning or developing educational program should be aware of three assumptions: The background history, cultural and social beliefs. These assumptions help teachers in their tasks and supply the basic approach for curriculum guidelines. The educational systems effectiveness depends largely on the level of the financial resources and economy of any country.

Though the researcher is only going to evaluate the content of the second grade Intermediate English textbook (English for Iraq), as the second components of the curriculum.

Evaluation can be of two kinds: a summative and formative. Al-Hajailan (ibid :4648) indicates that the first type provides an overall assessment of a program, whereas the second type involves making judgments and tries to determine specific causes.

Abu-Ghararah (1986:25) asserts that the following are factors that influence EFL teaching in curriculum evaluation: the textbook, the teaching methods, the use of audio-visual aids and the classroom environment are examples of those.

Al-Amir (2007: 95) conducted a study for the Eleventh Grade English Textbook in the Republic of Yemen by using a checklist of 78 items covering the internal and external aspects, results showed that the textbook neither took into consideration the students' culture, nor did it help to cultivate the learners' critical thinking.

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

The researcher will focus on the content of the 2nd Intermediate stage English textbook "English for Iraq" in her evaluation but she will add some more criteria which are pertinent to her evaluation only for the purpose of the research.

So, this evaluation will examine the textbook according to many criteria which will include questions on the course objectives, the content, the vocabulary items, the grammar and structures and the accompanying methods and aids.

Section Three: Methodology

3.1 Research Method:

This research will focus on the content evaluation of the "English for Iraq" textbook for the 2nd intermediate stage in Iraq.

3.2 Research Procedures

1. Reviewing related literature.
2. Developing an evaluation checklist.
3. Insuring the validity of the checklist's criteria through reviewing and judging it by a panel of professors in the Department of Curricula and Methods of Teaching.
4. Judging the reliability of the textbook evaluation checklist through asking two different EFL teachers of the intended textbook at two different intermediate schools to apply it to a selected Unit of the textbook, separately.
5. Evaluating the content and some internal and external aspects of the 2nd intermediate stage textbook "English for Iraq".
6. Collecting data.
7. Analyzing and interpreting the collected data.

3.3 Research Sample

The sample of this research will be the whole units and lessons of the 2nd intermediate stage textbook in Iraqi schools "English for Iraq" for both the pupils and the workbook.

3.4 Research Design

Being descriptive in nature, this research includes a developed checklist about various internal and external aspects of the 2nd intermediate stage textbook "English for Iraq".

3.5.1 Research Instrument

This research used both subjective and objective instruments. The subjective instruments included a checklist developed for collecting information about the textbook under reference. The checklist's items were developed after an extensive review of the related literature and were based on the characteristics of a good textbook, suggested by educational experts.

The checklist, in its experimental draft consisted of six parts with (56) statements which were reduced to (45) in its final draft (appendix A). These (45) statements were distributed over the following six major aspects of EFL textbook under review:

- A- Fulfilling the General Goals of the 2nd Intermediate stage English textbook "English for Iraq" and the learners' need.
- B- The Academic Content.
- C- Vocabulary and Grammar.
- D- Exercises and Activities
- E- Attractiveness of the Text and Physical Make-up.
- F- Accompanying Aids.

3.5.2 Validity of the Checklist:

Harmer (2001:322) describes validity as a reflection of how well an instrument measures what is supposed to be measured in certain study. To check the validity of the checklist it was formed twice, the first carried the scale that checks the appropriateness of the checklist's items for the research purpose, their relevance to each category and the preciseness and clarity of words in each item, the second form carried the scale that checks whether the items are fit or unfit for the evaluation process in hand. The checklist, subsequently, was administered twice, to two groups of educational experts in two different university faculties. It was presented to four teachers at the Faculty of Education, University of Baghdad, following the first scale. Then, it was presented to a panel of four teachers at the Faculty of Education, University of Al-Anbar, with a request to check the validity of each statement. The checklist was, then revised in the light of the opinions, suggestions and recommendations received from the experts and the number of statements was reduced from 56 to 45 as stated above.

