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Evaluating the Global Elementary textbook used in the Certified Intensive English Programme (CIEP) at Komar University of Science and Technology, Iraqi Kurdistan, through the perspectives of teachers and students

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Abstract

The Global Elementary textbooks have been designed to give instructors and learners opportunities to access syllabi relevant to the topic they are teaching/studying, and they usually do this in some detail. Often, the information and materials these textbooks provide are presented to their readers in a balanced manner. This paper deals with the research conducted on the Global Elementary textbook used by elementary nursery students in the Certified Intensive English Program (CIEP) at Kumar University of Science and Technology (KUST). The study examines the educational value and compatibility of the textbooks in the context of the ambitions of Iraqi nursery students. It achieved this by selecting 40 teachers and 120 students and collecting data via the Litz (2001) questionnaire, which comprised 40 items for the teachers and 20 for the students. Despite some shortcomings, the study's results show that the Global Elementary textbook does meet the majority of the elementary nursery students' needs.

Keywords: Evaluation, Global Elementary textbook, teachers and students perspectives.

1. Introduction

Textbooks are widely regarded as being fundamental components of any English language-learning environment. Available in both printed and digital formats, these textbooks are specifically designed to meet the needs of EFL/ESL students, provide language programs constructed around a central theme as well as ensure that language teachers have access to similar instructional sources.

Research suggests that designing suitable textbooks is an external factor affecting successful learning. To agree, Hadar (2017) states they have a substantial impact on the achievement of curriculum goals. Similarly, Monika (2020) reports textbooks enhance the teaching-learning experience via the use of the didactic-methodological organization of their contents and adapted visual and graphic materials.

Thus, textbooks are considered one of the four fundamentally influential elements within language pedagogy and, as such, it is common for the suitability of their design and informational content to come under scrutiny from teachers and students alike. For Razmjo(2010), the importance of the role textbooks plays, especially in the context of foreign language learning cannot be understated as after the teacher, their presence provides the main source of linguistic input for students.

Poljak (1983) describes textbooks as a sort of gateway as far as they contain the basic teaching and learning materials that allow students to acquire the knowledge they need, develop their critical, creative and dialectical thinking processes, and enhance their overall mental skills. Sheldon (1988) too, states that textbooks are

not only the visible manifestation of ELT programs but that they offer both teachers and students significant advantages when used in the EFL/ESL learning environment.

However, these books have not been designed for solely pedagogical reasons; Sheldon (1988), for example, says that oftentimes, selecting an English language-teaching textbook demonstrates significant administrative and educational decision-making into which considerable financial, professional, and/or even political investment has been made. Mohammadi and Enayati (2018) concur, stating that employing suitable foreign language learning teaching textbooks assists teachers to define the purpose of their teaching practice as well as manage their time. Furthermore, Mohammadi and Enayati (2018) go on to point out that students can refine their learning needs following the educational purposes of their textbooks.

For Rea-Dickens and Germaine (1997), 'evaluation' is a dynamic process through which the suitability and appropriateness of an existing practice can be investigated. As textbook evaluation identifies the advantages and shortcomings of a textbook's contents and provides opportunities for editors and reviewers to make necessary revisions, it can be argued that it is an important component in the foreign language learning process. It is also a useful tool for teachers and materials writers, acting as it does as an underlying component in the development of modifications and innovations within the teaching-learning environment (Mohammadi and Abdi, 2014).

According to Ellis (1882), conducting a material evaluation and analysis involves a three-step approach:

1. 'Predictive' or 'pre-use' evaluation, which is employed to determine the future or potential performance of textbooks.

2. 'In-use' evaluation, which looks at materials being employed currently.

3. 'Retrospective' or 'post-use' (reflective) evaluation, which involves evaluating textbooks after they have been employed in specific learning institutions and environments.

The skilful design of EFL learners' textbooks prevents students from becoming completely dependent on their teachers because the books present them with a wide-ranging choice of materials including themes and functions, grammatical tips, language melodies, listening activities, and speaking patterns, suggested passages for reading, writing exercises et cetera.

