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تقييم تصورات معلمي اللغة الإنجليزية كلغة أجنبية تجاه كتاب Sunrise 12

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المستخلص :

درست الدراسة الحالية خصائص كتاب اللغة الإنجليزية المقرر للصف الثاني عشر من وجهة نظر معلمي اللغة الإنجليزية. كانت دراسة تقييمية لكتاب مدرسة لسلسلة Sunrise الثانوية لثلاث محافظات في شمال العراق. ولتحقيق ذلك ، تم إنشاء مقياس تقييم يعتمد على معايير الكتب المدرسية عالية الجودة لتعليم اللغة وتعلمها. من المهم ملاحظة أن عناصر الاستبيان قد تم تجميعها تحت (8) فئات أولية مصممة لاستنباط آراء المعلمين حول الكتاب المدرسي. تم إعطاء عينة من (92) مدرس لغة انجليزية من ثلاث محافظات في شمال العراق وهي دهوك والسليمانية واربييل استبانة عام 2012. من خلال حساب التكرارات والنسب المئوية ومتوسط الدرجات والانحراف المعياري ، تم جمع البيانات عبر الاستبيان. دعمت غالبية آراء المشاركين كتاب اللغة الإنجليزية للصف الثاني عشر للطلاب في مدارس شمال العراق الثانوية. في ضوء نتائج الدراسة ، يقترح الباحثون استخدام كتاب اللغة الإنجليزية المخصص للمستوى التحضيري للصف الثاني عشر ، على الرغم من ضرورة إجراء مراجعات دورية لتحسين محتوى الكتاب المدرسي. الكلمات المفتاحية: تقييم الكتاب المدرسي ، سلسلة الشروق ، عملية التعلم .

Evaluating EFL Teachers' Perceptions towards Sunrise 12 Textbook

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Abstract :

The current study investigated the characteristics of the English Language Textbook set for the 12th grade from the perspectives of English Language Teachers. It was an evaluative study of the Sunrise Series high school textbook for three governorates in northern Iraq. To accomplish this, a scale of evaluation based on standards for high-quality textbooks for language teaching and learning was created. It is important to notice that the questionnaire's items have been grouped under (8) primary categories designed to elicit teachers' opinions on the textbook. A sample of (92) English teachers from three governorates in northern Iraq, namely Duhok, Sulaimani, and Erbil, were given the questionnaire in 2012. By calculating frequencies, percentages, mean scores, and standard deviation, the data collected via the questionnaire. The majority of the participants' opinions supported the 12th Grade English Language Textbook for students in northern Iraqi high schools. In the light of the study's findings, the researchers suggest using the English textbook designated for the preparatory level of the 12th grade, despite the fact that periodic revisions should be made to improve the textbook's content.

Keywords: Textbook evaluation, Sunrise Series, Learning process .

1. Introduction:

A textbook (TBs) refers to the teaching material which represent, in addition to teachers and pupils, the main pillars of any educational system. A close look into and evaluation of the TBs in terms of their various features will help the people, particularly teachers, to bringing about reliable and good learning on the part of pupils and lead to the future success of the program, i.e. realizing the pupils' educational needs.



TBs have been perceived by many professionals as an important factor that plays a crucial role in bringing about the objectives of the teaching/learning process. For instance, according to Byrd (2001), TBs of English contain both linguistic material (grammar, vocabulary, abilities) and thematic/topic content (knowledge about family, school, etc.). Building on that, Sheldon (1988) points out that, in language education, the selection of a TB is an essential decision. It represents the first step in a process that is usually followed by a set of subprocesses, of which TB evaluation is the most paramount. In this respect, AlYousef states that: 'Evaluating TBs is significant because it (a) reveals the strengths and weaknesses of the TB, (b) determines how well the TB meets the standards of a good TB, and (c) provides guidance and feedback for TB revisions'. (AlYousef 2007: 1)

TB evaluation from the teachers' perspectives is essential, because it enables teachers who are the primary users of the language and the language TB to reflect on their teaching experience and identify the areas of weakness and strength (Aytug, 2007).