3.5.3 Reliability:

In order to check the reliability of the revised form of the checklist, the researcher selected a Unit of the textbook under reference, photocopied it and administered it with a copy of the final draft of the checklist to two English teachers, at two different intermediate schools existed at Baghdad/Al-Karkh (1). These teachers teach the textbook under discussion but they don't know or meet each other. They were requested to apply the checklist to the selected Unit. Their responses showed 80.2% of similarity, which proved the reliability of the researcher's checklist.

3.5.4 Applying the research instrument

After verifying the validity and reliability of the EFL textbook evaluation checklist, the researcher applied it to the six aspects mentioned before.

3.6. Collecting and Processing of the Data:

The researcher determined the 2nd intermediate "English for Iraq" student textbook, activity book, the teacher's manual as the population of her study.

Section Four: Data Analysis and Results Discussion

Introduction

The data dealt with the researcher's opinion- as an evaluator- regarding various internal and external aspects about the 2nd intermediate stage "English for Iraq" textbook in the Republic of Iraq.

4.1. Results

The findings were presented in frequencies and percentages, in accordance with the evaluator's opinions regarding various aspects about the textbook under review.

The evaluator expressed her belief towards each statement on a five category scale. The evaluators opinion as collected and analyzed are discussed in the following followed by an overall analysis to each category.

4.1.1. Part A: Fulfilling the General Aims of EFL in the Second Intermediate Stage.

Table No. (1)

No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	The textbook takes into consideration the student's culture.				√	
2	The textbook gives the students a delightful learning experience.			√		
3	The textbook cultivates critical through reading.			√		
4	The textbook provides students with adequate knowledge of English to use in their vocations.			√		
5	The textbook helps students appreciate English as an international language to communicate with others.		√			
6	The textbooks helps students appreciate the importance of English to benefit from other nations.		√			
7	Textbook fulfills the specified Aims of teaching English in Iraq.					√

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

From the previous table we find out that most of the stated Educational Aims are not fulfilled by teaching such a textbook. Therefore, the researcher disagrees with most of the statements.

Overall Analysis of Part A: Fulfilling the General Aims of TEFL in Second Intermediate stage:

Table No. (2)

Number of Statements	Category Description	Responses	Mean Percentage of all Responses
7	Agree	2	28.56%
	Undecided	3	42.84%
	Disagree	2	28.56%
Total		7	100%

Taking all the seven statements regarding part A which dealt with fulfilling the general aims of TEFL in the Second Intermediate stage, and depending upon the Mean percentage of all the researcher's responses to these statements both in agreement and disagreement, it was found that 28.5% of the responses were in agreement while 28.5% of them were in disagreement. 42.8% percent of responses neither agree nor disagree where other measurements can show the decision. Taking into consideration that undecided responses are at the negative side from the researcher's belief, this demonstrated that the majority of responses disagreed with the overall suitability of the textbook in fulfilling the stated General Aims of teaching English as a foreign language in the intermediate stage. The majority responses had a substantial lead over the minority ones that demonstrated the agreement with the statement.

4.1.2.Part B: The Academic Content:

Table No. (3)

No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	There is an introduction explaining the textbook is organized.					√
2	The content is linked to the course goals and objectives.				√	
3	There is a reasonably graded sequence in the content.	√				
4	The textbook was written for students of this age group and background, considering their needs and interests.			√		
5	The content is compatible with the number of periods provided for the course.					√

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

6	The examples and explanations of the content are understandable.			√		
7	The reading texts are authentic pieces of language.	√				
8	The skills presented in the textbook are suitable to the course.		√			

Overall analysis of part B: The Academic Content:

Table No. (4)

Number of Statements	Category Description	Responses	Mean Percentage of all Responses
8	Agree	4	50%
	Undecided	1	12.5%
	Disagree	3	37.5%
Total		8	100%

Overall analysis of the researcher's opinions in respect of Part B dealing with the Academic Content showed that 50% percent of her responses were in the affirmative, while 37.5% percent were in the negative. 12.5% percent of the responses were undecided. The agreement responses to the suitability of the academic content were higher than the disagreement ones. So, the textbook's academic content was suitable even some important aspects are missing.