As it is undoubted that English language textbooks have a vital role in the teaching-learning process for Iraqi students at school or university, this paper intends to examine the Global Elementary textbook, which has been developed for CIEP nursery students studying at Iraqi universities, to explore to what extent it meets these EFL learners' needs.

2. Literature Review

Textbooks are vital to maintaining the teaching-learning continuum, providing as they do, EFL learners with the necessary materials to support their learning. This has, however, encouraged several ELT researchers to focus their attention on the gaps that exist between the English language textbooks that are available and EFL learners' attainment levels. This paper will now briefly mention the results of some of these studies.

In India, Lodhi and Akash's (2019) research evaluated the English textbook used in Punjab's intermediate classes from the perspectives of students from various schools and colleges. To achieve their aim, Lodhi and Akash (2019) employed some specified models and strategies mentioned within previous studies looking at textbook evaluation. Following a pilot stage, a questionnaire was designed, validated, and distributed with the results revealing that the textbook used to teach at the intermediate level was inadequate. The data showed it was unable to connect the common objectives of the target language as well as being unable to reconcile the need to promote confidence with ornamental language skills; moreover, the textbook was not innovative since it did not take into account students' interests, did not develop appropriate language skills, and lacked relevant content. These findings led to the recommendation that language learning textbooks should be revised periodically to ensure they achieve their defined language learning objectives.

Mohammadi and Abdi's 2014 research concentrated on the pedagogical value and appropriateness of Iran's Top-Notch textbooks, which were employed within some of its English language learning institutions. To achieve this, they used Litz's (2001) questionnaires for their data collection, which was carried out using 32 teachers and 145 students. After analyzing the collected data, Mohammadi and Abdi (2014) concluded that although textbooks have some shortcomings, they provided a useful resources for teachers and students in general.

Shahmohammadi (2018) emphasized the importance of textbooks within the language teaching-learning field and employed a comprehensive approach to his research, which was derived from previously utilized frameworks. This was to help him

evaluate the textbooks used in Iran's junior high schools from the teachers' perspectives. The research asked 34 teachers from Azerbaijan's East and West Provinces whose teaching experience was 8 to 28 years to give their opinions about the textbooks based on Shahmohammadi's checklist. Additionally, eight of the teachers were interviewed to ascertain

their views about the strengths and weaknesses parts of the textbooks as well as any recommendations they had to improve them. The results showed that the task activities and pronunciation element of the textbooks were the materials in most need of reform while the vocabulary component appeared to be the most satisfactory. In general, the study's findings allowed useful suggestions regarding editing, revision, and syllabus improvement to be introduced.

Shatery and Azargoon (2012), to develop a better checklist for evaluating the efficacy of textbooks within particular teaching-learning environments, tried to create a native-based list to assess the General English textbooks used in Iran's education system. To achieve this, 100 pre-university and General English teachers at Islamic Azad University (IAU) in the Seventh Region of Tehran were interviewed. Mikeley's checklist, which was developed to analyze General English textbooks, was employed with the teachers asked to rank the checklist's various categories as completely applicable, fairly applicable, or non-applicable within the Iranian context. When each interview concluded, the participating teacher was asked if they had any suggestions about other categories to include on the list. Shatery and Azargoon's (2012) research findings resulted in a newly structured checklist that differs fundamentally from Mikeley's and fits perfectly within

the cultural, social, and political particularity and peculiarity of the Iranian teaching-learning context.

Also acknowledging the essential nature of textbooks within EFL learning environments, Wong (2011) attempted to discover an evaluation framework to apply to his research on the fitness of Hong Kong's Secondary Curriculum. Two main questions were used in this study: first, did the newly written NSS textbooks help teachers fulfil the new curriculum's stated objectives; and second, was there a bias towards pre-use evaluations of the established textbooks? Wong's empirical study tried to respond to these two concerns firstly by proposing a framework designed to discover how the curriculum appropriateness of textbooks could be assessed accurately. Ergo, this theoretical framework was tested through the application of a post-use textbook for local teachers to use within one of Hong Kong's ELT settings. This study's findings demonstrated that the Hong Kong teachers did not believe the proposed evaluation framework offered an effective way to assess and determine the fitness of the new curriculum. Moreover, the findings further revealed that employing the framework as a means of evaluating textbooks post-use was pedagogically flawed due to its self-contradictory nature. That said; it may still provide a valuable innovation for other ELT contexts.