Students' achievement in the materials taught is usually evaluated in the way that the three basic elements in the teaching-learning situation, namely teachers, students and teaching materials, i.e. textbooks contribute to the teaching learning process. When such achievement falls below the required standards, many reciprocal accusations are directed at the parties involved. Since both teachers and students in a position to defend their stands, it is almost always claimed that students' underachievement is attributable to the inappropriateness of the TBs. To be more specific, since its implementation, the new 12th grade English TB the *Sunrise* has been criticized from supervisors, teachers, and students for a variety of reasons. Some contend that the TB is overcrowded with new vocabulary, while others argue that the subject matter is too challenging for learners. Some teachers and supervisors claim the existence of noticeable mismatch between what is supposed to be covered and the time allotted for the English lessons. Still some others think



that culture is not adequately reflected in the TB. The present research endeavors to find out whether such claims are true or not.

2. Literature Review:

Chaplin, (1980) conducted a study to investigate an FL course from the students' perspective in terms of difficulty level, relevant to the needs of the students and relevant to interest of the students. (68) students from the University of Kuwait's newly founded medical faculty were included in the sample. A two-part questionnaire was used in the study. According to statistical analysis of the sample's replies, students found the study unit to be intriguing and pertinent to their needs, and they indicated that they would work hard to complete it.

Ali (1983) conducted a research in Saudi Arabia to assess the intermediate English language instruction given to second grade students. A checklist and a questionnaire were utilized as the main research tools, and they were given to a sample of English language teachers and supervisors. The questionnaire was divided into seven key categories: course introduction, course topic matter, aids, exercises, and activities, teacher's handbook, course book layout, and physical composition. The researcher concluded his study by the following recommendations which include the specification of some modifications to be made to the TB: The use of more colorful and attractive teaching aids, presentation of more interesting and age-appropriate topics, provision, in the teacher's manual, of alternative ways for teaching every lesson (Alamri, 2008: 32).

Ten randomly chosen lessons from the New Living English for Jordan, Books series were examined by Lababidi in 1983. (1-5). The goal was to determine whether there is communication in the lessons under analysis or not. 75 male and female teachers from mandatory stage schools made up the study's sample. The findings indicated that neither the goals of the (N.L.E.J) books nor the needs of the students were met by the content, nor were visual aids used. The study also showed that the core of language



instruction in the "New Living English for Jordan" series was imitation and repetition without understanding, reading was primarily done aloud, grammatical exercises were mechanical, vocabulary words needed for reading texts were taught by using gestures or sound to show the meaning, and handwriting and dictation were controlled writing. Because the material did not take into account the students' needs and interests, EFL programs and TBs failed to prepare students to use language communicatively. As a result, none of the analyzed lessons included activities that can be called communicative.

To better understand how teachers and students felt about a TB that was based on English for Academic Purposes, Ayman (1997) performed a TB evaluation study. The study attempted to understand how teachers and students assess a TB. The researcher advised teachers to seek out ways to increase student awareness of using the TB and to receive good training in how to apply it in their classrooms. Masri (2003) carried out a study to evaluate the teachers' perspectives on the first grader's new English TB English for Palestine. Gender, educational level, and years of experience were accounted for as the main variables that affected the degree of evaluation. The researcher also designed a questionnaire as the main tool of investigation. 350 teachers were part of the research population, but only 208 teachers were included in the sample. High levels of appraisal were found in the book's shape, content, language structure, and grammatical domains. The same may be said for the techniques and tools. Significant variations between male and female teachers were also discovered, favoring men, in the degree of rating based on experience. The researcher has advised EFL teachers to adapt to contemporary trends, develop fresh approaches and strategies for teaching English to Palestine's Grade 1 students, and focus on the use of tapes and cards. They should also mix up their teaching methods to account for the individual differences among their students. A further recommendation was that EFL teacher should attend workshops, programs



and seminars so as to familiarize themselves with the efficient approaches that boost student contact and participation in ongoing classroom activities.

2.1 The Role of Textbooks in Language Teaching

Regarding the three primary components of the teaching-learning process—learners, teachers, and teaching materials—the TBs in ELT might be given a variety of functions. Cunningsworth (1995) notes that TBs can be useful tools for learners to practice grammar, vocabulary, and pronunciation as well as conducting tasks. They are used as a curriculum and a resource for independent study.

Regarding teaching materials, TBs can be a source for presenting the syllables. Finally, concerning teachers, TBs are good sources of help for novice teachers who are lacking confidence. Building on what has been stated; the fundamental role of TBs is to be at the service of teachers and learners but not their master.