4.1.3.Part C: Vocabulary and Grammar

Table No. (5)

No	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	The new vocabulary items are presented in a variety of ways.		√			
2	The new vocabulary items are presented at an appropriate pace so that the text is understandable.				√	
3	The new vocabulary items are repeated in subsequent lessons to reinforce their meaning and use.				√	
4	The new vocabulary items suit the student's level of understanding.		√			
5	The new vocabulary items are contextualized, not presented in isolation.					
6	The grammar rules are presented in logical manner.				√	
7	The grammar rules are presented in an increasing order of difficulty				√	
8	New structures suit the level of students'		√			

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

	understanding.					
9	Adequate attention is given to prepositions and structured words which may be difficult For the Arab learners of English to learn.					√

Overall Analysis of Part C: Vocabulary and Grammar:

Table No.(6)

Number of Statements	Category Description	Responses	Mean Percentage of all Responses
9	Agree	4	44.44%
	Undecided	-	-
	Disagree	5	55.55%
Total		9	100%

While reviewing and summarizing the analysis of all the statements regarding vocabulary and grammar of the EFL textbook in hand, it was evident that an average of (44.44%) percent of the researcher's responses supports the diversity accumulation and suitability of presentation of new words and grammar structures. However, the mean percentage of disagreement has a clear lead over the percentage of agreement which leads the researcher to state his recommendations about this part in the following sections.

4.1.4.Part D: Exercises and Activities

Table No.(7)

No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	The Exercises and activities reinforce what students have already learned.		√			
2	The Exercises and activities represent a progression from simple to more complex.				√	
3	The Exercises and activities are varied inform so they will continually motivate and challenge learners.	√				
4	Exercises instructions are easy to understand and follow.		√			
5	Comprehension exercises adders' one new concept at a time instead of multiple new concepts.		√			
6	There are enough writing exercises as a preparation to the textbook.	√				
7	The writing exercises' instructions are clear enough to the learner.		√			
8	There are practice tests for the four skills at the end of the textbook.				√	

Overall Analysis of Part D: Exercises and Activities

Table No.(8)

Number of Statements	Category Description	Responses	Mean Percentage of all Responses
8	Agree	6	75%
	Undecided	0	0
	Disagree	2	25%
Total		8	100%

As shown in the table above, overall analysis of the researcher's opinions regarding part D which investigates the appropriateness of the textbook's exercises and activities shows that the majority of responses clearly favor the statements since (75%) percent of the responses agree with it, while 25% percent disagree with it, it is clear from the analyzing of the part of exercises and activities that the researcher's responses are unambiguous and reliable.

4.1.5.Part E: Attractiveness of the Text and Physical

Table No. (9)

No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	The textbook has an informative cover.				√	
2	The textbook has an appealing cover.				√	
3	The textbook has a clear and complete table of contents.		√			
4	The textbook has a title at the beginning of each lesson.		√			
5	The textbook has a glossary, at the end for new or difficult words.		√			
6	The textbook is provided free by Ministry of Education to learners.		√			
7	The texts are interesting enough so that students will enjoy reading them		√			
8	The size of the textbook is convenient for the students to handle		√			
9	The font size is large enough and legible		√			
10	The paper quality and the binding are good enough to make the textbook last for at least one academic year.		√			

Overall analysis of Part E: Attractiveness of the Text and Physical Make up

Table No. (10)

Number of Statements	Category Description	Responses	Mean Percentage of all Responses
10	Agree	7	70%
	Undecided	-	0
	Disagree	3	30%
Total		10	100%

Summarizing the results of the data analysis obtained for Part E, as a whole the attractiveness of the text and physical make-up earn many points in its favor more than those of disagreement, the overall percent age of agreement with this part's .

Statements is very high, its percentage (70%) comparing it with the disagreement percentage which is (30%).

4.1.6.Part F: Accompanying Aids:

Table No. (11)

No	Statements	Strongly Agree	Agree	Un Decided	Disagree	Strongly Disagree
1	There are adequate and appropriate cassettes accompanying the textbook.				√	
2	The pictures and charts in the textbook attract students.		√			
3	The teacher's manual is helpful for the teacher who will be using it.		√			

Overall analysis of Part F: Accompanying Aids

Table No.(12)

Number of Statements	Category Description	Responses	Mean Percentage of all Responses
10	Agree	2	66.7%
	Undecided	-	0
	Disagree	1	33.3%
Total		3	100%

The overall analysis of the last part of the research instrument, dealing with the accompanying aids, shows that the responses in agreement form two third of this part's statements with (66.7%) percentage. In the mean while, the percentage of the responses in disagreement has only one third of this part with (33.3%) percent.