In America, Vellenga (2004) concentrated on how pragmatics was treated in EFL/ESL textbooks by focusing her main investigation on the use of the explicit treatment of speech acts, Meta language, and Meta pragmatic information that included discussion(s) about register, appropriateness, illocutionary force, politeness, and usage. Vellenga's research revealed that teachers seldom employed externally sourced pragmatic-related materials in

their classrooms because they judged it was highly unlikely that pragmatics could be learned from textbooks.

The final example presented in this paper refers to the work of Tavakoli (1995), which via Searle's (1976) model of speech theory, attempted to discern if different speech forms were being used correctly, and how frequently each function contained within the three English language textbooks used in Iran's senior high schools was used. The research results revealed that the textbooks introduced only three out of the five speech functions — directive, expressive, and representative — while co-missives and declarations were ignored completely.

The present study attempts to assess the educational value and compatibility of the textbooks in the context of Iraqi nursery students who have less than a year to learn an acceptable English language necessary for their major. The single most striking difference that this research makes is that unlike most of the previous studies on the textbook assessment, it emerges the data from both teachers' and students' perspectives.

3. Methodology

The study presented here is quantitative and non-experimental. There has been no manipulation of the independent variables, and all the necessary data has been collected via a questionnaire.

3.1 Participants

This research selected 40 teachers and 120 students to participate in the study. Each teacher had taught the chosen textbook for more than three years while the students, who were all elementary level, were familiar with it after they had used it in the

last one to two years. The students who took part in the survey were between 19 and 25 years old, all were enrolled on the nursery course, and each had already studied the Global Elementary textbook as part of their CIEP.

3.2 Instruments

Chambers's (1997) opinion is that the benefits and effectiveness of textbook evaluation would be improved if everyone involved in the teaching and learning process was included. He substantiates this by saying it seems reasonable that in situations where teaching–learning materials are to be used by large numbers of teachers and students then these materials should be evaluated by all/most of those involved in the endeavour.

In the present study, the researchers employed two questionnaires to collect the data for the research. These instruments had been previously designed by Litz (2001) to analytically evaluate textbooks while he was teaching at a university in South Korea. Mindful that Mackey and Gass (2005) believe that depending on the nature of the research, questionnaires do not need to be closed or open-ended but can use a mixture of question types to better suit the intended purpose. This research questionnaire underwent some modifications. Likert scales, for instance, were employed so the participants could choose an answer from one of five options, i.e. 'highly disagree', 'disagree', 'neither agree nor disagree', 'agree', and 'highly agree' for questions included in the categories practical considerations, layout and design, overall activities and tasks, receptive and productive skills, language type and content, and subject and content. In line with Mohammadi and Abdi's (2014) view that capturing an accurate picture of student's ambitions, concerns, expectations, interests, and

opinions about teaching methodology would greatly help the overall textbook evaluation process by allowing researchers an insight into the compatibility between a particular textbooks intended objectives and the student's actual needs, this study has tried to carry out a student needs analysis alongside the textbook evaluation exercise.

3.3 Data Collection and Analysis

A copy of the modified questionnaire (appendices A and B) was given to each teacher and student. The students were briefly informed about the nature and purpose of the study by the researchers involved and it was explained that if they experienced any problems in understanding and/or interpreting the items, the researchers would assist them. The teachers were also made aware of the study's nature and purpose when the researchers gave them the data collection instrument (questionnaire).

Once the completed questionnaires had been collected, the data analysis began. This involved using the teachers' and students' means from each item on the questionnaire. To conclude the study participants' views about the textbook, these means were then calculated.

4. Findings

4.1 Practical Considerations

Table 4.1:

The teachers' and students' means for practical consideration, textbook accessibility, American accent priority, and the effectiveness of the methodology

Subject	Teachers' Mean	Student's Mean
Practical Considerations	4.2	3.7
Textbook Accessibility	4.6	4.2
American Accent Priority	3.5	3.2
The Effectiveness of the Methodology	3.3	3.1

In practice, how much a textbook will cost is an important consideration. Thus, the teachers' questionnaire included four items while the students' covered two items. The results show the teachers' mean was 4.2 and the students' 3.7, which means that the textbook was cheap enough for both the students and teachers to obtain in or out of the classroom. This could be because of Kumar University's policy to provide nursery students with textbooks at the beginning of their university careers.