Çakit (2006) notes that a learner without a TB becomes more dependent on the teacher because a TB, undoubtedly, continues to play a significant role in teaching the language, serves as a valuable resource for teachers and learners, and significantly influences the learners' achievement of their language learning goals.

Finally, Richards (2001) highlights the key role of a TB in the teaching-learning process of a language. According to him, the TB provides learners with the rich input and practice in language that they require. It is also the solid basis upon for the teaching of language skills and content. He further states that TBs contain a range of educational materials, such as worksheets, CDs and cassettes, films, etc., all of which contribute to the enhancement of learners' motivation and interest to learn.

2.2 Models and Criteria for Textbook Evaluation

It is quite evident that TB evaluation is a complex task due to the various variables that may affect the success or failure of course books



already in use. As such, any possible criterion or model of TB evaluation should reflect the variables that play a crucial role in the selection and evaluation of the TB. Such criteria, as Çakit (2006: 25) “views, represent the major steps to be taken in all the proposed models for TB evaluation. They are very crucial in assessing the suitability of TB to the needs of learners in particular teaching/learning situations. They also contribute to the effectiveness of a particular teaching/learning situation in several classroom settings.”

Regardless of the teaching/learning situation, there are several TB assessment models and criteria that show various stages of the TB evaluation activity. They range from a set of suggestions to more detailed checklists, and no criterion has been proven to fit all teaching-learning situations, i.e. that is applicable to different TB evaluations. Hence, subjectivity plays a noticeable role in TB evaluation and on deciding on a certain criterion, consideration of learners' interests and needs become very demanding and inevitable. In the following pages, references will be succinctly made to different models and criteria of TB evaluation. It is worthy to note that such presentation will be chronologically attended to.

Zenger (1982: 148-159) suggests “a checklist for TB evaluation in terms of some broad features such as attractive appearance with recent illustrations, clarity of writing, cost, physical and mechanical features including pages, cover paper, binding, illustrations and tables, philosophy of the syllabus focusing on clarity, sequence and continuity, objectives, subject matter content that concerns accuracy, interest level, individual differences and teaching aids and supplementary syllabus.”

Tueimah (1985) proposed an assessment standard that included three different tools, namely a tool for language teaching TB analysis, a tool for language teaching TB evaluation, and a tool for measuring language teaching TB readability. The assessment tool consists of eight categories:



preparatory studies, language content, language skills, teaching methods, exercises and assessment, aids, physical condition and general impression.

Grant's (1987:119) model of evaluation covers three stages. "Initial evaluation stage including a practical test entitled "CATALYST" with each letter of the acronym standing for one of the eight criteria for bringing to light whether a TB fits the purposes and the particular needs of students. The eight criteria are reflected by eight key questions which focus on: Communicative, Aims, Teachable, Available, Your impression, Student interest, Tried and tested. Detailed Evaluation by a questionnaire that seeks teachers' perspectives concerning the extent that the TB meets the following conditions: Does the course suit the students?, Does it suit the teacher?, and Does it suit the syllabus?, and In-use Evaluation."

Relevance, accessibility, and cohesiveness are the three key criteria Ellis and Ellis (1987) propose for evaluating EFL TB. Relevance takes care of the signposts, such as the headings, titles, and images. The evaluation model suggested by McDonough and Shaw (1993:77-78) covers three main stages, "viz. External evaluation, internal evaluation and Overall evaluation. External evaluation assesses the TB from the outside in term of the cover of the students' and teachers' books, the introduction and the table of contents". This form of evaluation's primary goal is to determine whether the TB is suitable for more in-depth examination. The next step is internal evaluation, which looks closely at the TB with the primary goal of determining the degree to which the elements listed in the external evaluation stage correspond with the internal coherence and structure of the TB. The usability, generalizability, adaptability, and flexibility factors are used in the overall evaluation to determine the acceptability of the TB.