4.2. Comparative Judgment about Different Parts of the Textbook

As shown from the analysis of the researcher's responses, there is a big variation in the percentages of agreement and disagreement with various statements for instance, the percentages of agreement range from (28.56%) percent to (75%). Likewise, the percentages of disagreement fluctuate between (25%) percent and (55.55%). The variety in the proportion of agreement and disagreement with the statements accentuates the strengths and the weaknesses of the textbook under investigation as noticed by the researcher.

Facilitating the comparative judgment of all the six parts of the checklist, at a look, the following table re-arranges the checklist's six parts according to agreement percentages from the highest to the lowest and the disagreement percentages from the lowest to the highest, respectively.

Table No. (13) Ordering Check list's Whole of Agreement and Disagreement

Order	Parts	Frequency of Agreement	percentage	Frequency of Disagreement	percentage
1	D- Exercises and Activities	6	75%	2	25%
2	E- Attractiveness of the Text and Physical Make-up	7	70%	3	30%
3	F- Accompanying Aids	2	66.7%	1	33.3%
4	B- The Academic Content	4	57.12%	3	53.8%
5	Part C- Vocabulary and Grammar	4	44.44%	5	55.
6	A- Fulfilling the General Aims of EFL in Second Intermediate stage.	2	28.56%	2	28.56

As apparently seen from the table above that the statements of part D pertained to the textbook's exercises and activities have the highest percentage and there are only two responses neutral. This indicates that the textbook's exercises and activities are useful and appropriate. Besides, this is one of the textbook's strength points.

Dealing with the statements of part E, which discussed the Attractiveness of the Text and Physical Make-up, the majority of agreement responses had lead over the minority of disagreement ones with the percentage of 70%.

Very similar to what has been discussed about part E, dealing with the Accompanying Aids, Part F statements gained (66.7) of agreement, which is high enough. On the other hand, 33.3 percent of the responses disagreed with the statements.

Part B statements showed almost an equal percent between agreement and disagreement with a slight differences.

Part C statements show higher disagreement responses and percentage.

Only 44.4 percent of responses agreed with this part's statements while almost 55 percent of responses disagreed with it.

Part A related to fulfilling the general aims of TEFL Second Intermediate stage. The neutral responses formed 28.5 percent, which indicated there was something not clear about the assumed aims.

4.3. Conclusions Regarding the Researcher's Opinions

The researcher came out with the following conclusions:

In respect of achieving the Educational Aims, the researcher was surprised when she discovered that some general aims were neither clearly stated to teachers nor achieved in teaching the textbook. The ratio of disagreement responses was high taking into account that neutral responses can be considered disagreement with the related statements.

On the other hand, the researcher had mixed reactions and general view about the Academic Content was inconclusive. Related to the part of Vocabulary and Grammar, the mean percentage of the researcher's responses showed dissatisfaction with many points. She only agreed with the suggestions that the vocabulary items were presented in a variety of ways, she also agreed with the suggestions that the grammar rules suited the level of students understanding, and new structure suits the level of student understanding. The researcher found that grammar rules were not presented in a logical manner, were not presented in an increasing order of difficulty. However, the majority of the researcher's opinions was almost in appropriate and need some modifications.

On the other hand (25%) percent disagree that the exercises and activities represent a progression from simple to more complex, or that there are practice test for the four skills at the end of the textbook.

The researcher, therefore, was almost satisfied with the suitability of the exercises and the activities of the textbook.

4.4. Areas of the Strengths and Weakness in the Textbook

4.4.1. Areas of Strengths:

1. The textbook gives the student a delightful learning experience
2. Its explanations and examples are clear and understandable.
3. The skills presented are suitable
4. Its new words are at the student's level.
5. It helps students appreciate English as an international language to communicate with others.