An additional consideration was the accessibility of the textbook for the teachers and students. Again, the teachers' questionnaire contained four items and the students' two. The teachers' mean was calculated to be 4.6 while the students' was 4.2, which suggests both sets of participants agreed that the textbook was easily accessible through the university library or other bookshops. The fact that this textbook can easily be obtained in any local bookshop. It is an acknowledgement of how much it is used by EFL students at universities and other learning institutions.

The Global Elementary book range comprises a textbook, e-workbook, workbook with accompanying audio CD, classroom audio CDs, a teaching book together with a teaching resource CD, a digital book for use in the classroom, and a website designed to complement the book. The CDs include speaking and listening materials such as conversations, readings, pronunciation, and vocabularies; moreover, they have been recorded using native speakers but with an American accent. Regarding this, a questionnaire containing two items, again, was given to both teachers and students to determine their preferred accent. The majority in both groups favoured American English with a mean of 3.5 for the teachers and 3.2 for the students. One of the included items enquired about the differences between a British and American accent, which revealed that most of the students were unable to distinguish between these two accents. This could be explained because the teachers used them both, American and British, interchangeably during their lessons.

The methodology employed by teachers for using the textbook is another important consideration. Various factors can influence teachers' approaches. They may include acquiring and incorporating modern ideas, modifying their educational aims and results, applying and implementing up-to-date approaches and techniques to the teaching-learning process, reviewing the standards and curricula for EFL/ESL teaching-learning practice et cetera. Consequently, the English teaching approach underwent several revisions until there was a consensus that the audio-lingual method was the most appropriate. This was introduced with an emphasis on cultural mores that would enable Iraqi students to learn the English skills that result in navigating their real-life situations. The teachers' questionnaire contained five items related to the effectiveness of this approach, which resulted in a mean of

3.3. This demonstrates that the majority are satisfied with teaching the recommended Communicative Language Teaching methodology, although it is also found that methods based on the requirements of their students are often incorporated into their teaching practices. This is because CLT encourages teachers to provide their students with as many opportunities to engage in meaningful communication as possible and as the students' mean was 3.1, it can be seen that the majority of the learners agreed that the textbooks' recommended methodology was compatible with their learning needs.

4.2 Layout and Design

Table 4.2

Global textbooks' layout and design

Subject	Teachers' Mean	Student's Mean
Layout and Design	4.2	4.1

According to Mohammadi and Abdi (2014), a textbook's layout and design refer to how it organizes and presents its language elements and activities. This study's findings demonstrated that the majority of the teachers and students agreed with the way the Global Elementary textbook has been designed and laid out and that its learning objectives are unambiguous. The lesson topics have been written to favour teachers as they are deliberately constructed so that social interaction opportunities are optimized. Furthermore, at the core of each lesson is a topic designed to challenge the learners. Reading questions comprise the first section of each lesson, which is followed by a reading text that relates to the previous questions. This is accompanied by a vocabulary list that includes words used in the text, which the

students were enthusiastic about as it supported their educational needs. There is then a brief session in which the students practice their grammar, which offers them the opportunity to construct new sentences and linguistic patterns. The textbook continues with pronunciation exercises, which use a repetition approach and is carried out individually and in groups. Working in pairs is also the norm when it comes to the spoken communication aspect of the course as this promotes interaction between the students. Finally, the Global Elementary textbook's writing drills have also been designed to encourage students to work individually or in groups as well as help them to practically apply the grammar and vocabulary they have learned in the previous exercises.

One shortcoming of the Global Elementary textbook according to the majority of the students, however, regarded the way it introduced writing. It appears that the nursery students feel they require additional academic writing exercises as well as practice in identifying patterns. The teachers, on the other hand, were neutral concerning the textbook's writing sections.

4.3 Overall Activities and Tasks

Activities and tasks have been proven to enhance students' attainment levels and increase interaction by encouraging collaboration, positive mental attitudes, team spirit et cetera (Gary, 2020). As such, Jacob and Ball (1996) among other commentators, suggest the most effective activities include tasks that involve students creating situations that make them negotiate to mean.