In the light of what has been so far stated, and in an attempt to reflect the evaluation criteria to be adopted in the present study so as to reflect, as many points as possible, especially those of relevance to the topic under consideration, the following points will be first theoretically



accounted for and then reflected in the questionnaire to be administered to the sample of EFL teachers regarding the evaluation of the 12th grade English TB.

a. Evaluating the Physical Appearance and Format of English Textbooks

Aytug (2007: 17) states that “evaluating the design of a TB means tackling a number of issues of relevance to the physical appearance, layout, and format and other features such as the presentation of illustrations, the tables and figures in a TB”. Additionally, some researchers, like Daoud and Celce-Murcia (1979), correlate the design elements to how the TB's content is organized and pay attention to the internal elements as well. They also concentrate on the layout of the components of a TB. They contend that the attractiveness of TB components including the cover, page appearance, and binding, as well as the physical aspect of the TB, may be assessed. Sheldon (1988) concludes by saying that as a vivid and appealing selection of the graphics is useful in grabbing students' attention during the language learning process, drawings can be regarded as the most crucial part of the design in EFL TB.

b. Evaluating the Content (Exercises, Activities and Tasks in English Textbooks

Skierso (1991) claims that an effective evaluation of the exercises, activities, and tasks in ELT TBs should set out from a variety of perspectives starting from the fulfillment of the set objectives, both syllabus and students' ending with the degree of focus on form and communication. Also, exercises that encourage students' active participation and enhance critical thinking (i.e. Interpretation, application, analysis, synthesis) is undeniably very important.

Other elements that are suggested to be taken into consideration as essential in criteria for evaluating exercises and activities include instructional clarity and appropriateness of the exercises, content that is free



of stereotypes, their suitability for the students' age, level, background, and interests, appropriate revision of the exercises in the TB, and the degree to which the activities support the development of study skills like skimming, taking notes, and outlining (Daoud & Celce-Murcia, 1979).

c. Evaluating the Topics in English Textbooks

The subject matter is usually reflected in the topics used in the ELT TB. If a TB successfully addresses both the underlying knowledge needed for language learning and the pertinent topic matter, it is deemed to be successful. According to Richards (2001) and Aytug (2007: 30), “the topics should be interesting, lively, amusing, and challenging for students. They should reflect different aspects of real life by referring to authenticity, initiate interactions among learners to acquire communicative skills like expressing opinions, draw conclusions, and transfer those conclusions into other platforms.”

d. Evaluating the Presentation of the Language Skills in English Textbooks

In Breen and Candlin's words (1987), evaluating the skills in English TBs should be considered in terms of three main aspects. First, finding out the language skills stressed on in the TB and examining the degree of the provision of some practical guidelines to develop them. The second step is determining the degree of success in using each skill while taking the course duration into account. Identifying the potential tools that the TB offers for carrying out the activities in terms of improving students' language abilities is the third step.

From a different perspective, Cunningsworth (1995) considers integrating the four skills as the fifth skill. He suggests six criteria for evaluating language skills in a TB, namely adequate balancing of the language skills, integration of language skills, appropriate reading passages and activities in terms of their numbers and students' level, expectations, authentic the listening passages that provides background



information, questions, and activities for the sake of enhancing students' comprehension. (McDonough and Shaw, 1993).

e. Evaluating Language Content Presentation in English Textbooks:

According to Williams (1983), speech, grammar and vocabulary lie under the umbrella of language content. Speech, according to William's TB evaluation scheme, is investigated via contrastive analysis of the students' native language sound system and that of the FL being taught, in our case English. Such an investigation aims at highlighting the various approaches to practicing speech items and demonstrating them, if any. Grammar is examined in terms of communicative instruction of the structural units and appropriate models that include such structures, the types of drill responses to be given and the selection of structures with reference to cultural differences between students' home language and the FL. The distinction between receptive and productive abilities in vocabulary teaching, the presentation of vocabulary in appropriate contexts and situations, and the criteria for vocabulary selection, particularly frequency or functional load, are all discussed in relation to vocabularies (Acar, 2006).

f. Evaluating the Presentation of Cultural Issues in English Textbooks:

Consideration of the FL culture almost always formed a thorny and debatable issue in all educational settings. This is so due to the two-fold difficulty posed by cultural representations of both the FL which learners have to learn through the acquisition of unfamiliar chunks of the FL culture and those, i.e. stereotypical depictions of individuals in native language speaking groups are examples of cultural representation that must be acknowledged. A circumstance like this presents EFL students with significant challenges as they work to simultaneously integrate foreign cultural elements with FL linguistic characteristics. Additionally, learners of EFL do not easily abandon the deep-rooted values and norms of their



local culture and adopt those of the FL. Such a problematic situation should be attended to by TB authors by means of establishing a bridge between the two cultures and in such a way that makes learners approach the new culture values and norms in a gradual way. Alptekin (1993) contends that learners' intercultural knowledge can be evoked through the provision of comparisons across different cultures so as to confront misunderstandings concerning the FL representations. Likewise, many scholars claim that focusing on either the local culture or the foreign one is no longer workable. Since the goal is to provide students with information about their local culture as well as information from other cultures, including FL presentations, there should be intercultural language. As a result, students start to internalize the cultural norms of other countries while also becoming conscious of their own cultural beliefs (Aytug, 2007).