6. Its content has a reasonably graded sequence.
7. Its grammar structures are understandable.
8. Writing exercises are adequate and their instructions are clear.

4.4.2.Areas of Weakness

1. It does not achieve the assumed national goals of education.
2. The presence of the local environment is not noticeable
3. The ideas of the textbook lack logic and organization.
4. The font size is almost smaller than normal.
5. The content is nearly not compatible with the student's culture and does not employ much knowledge about it.
6. There is no balance between controlled and free exercises of the textbook and these exercises lack gradation.

4.4.3.Recommendations:

Based on the above conclusions, the researcher suggested the following:

1. Stating a very clear and more organized and specific objectives of the second intermediate EFL textbook in the republic of Iraq.
2. Selecting good English topics that encourage learners practice their English better in their daily life.
3. Linking the content to the course aims and objectives
4. Adding more topics related to the learner's environment.
5. Repeating new words in subsequent lessons to reinforce their meaning and use.
6. Paying more attention to prepositions and structural words which are deemed hard for Arab learners and practicing their multiple uses in suitable daily life situation texts.
7. Including innovative and creative exercises and activities instead of routine ones to cultivate learner's critical thinking abilities.
8. Providing secondary schools with adequate English colored posters that enhance students' comprehension.
9. Supplying every teacher of English with manual.
10. Providing Intermediate schools with an adequate amount of pictures, drawings, flash cards which are compatible with content of the textbook.

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Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

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Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

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Appendix (A)

Dear Teacher,

I intend to evaluate the content of the EFL textbook for the second intermediate stage school in the republic of Iraq.

I hope that you will kindly cooperate with me by reviewing and insuring the validity of the enclosed EFL text book evaluation checklist. Please read the statements carefully and indicate your opinion in respect of each statement by ticking in the column if it's appropriate or not and by giving your recommendations.

I truly thank you and appreciate your time and cooperation.

Yours Faithfully,
Dr. Ibtisam H. Fayadh
The Researcher

A- Fulfilling the General Goals of EFL in Secondary Stage and the learners' need

No	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	The textbook takes into consideration the student's culture.					
2	The textbook gives the students a delightful learning experience.					
3	The textbook cultivates critical through reading.					
4	The textbook provides students with adequate knowledge of English to use in their vocations.					
5	The textbook helps students appreciate English as an international language to communicate with others.					
6	The textbooks helps students appreciate the importance of English to benefit from other nations.					
7	Textbook fulfills the specified Aims of teaching English in Iraq.					

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

B- The Academic Content.

No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	There is an introduction explaining the textbook is organized.					
2	The content is linked to the course goals and objectives.					
3	There is a reasonably graded sequence in the content.					
4	The textbook was written for students of this age group and background, considering their needs and interests.					
5	The content is compatible with the number of periods provided for the course.					
6	The examples and explanations of the content are understandable.					
7	The reading texts are authentic pieces of language.					
8	The skills presented in the textbook are suitable to the course.					

C - Vocabulary and Grammar

No	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	The new vocabulary items are presented in a variety of ways.					
2	The new vocabulary items are presented at an appropriate pace so that the text is understandable.					
3	The new vocabulary items are repeated in subsequent lessons to reinforce their meaning and use.					
4	The new vocabulary items suit the student's level of understanding.					
5	The new vocabulary items are contextualized, not presented in isolation.					
6	The grammar rules are presented in logical manner.					
7	The grammar rules are presented in an increasing order of difficulty					
8	New structures suit the level of students' understanding.					

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

9	Adequate attention is given to prepositions and structured words which may be difficult For the Arab learners of English to learn.					
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D - Exercises and Activities

No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	The Exercises and activities reinforce what students have already learned.					
2	The Exercises and activities represent a progression from simple to more complex.					
3	The Exercises and activities are varied inform so they will continually motivate and challenge learners.					
4	Exercises instructions are easy to understand and follow.					
5	Comprehension exercises adders' one new concept at a time instead of multiple new concepts.					
6	There are enough writing exercises as a preparation to the textbook.					
7	The writing exercises' instructions are clear enough to the learner.					
8	There are practice tests for the four skills at the end of the textbook.					

E - Attractiveness of the Text and Physical Make-up.