Table 4.3

Vocabulary Drills & Grammatical Exercise priority

Subject	Teachers' Mean	Student's Mean
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Vocabulary Drills Priority	3.4	3.6
Grammatical Exercise Priority	1.6	1.4

Based on the results from the teachers' questionnaire regarding the textbook's activities, it was clear the majority were highly in favour of vocabulary drills while a minority preferred the grammatical exercises.

Contrastingly, the majority of the students surveyed regarded their position as neutral in terms of grammar-related activities. That said; the students were in high agreement when it came to the usefulness of group work because they felt this activity helped them practice and improve their language skills and that these semi-real-life situations provided them with opportunities to engage in dialogue that they would not normally be exposed to. A complete assessment of the activities and tasks included in the Global Elementary textbook showed that it advocates a communicative language learning (CLL) methodology. This study's results revealed that the majority of the participating teachers were in favour of using CLL, particularly the approach whereby the emphasis is on linguistic fluency instead of accuracy and error correction. Moreover, they believed that the textbook's language drills should reflect the communication needs of the students and encourage them to express their ideas in ways that lessened any anxiety they may have about speaking in public.

4.4 Receptive and Productive Skills

Table 4.4

Receptive & Productive Skills Priority

Subject	Teachers' Mean	Student's Mean
Listening and Speaking priority	3.2	3.1
Reading and writing priority	1.8	1.9

The results of the needs analysis that was conducted on the Kumar University elementary students indicated they would welcome a textbook that prioritized speaking and listening skills. Concerning the

Global Elementary textbook, the findings showed the majority of the students were in favour of the speaking and listening materials included in it. A similar result was found for the teachers, who were supportive of the textbook's development skills, which they feel does a good job of covering productive and receptive skills by encouraging an integrated, multi-skill syllabus that gives students opportunities to concentrate on both form and meaning. Indeed, the textbook's activities prompt the students to not only share information but to discuss and evaluate it, which strengthens their ability to problem-solve.

Based on the findings of the study, a minority of teachers thought that the textbook developed for the nursery students occasionally covered some subjects in more detail than they felt was necessary. This, they said, meant that there was too much information to take in and that it was impossible to cover

everything in one or even two semesters, which acted as a disincentive for the students.

4.5 Language Type and Content

Table 4.5

Textbook Authenticity, Learners' Relevance, and Accent Diversity

Subject	Teachers' Mean	Student's Mean
Textbook Authenticity	3.2	3.3
Learners' Age Relevance	4.1	3.7
Accent Diversity	3.2	2.9

Teachers' and students' views concerning the authenticity of the textbook's materials were also surveyed by the questionnaire, which returned a mean of 3.2 for the teachers and 3.3 for the students. One explanation for these results may be because of the revision the CIEP students' textbook underwent following recommendations made by post-method pedagogy supporters. It was also found that the textbook's exercises' main focus was on words and phrases commonly used in everyday conversation/real-life contexts.

In terms of how suitable the textbook is relevant to the age of the learners using it, both the teachers and students agreed it was pitched just right, containing as it does an extensive range of useful words, phrases, and sentence constructions commonly used by university students in their daily conversations. Moreover, the language elements were brief enough to allow the students to repeat and learn them with little difficulty, while the verb and noun

phraseologies were also found to be memorable and easy to practice.

An in-depth analysis of the materials included on the CD accompanying the textbook revealed it comprises a diverse variety of accents and registers. This is because often the voices recorded on the CD belong to native speakers and this has proven to be a popular innovation. The survey's results, which returned a mean value of 3.2 for the teachers, demonstrated that this group was very much in favour of the diversity of English accents and registers included on the Global Elementary CD. Comparable support for the CD was evident in the students' opinions, which found the accents and registers were appropriate for their age range. A possible reason for these findings could be native speakers' accents are more understandable; although, the survey also showed a minority of the students had a preference for native-like accents in contrast to the majority of the teachers, who favoured the native speakers' voice recordings. The dissonance between teachers and students regarding the purpose and content of classroom learning is a well-documented phenomenon (Hawkey, 2006; Peacock, 2001; Barkhuizen, 1998; Slimani, 1992).