3. Methodology

3.1 Participants and Setting

The population is the "larger group to which the researcher would like the results of a study to be generalizable" (Lodico et al, 2006: 13). The population of the present research is limited to the teachers of English (males and females), preparatory or secondary schools in the Governorates of Duhok, Erbil, and Sulaimani in Northern Iraq during the academic year of 2012-2013. The whole number of the participation is (2000) teachers who are distributed among all the secondary and preparatory schools for male and female students. The sample in the present research is limited to (92) teachers (38 females and 54 males) who are teaching English 12th Grade in both male and female preparatory and secondary schools in the Governorates of Duhok, Erbil, and Sulaimani in Northern Iraq during the first term of the academic year (2012-2013). This is what has been done on analyzing the data obtained from the sample of the study.


Table (1): The Sample of the Research

No. of Male Teachers	No. of Female Teachers	Total
54	38	92

3.2 Instrument

In this study, the research instrument is represented by a TB evaluation questionnaire that has been developed after reviewing a number of relevant questionnaires utilized in related earlier studies, including Al-Hajailan (2003) and Aqel (2009). The questionnaire was written in English since the intended respondents were teachers of English at 12th grade, preparatory level. The questionnaire's primary goal was to ascertain teachers' opinions of the TB under investigation in terms of its physical appearance and format, content (topics, activities, exercises, skills, and sub-skills), language components, objectives, practice with and revision of the textbook, teaching strategies, social and cultural contexts, and supplemental materials.

3.3 Validity

Two types of validity are usually very demanding, namely face validity and content validity. The degree to which a questionnaire appears to test the information or skills it promises to measure is known as face validity. According to Heaton (1988: 1549), "face validity refers to the degree to which a questionnaire looks right, and appears to measure the viewpoints, attitudes, knowledge, abilities, etc. it claims to measure". Mousavi (1999: 124) claims that "the face validity of a questionnaire can be improved by merely formulating items in terms that appear relevant and plausible in the particular setting in which they will be used." In order for face validity to be established in the questionnaire, a version of the questionnaire was presented, as mentioned above, to some qualified experts



to judge whether it is applicable as far as the topic under investigation is concerned.

3.4 Reliability

The degree to which an evaluation instrument produces consistent results is measured by its reliability. If a tool consistently produces the same results when used by different persons or on different times, it is considered to be reliable. The internal consistency approach was employed to assess the validity of the questionnaire for this study. This is due to the fact that this procedure does not call for cutting objects in half or administering devices more than once. Coder-Richardson Coefficient formula method was used to the reliability coefficient of the questionnaire. It was (0.81) which can be considered a high reliability value.

4. Findings and Discussion

4.1 The Results of Teachers's Responses to the Questionnaire

4.1.1 What are the English Language Teachers' views on the Physical Appearance and Format of the Textbook Sunrise 12th Grade TB?

Table 1 shows the analysis of teachers' views on the questionnaire regarding The Physical Appearance and Format of the Textbook Sunrise 12th Grade TB.

Table 1: The Physical Appearance and Format of the Textbook Sunrise 12th Grade TB

Physical Appearance and Format of the Textbook	N	SA		A		D		SD	
		f	%	f	%	f	%	f	%
The cover of the TB is attractive and informative.	92	44	47.80	35	38.00	10	10.90	2	2.20
The design of the TB is appropriate.	92	36	39.10	35	38.00	18	19.60	3	3.30



Main headings and subheadings in the TB are well organized	92	47	51.10	37	40.20	8	8.70	0	0.00
The illustrations are reasonably well produced, varied, attractive and updated.	92	55	59.80	29	31.50	8	8.70	0	0.00
The instructions in the TB help pupils comprehend what is required from them.	92	39	42.40	35	38.00	15	16.30	3	3.30

Note 1: SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

Note 2: N: Participants, f: Frequencies

As the table illustrates most of the teachers (85.80%), either strongly agree (47.80%) or agree (38.00%), indicate that the *cover of the TB is attractive and informative*. This depicts that the teachers are completely satisfied with the cover of the TB which is attractive and informative.