No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1	The textbook has an informative cover.					
2	The textbook has an appealing cover.					
3	The textbook has a clear and complete table of contents.					
4	The textbook has a title at the beginning of each lesson.					
5	The textbook has a glossary, at the end for new or difficult words.					
6	The textbook is provided free by Ministry of Education to learners.					
7	The texts are interesting enough so that students will enjoy reading them					
8	The size of the textbook is convenient for the students to handle					

Evaluating the English Textbook "English for Iraq" for the 2nd Intermediate Stage Assist Prof. Dr. Ibtisam Hussein Fayadh

9	The font size is large enough and legible					
10	The paper quality and the binding are good enough to make the textbook last for at least one academic year.					

F - Accompanying Aids

No	Statements	Strongly Agree	Agree	Un Decided	Disagree	Strongly Disagree
1	There are adequate and appropriate cassettes accompanying the textbook.					
2	The pictures and charts in the textbook attract students.					
3	The teacher's manual is helpful for the teacher who will be using it.					

تقويم محتوى كتاب الصف الثاني متوسط لمادة اللغة الانكليزية في مدارس العراق

يهدف البحث الحالي الى تقييم محتوى كتاب اللغة الانكليزية المقرر للصف الثاني متوسط في مدارس العراق ويشمل التقييم الجوانب الداخلية وبعض الجوانب الخارجيه للكتاب ولعدة اسباب, منها ان محتوى الكتاب لا يتناسب مع الفترة الزمنية المحدده , ولم يكن مستوى الإنجاز لمتعلم اللغة الإنجليزية كلغة أجنبية في العراق منذ فترة طويلة مرضيا لأولئك الذين يعملون في التعليم. وترى الباحثة أن أحد العوامل الرئيسة التي ساهمت في إنجاز الطلبة غير المرضي يمكن أن تعزى إلى الكتاب المدرسي. لذا يجب تقييم الكتب المدرسية للغة الإنجليزية كلغة أجنبية وتحسينها دوريا، حيث إن تقييم الكتب المدرسية تعتبر مرحلة تسبق التنبئي أو التعديل، و يرى العديد من المربين أن هناك حاجة إلى مراجعة وتحديث المناهج الدراسية ومضمونها، وترى الباحثة النظر إلى كتب اللغة الإنجليزية المدرسية كالنظر الى أجهزة الكمبيوتر اذ يجب تحديثها دوريا ومتابعة ما استجد من تقنيات حديثة تضيف عامل التشويق والتعلم للمتعلمين. وسيعمل التقييم على تبسيط اعتماد الكتاب المدرسي وتعديله.

استخدمت الباحثة الأسلوب الوصفي التحليلي لبحثها ، تضمن قائمة حول مختلف الجوانب الداخلية والخارجية للكتاب الدراسي لطلاب المرحلة المتوسطة الثانية في العراق، تألفت القائمة بصيغتها الأولية من ستة محاور رئيسة شملت (56) فقرة وبعد عرضها على المحكمين تم تخفيضها إلى (45) فقرة في صيغتها النهائية ووزعت هذه الفقرات (45) على الجوانب الرئيسة الستة التالية :

- أ- تحقيق الأهداف العامة للغة الإنجليزية كلغة أجنبية في المرحلة المتوسطة وحاجة المتعلمين.
 - ب- المحتوى الأكاديمي.
 - ج- المفردات والنحوي.
 - د- التمارين والأنشطة
 - ح- جاذبية النصوالخارج .
 - خ- الوسائل المصاحبة.
- مناطق الضعف في الكتاب
1. أنها لا تحقق الأهداف الوطنية المفترضة للتعليم.
 2. وجود البيئة المحلية غير ملحوظ
 3. تفتقر أفكار الكتاب إلى المنطق والتنظيم.
 4. حجم الخط هو أصغر من المعتاد.
 5. المحتوى غير متوافق تقريبا مع ثقافة الطالب ولا يستخدم الكثير من المعرفة حول هذا الموضوع.
 6. لا يوجد توازن بين التمارين الخاضعة للرقابة والمجانبة للكتب المدرسية وهذه التدريبات تفتقر إلى التدرج.