Nunan's (1989) investigation, for instance, found that activities teachers rated as being of low value were often given much higher values by students, which suggests that when designing, editing, and revising a textbook authors should take more notice of the opinions and recommendations of the intended users, i.e. teachers and students.

4.6 Subject and Content

There is an inextricable connection between culture and language. This has led commentators such as Kramsch (1995) to

state that in practice, although language teachers teach both language and culture or culture as language, they do not teach language as culture. He clarifies this view by explaining that culture should be employed to enrich language lessons, which, in turn, reinforces the language learning experience.

Table 4.6

Diversity of Topics

Subject	Teachers' Mean	Student's Mean
Diversity of Topics	3.8	3.9

The question about the relevance of the activities and subject matter included in the textbook about the students' cultural backgrounds revealed that the majority of both teachers and students concurred that it comprised a diverse range of challenging, interesting, and motivational topics that were culturally non-biased in content. Furthermore, most of the students agreed that the topics covered in the textbook presented them with useful conversation pieces about the world around them, touching on subjects such as the media, health, travel, services, and important cultural events like festivals and ceremonies et cetera. It was also found that the textbook provides the students with numerous, words, phrases, and sentence constructions that deepen their understanding of the attitudes and norms of other cultures.

5. Conclusion

This study aimed to analyze the Global Elementary textbook, which is the English language instruction book for the nursery students enrolled on the CIEP at Komar University of Science and Technology in the Kurdistan region of Iraq. An attempt has been

made to document the negative as well as the positive aspects of the textbook through the perspectives of teachers who have used it for several years, and students who have already covered its curriculum. The study finds that for the majority of the respondents, the textbook comprises age-appropriate materials, is well designed and uncluttered in its layout, includes useful daily vocabularies (real-life vocabulary) as well as a relevant noun and verb phraseology, it also introduces new language structures, which has clear illustrations. Moreover, at the end of each lesson, there are interesting role-playing exercises. Nevertheless, the textbook also had some shortcomings, which include a lack of creative writing activities and authentic reading passages together with a complex grammar design. Despite these weaknesses, most of the students supported the use of the textbook. The teachers meanwhile, recommended it be revised further to include more reading and writing materials, arguing that students require more experience in these skills so that they can better cope with the materials in the next stages of their learning specialize. The conclusion from this study, therefore, is that while the Global Elementary textbook is largely suitable for CIEP nursery students, it should be revised particularly regarding the materials concerned with grammar, reading, and writing skills.

Finally, the findings of this study have implications for teachers, learners, material developers, syllabus designers, and textbook reviewers/editors alike. Consequently, one recommendation is that teachers modify their syllabi to better reflect the ages of those they are teaching so their students remain motivated and engaged in the learning process. Another recommendation concerns the material developers and textbook reviewers/editors in so far as they should address the textbook's deficiencies and revise it so it meets the needs of learners.

Furthermore, to prevent mechanical repetition, it is recommended that teachers encourage their students to be creative in the way they practice their language skills and to set their conversations in contexts that are meaningful to them.

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پوخته

په رتووکه کانی خویندن به شیوهیه که دارپژراون که دهرهفت بدهن به ماموستانیان و فیرخوازان بۆ دهست راگه یشتن به مهنهجه په یوه نندیداره کانی ئه و بابه ته ی که دهیلینه وه یان دهیخوینن، و به شیوهیه کی گشتیش په رتووکه کانی خویندن به هه ندیک ورده کاری ئه و کاره ده که ن. زۆر جار ئه و زانیاری و که رهستانه ی ئه و کتیه مهنه جیانه پیشکه شی ده که ن به شیوهیه کی هاوسهنگ ده خرینه به رده م خوینه رانیان. ئه م توژی نه وه یه تایبه ته به ئه نجامدانی لیکولینه وه یه که له سه ر کتیبی خویندنی ئاستی سه ره تایي گلووبل که له لایه ن فیرخوازان ی به شی په رستاری له ناوه ندی به رنامه ی چری زمانی ئینگیزی له زانکوی کومار بۆ زانست و ته کئولوژیا به کار ده هیتریت.