According to the second item in the questionnaire, the teachers' responses, (77.10%), either strongly agree (39.10%) or agree (38.00%), depict that the design of the TB is appropriate, however, the number of teachers who disagree (22.90%) with the second item is a little more than the first item. The results show that there is a consensus among participants on the appropriateness of the design of the TB.

Considering the third item of the first section, the table shows that an extremely high percentage of the participants (91.30%) support the statement, (51.10%) strongly agrees and (40.20%) agree, while, only 8 participants (8.70%) disagree with the statement „main headings and subheadings in the TB are well organized“. Thus, it can be said that the majority of the participants believe that the main headings and subheadings are well organized.

Regarding the fourth item, as the table illustrates most of the teachers (91.30%), either strongly agrees (59.80%) or agrees (31.50%), indicates that



the illustrations are reasonably well produced, varied, and attractive and updated. This indicates that the teachers are satisfied with the cover of the statement the „illustrations are reasonably well produced, varied, attractive and updated“.

According to the fifth item in the questionnaire, the teachers' responses (80.20%), either strongly agrees (42.20%) or agrees (38.00%), depict that the instructions in the TB help pupils comprehend what is required from them. The results indicate a complete consensus among participants on the fifth item.

4.1.2 What are the English Language Teachers' views on the Content (Topics, Activities, Exercises, Skills and Sub-skills) of the Sunrise 12th Grade TB?

Table 2 shows the analysis of teachers' views on the questionnaire regarding The content of the Textbook Sunrise 12th Grade TB.

Table 2: Content (Topics, Activities, Exercises, Skills and Sub-skills) of the Sunrise 12th Grade TB

Content (Topics, Activities, Exercises, Skills and Sub-skills)	N	SA		A		D		SD	
		f	%	f	%	f	%	f	%
The topics of the units are varied and appeal to twelfth graders with different interests and personalities.	92	48	52.20	33	35.90	10	10.90	1	1.10
The units in the TB include updated topics.	92	47	51.10	35	38.00	9	9.80	1	1.10
The activities and exercises in the TB increase pupils' participation in the classroom.	92	49	53.33	28	30.40	13	14.10	2	2.20
There is an adequate amount	92	36	39.10	42	45.70	11	12.00	3	3.30



of activities for practicing language									
The exercises in the TB improve pupils' comprehension skills.	92	27	29.30	44	47.80	16	17.40	5	5.40
The TB provides both mechanical and meaningful exercises.	92	27	29.30	34	37.00	23	25.00	8	8.70
The TB provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations	92	48	52.20	26	28.30	15	16.30	3	3.30
The exercises in the TB are appropriate for improving pupils' different linguistic skills.	92	53	57.60	29	31.50	9	9.80	1	1.10
The four skills (listening, speaking, reading and writing) are adequately covered.	92	55	59.90	19	22.70	17	18.50	1	1.10
The listening activities in the TB help in improving pupils' listening skills.	92	49	53.30	28	30.40	13	14.10	2	2.20
The conversations are clear and understandable.	92	36	39.10	36	39.10	17	18.50	3	3.30
The speaking activities in the TB help pupils use English inside and outside the classroom.	92	33	35.90	25	27.20	29	31.50	5	5.40
The reading activities and exercises in the TB help in improving pupils' reading skills.	92	48	52.20	33	35.90	5	5.40	6	6.50
There is a range of varied and	92	50	54.30	32	34.80	6	6.50	4	4.30



interesting reading materials in the									
The activities with the TB help in improving pupils' writing skills.	92	40	43.50	32	34.80	15	16.30	5	5.40
There is enough focus on developing the writing skill in the TB.	92	30	32.60	29	31.50	28	30.40	5	5.40

As the table illustrates, most of the teachers (88.10%), either strongly agree (52.20%) or agree (35.90%), indicate that the topics of the units are varied and appeal to the twelfth graders with different interests and personalities. The results show that the teachers are completely satisfied with the first items in this section.

According to the second item in the questionnaire, the teachers' responses (89.10%), either strongly agrees (51.10%) or agrees (38.00%), depict that the units in the TB include updated topics. The results show a complete consensus among participants on the second items of this questionnaire.

Considering the third item of the second section, the table shows that a high percentage of the participants (83.73%) supports, (53.33%), strongly agree and (30.40%) agree, that the activities and exercises in the TB increase pupils' participation in the classroom. Thus, it can be said that the majority of the participants believes that the main headings and subheadings are well organized.

Regarding the fourth item, as the table illustrates, most of the teachers (84.80%), either strongly agree (39.10%) or agree (45.70%), indicate that there is an adequate amount of activities for practicing language. The results show that the teachers are satisfied with this item.

According to the fifth item in the questionnaire, the teachers' responses (77.10%), either strongly agrees (29.30%) or agrees (47.80%), depict that the



exercises in the TB improve pupils' comprehension skills. The results show a consensus among participants on the item.

Regarding the sixth item, as the table illustrates, the teachers' responses (66.30%), strongly agree (29.30%) or agree (37.00%), indicate that the TB provides both mechanical and meaningful exercises. The results show that the teachers are satisfied with this item.

According to the seventh item in the questionnaire, the teachers' responses (80.50%), either strongly agrees (52.20%) or agrees (28.30%), depict that the TB provides communicative exercises that enable learners to carry out their communicative tasks in real-life situations. The results show a complete consensus among participants on the seventh items of this questionnaire.

According to the eighth item in the questionnaire, the teachers' responses (89.10%), either strongly agree (57.60%) or agree (31.50%), depict that they strongly support the item.

As the table illustrates, most of the teachers (82.60%), either strongly agree (59.90%) or agree (22.70%), agree with the item. This indicates that the teachers are satisfied with the item.

According to the tenth item in the questionnaire, the teachers' responses (78.20%), either strongly agrees (53.30%) or agree (30.40%), depict that this item is appropriate. The results show a consensus among participants on this item of this questionnaire.

Considering the eleventh item of this section, the table shows that a high percentage of the participants (78.20%) support, (39.10%) strongly agrees and (39.10%) agree this item. Thus, it can be said that the majority of participants agree with this item.

According to the twelfth item in the questionnaire, the teachers' responses, (63.10%), either strongly agree (35.90%) or agree (27.20%), depict that they agree with this item. The results show a consensus among participants on the item.



As the table illustrates, most of the teachers (88.10%), either strongly agree (52.20%) or agree (35.90%), indicate that they totally support the item. This depicts that the teachers are satisfied with this items.

According to the fourteenth item in the questionnaire, the teachers' responses (89.10%), either strongly agrees (54.30%) or agrees (34.80%), depict that this item is appropriate. This indicates consensus among participants on this item of this questionnaire.

Considering the fifteenth item of this section, the table shows that a high percentage of the participants (78.30%) support, (43.50%) strongly agree and (34.80%) agree, with this item. Thus, it can be said that the majority of the participants agree with this item.

According to the sixteenth item in the questionnaire, the teachers' responses (64.10%), either strongly agrees (32.60%) or agrees (31.50%), depict that this item is appropriate. This indicates consensus among participants on this item of this questionnaire.

4.1.3: What are the English Language Teachers' views on the Language Contents of the Sunrise 12th Grade TB?

Table 3 shows the analysis of teachers' views on the questionnaire regarding The Language Contents of the Textbook Sunrise 12th Grade TB.

Table 3: The Language Components of the Sunrise 12th Grade TB?

Language Contents	N	SA		A		D		SD	
		f	%	f	%	f	%	f	%
The language used in the TB is authentic.	92	33	35.90	35	38.00	22	23.90	2	2.20
There is sufficient variety in the subject and content of the TB.	92	44	47.80	34	37.00	11	12.00	3	3.30
The content is organized according to the pupils' language needs.	92	50	54.30	25	27.20	15	16.30	2	2.20



The subject and content of the TB are generally realistic and interesting.	92	48	52.20	26	28.30	13	14.10	2	2.20
The vocabulary load seems to be reasonable for the pupils' level.	92	32	34.80	23	25.00	8	8.70	29	31.50
Vocabularies are presented in context to make meaning clear.	92	31	33.70	46	50.00	8	8.70	7	7.60
The progression of grammar points is appropriate.	92	49	53.30	28	30.40	13	14.10	2	2.20
The grammar points are presented with brief and easy examples and explanations.	92	47	51.10	31	33.70	10	10.90	4	4.30
Pronunciation is built through different types of activities, such as listening, dialogue, practice etc.	92	39	42.40	26	28.30	23	25.00	4	4.30
The TB highlights and practice natural pronunciation (i.e.-stress and intonation).	92	41	44.60	30	32.60	15	16.30	6	6.50
The language functions exemplify English that is likely to be used in the future.	92	46	50.00	22	23.90	23	25.00	1	1.10
There is a balance between form and use.	92	47	51.10	29	31.50	12	13.00	4	4.30

As illustrate in the table, most of the teachers responses (73.90%), either strongly agree (35.90%) or agree (38.90%), indicate that the *language used*



in the TB is authentic. This shows that the teachers are completely agreed with the first items in this section.