توژی نه وه که له به های په روه رده یی و گونجانی مهنه جی خویندنه که له چوارچیوه ی تموحي خویندکارانی په رستاری عیرا قدا ده کولیتته وه. ئه مه ش به هه لبژاردنی ۴۰ ماموستا و ۱۲۰ فیرخواز و کوکرده وه ی زانیاری له ریگه ی پرسیار نامه ی لیتز (۲۰۰۱) وه به دهست هیئا، که ۴۰ بابه تی بۆ ماموستانیان و ۲۰ بابه تی بۆ خویندکاران له خو گرتبوو. سه ره پای هه ندیک که موکوپی، ئه نجامه کانی توژی نه وه که ده ری ده خه ن که کتیبی مهنه جی خویندنی ئاستی سه ره تایي گلووبل زۆربه ی پنداویستییه کانی خویندکارانی په رستاری سه ره تایي دابین ده کات.

المخلص

تمت صياغة المناهج الدراسية بصورة تتيح الفرصة للمعلمين والمتعلمين للوصول إلى المناهج ذات الصلة بالمادة التي يدرّسونها أو يدرّسونها. وبصورة عامة تحقق المناهج الدراسة ذلك الغرض عن طريق بعض التفاصيل المهمة، وغالبا إن المعلومات والمواد التي تقدمها تلك المناهج الدراسية، توضع بين أيدي المتعلمين بشكل متوازن..

إن هذه الدراسة كُرسَت للقيام بالتحقيق في كتاب الدراسة المستوى الأساسي (جلوبال) المعتمد في قسم التمريض في مركز المنهج المكثف للغة الانجليزية في جامعة كومار للعلوم والتكنولوجيا.

تحقق الدراسة في القيمة التربوية وملاءمة المنهج الدراسي في إطار طموحات طلاب التمريض في العراق، وذلك عن طريق اختيار ٤٠ معلما و ١٢٠ متعلما، وجمع المعلومات عن طريق أسئلة لبيتز (٢٠٠١)، والتي احتوت على ٤٠ مادة للمعلمين و ٢٠ مادة للمتعلمين، ورغم بعض النواقص، أظهرت نتائج الدراسة أن كتاب منهج الدراسة المستوى الأساسي (جلوبال)، لا توفر معظم حاجات طلاب التمريض.

Appendix A

Questionnaire Form I

Student Textbook Evaluation Form

Please Note:

“1= highly disagree, 2= disagree, 3= neither agree or disagree, 4= agree, 5= highly agree”

Underline the number of your choices:

A/ Practical Considerations:

1. The price of the textbook is reasonable.

1 2 3 4 5

2. The textbook is easily accessible.

1 2 3 4 5

B/ Layout and Design:

3. The layout and design are appropriate and clear.

1 2 3 4 5

4. The textbook is organized effectively.

1 2 3 4 5

C/ Overall Activities and Tasks

5. The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).

1 2 3 4 5

6. The activities encourage sufficient communicative and meaningful practice.

1 2 3 4 5

7. The activities incorporate individual, pair and group work.

1 2 3 4 5

8. The grammar points and vocabulary items are introduced in motivating and realistic contexts.

1 2 3 4 5

9. The activities promote creative, original and independent responses.

1 2 3 4 5

D/ Receptive and productive skills:

10. The materials include and focus on the skills that I/my students need to practice.

1 2 3 4 5

11. The materials provide an appropriate balance of the four language skills.

1 2 3 4 5

12. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.

1 2 3 4 5

E/ Language Type and Content:

13. The language used in the textbook is authentic - i.e. like real-life English.

1 2 3 4 5

14. The language used is at the right level for my (students') current English ability.

1 2 3 4 5

15. The progression of grammar points and vocabulary items is appropriate.

1 2 3 4 5

16. The grammar points are presented with a brief and easy examples and explanations.

1 2 3 4 5

17. The language functions exemplify English that I/my students will be likely to use.

1 2 3 4 5

18. The language represents a diverse range of registers and accents.

1 2 3 4 5

F/ Subject and Content:

19. The subject and content of the textbook are relevant to my (students') needs as an English language learner(s).

1 2 3 4 5

20. The subject and content of the textbook are generally realistic.

1 2 3 4 5

21. The subject and content of the textbook are interesting, challenging and motivating.

1 2 3 4 5

22. There is sufficient variety in the subject and content of the textbook.

1 2 3 4 5

23. The materials are not culturally biased and they do not portray any negative stereotypes.

1 2 3 4 5

G/ Overall Consensus:

24. The textbook raises my interest in further English language study.

1 2 3 4 5

25. I would choose to study this textbook again.

1 2 3 4 5

Appendix B

Questionnaire Form II

Teacher Textbook Evaluation Form

Please Note:

“1= highly disagree, 2= disagree, 3= neither agree or disagree, 4= agree, 5= highly agree”

Underline the number of your choices:

A/ Practical Considerations:

1. The price of the textbook is reasonable.

1 2 3 4 5

2. The textbook is easily accessible.

1 2 3 4 5

3. The textbook is a recent publication.

1 2 3 4 5

4. A teacher's guide, workbook, and audio tapes accompany the textbook.

1 2 3 4 5

5. The author's views on language and methodology are comparable to mine (Note:

Refer to the 'blurb' on the back of the textbook).

1 2 3 4 5

B/ Layout and Design:

6. The textbook includes a detailed overview of the functions, structures and

vocabulary that will be taught in each unit.

1 2 3 4 5

7. The layout and design are appropriate and clear.

1 2 3 4 5

8. The textbook is organized effectively.

1 2 3 4 5

9. An adequate vocabulary list or glossary is included.

1 2 3 4 5

10. Adequate review sections and exercises are included.

1 2 3 4 5

11. An adequate set of evaluation quizzes or testing suggestions is included.

1 2 3 4 5

12. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.

1 2 3 4 5

13. The materials' objectives are apparent to both the teacher and student.

1 2 3 4 5

C/ Overall Activities and Tasks

14. The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).

1 2 3 4 5

15. The activities encourage sufficient communicative and meaningful practice.

1 2 3 4 5

16. The activities incorporate individual, pair and group work.

1 2 3 4 5

17. The grammar points and vocabulary items are introduced in motivating and realistic contexts.

1 2 3 4 5

18. The activities promote creative, original and independent responses.

1 2 3 4 5

19. The tasks are conducive to the internalization of the newly introduced language.

1 2 3 4 5

20. The textbook's activities can be modified or supplemented easily.

1 2 3 4 5

D/ Receptive and productive skills:

21. The materials include and focus on the skills that I/my students need to practice.

1 2 3 4 5

22. The materials provide an appropriate balance of the four language skills.

1 2 3 4 5

23. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.

1 2 3 4 5

24. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).

1 2 3 4 5

25. The practice of individual skills is integrated into the practice of other skills.

1 2 3 4 5

E/ Language Type and Content:

26. The language used in the textbook is authentic - i.e. like real-life English.

1 2 3 4 5

27. The language used is at the right level for my (students') current English ability.

1 2 3 4 5

28. The progression of grammar points and vocabulary items is appropriate.

1 2 3 4 5

29. The grammar points are presented with a brief and easy examples and explanations.

1 2 3 4 5

30. The language functions exemplify English that I/my students will be likely to use.

1 2 3 4 5

31. The language represents a diverse range of registers and accents.

1 2 3 4 5

F/ Subject and Content:

32. The subject and content of the textbook are relevant to my (students') needs as an English language learner(s).

1 2 3 4 5

33. The subject and content of the textbook are generally realistic.

1 2 3 4 5

34. The subject and content of the textbook are interesting, challenging and motivating.

1 2 3 4 5

35. There is sufficient variety in the subject and content of the textbook.

1 2 3 4 5

36. The materials are not culturally biased and they do not portray any negative stereotypes.

1 2 3 4 5

G/ Conclusion:

37. The textbook is appropriate for the language-learning aims of my institution.

1 2 3 4 5

38. The textbook is suitable for small-medium, homogeneous, and co-ed. Classes of university students.

1 2 3 4 5

39. The textbook raises my (students') interest in further English language study.

1 2 3 4 5

40. I would choose to study/teach this textbook again.

1 2 3 4 5