According to the second item of the questionnaire, the teachers' responses, (84.80%), either strongly agree (47.80%) or agree (37.00%), depict that they have totally agreed with the statement in the questionnaire. This indicates a complete consensus among participants on the second items of this questionnaire.

Considering the third item of this section, the table shows that a high percentage of the participants (81.50%) support, (54.30%) strongly agree and (27.20%) agree this item. Thus, it can be said that the majority of the participants do agree with this item.

Regarding the fourth item, as the table illustrates, most of the teachers (80.50%), either strongly agree (52.20%) or agree (28.30%), maintain that they agree with this item. This indicates that the teachers are completely satisfied with this item.

According to the fifth item of the questionnaire, the teachers' responses (59.80%), either strongly agrees (34.80%) or agrees (28.30%), depict that they agree with the statement in this item, however, the teachers' responses shows variety. 40.20% of the teachers disagree with this item, which is a considerable figure, but the results indicate a consensus among participants on the item.

Regarding the sixth item, as illustrate in the table that the teachers (83.70%), either strongly agree (33.70%) or agree (50.00%), agree with the item. This indicates that the teachers are agreed with this item.

According to the seventh item of the questionnaire, the teachers' responses (83.70%), either strongly agrees (53.30%) or agrees (30.40%), depict that they agree with the item. The results show a complete consensus among participants on the seventh item of this questionnaire.

According to the eighth item of the questionnaire, the teachers' responses (84.80%), either strongly agrees (51.10%) or agrees (33.70%), depict that



they are strongly in agreement with this item. The mean score of this item reaches 1.68 and a standard deviation of 0.83 which shows a complete consensus among participants on the item.

As illustrate in the table, most of the teachers (87.20%), strongly agree (42.40%) or agree (32.60%), agree with the item. This indicates that the teachers are completely agreed with the first items in this section.

According to the tenth item of the questionnaire, the teachers' responses (87.20%), either strongly agrees (44.60%) or agrees (32.60%), depict that this item is appropriate. This indicates consensus among participants on this item of this questionnaire.

Considering the eleventh item of this section, the table shows that a high percentage of the participants (73.90%) support, (50.00%) strongly agree and (23.90%) agree this item. Thus, it can be said that the majority of the participants agree with this item.

As illustrate in the table, most of the teachers' responses (82.60%), either strongly agree (51.10%) or agree (31.50%), indicate that they are totally agree with the item. This indicates that the teachers are completely agreed with the first items in this section.

4.1.4. What are the English Language Teachers' views on the Objectives of the Textbook Sunrise 12th Grade TB?

Table 4 shows the analysis of teachers' views on the questionnaire regarding The Objectives of the Textbook Sunrise 12th Grade TB.

Table 4: The Objectives of the Sunrise 12th Grade TB?

Objectives	N	SA		A		D		SD	
		f	%	f	%	f	%	f	%
The TB is appropriate for the language learning aims of the Ministry of Education.	92	30	32.60	23	25.00	22	23.90	1	1.10



The TB fulfills the general objectives set for teaching English in the area under study.	92	30	32.60	24	26.10	14	15.20	2	2.20
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As indicate in the table, most of the teachers' responses (57.60%), either strongly agree (32.60%) or agree (25.00%), indicate that the TB is appropriate for the language-learning aims of the Ministry of Education, however, the number of teachers who disagree (25.00%) with the item that is also considerable. This indicates that the teachers are completely agreed with this item.

According to the second item of the questionnaire, the teachers' responses (58.70%), either strongly agrees (32.60%) or agrees (26.10%), Show that the TB satisfies the broad goals established for teaching English in the field of study. The results indicate a consensus among participants on this item.

4.1.5 What are the English Language Teachers' views on the Practice and Revision of the Textbook Sunrise 12th Grade TB?

Table 5 shows the analysis of teachers' views on the questionnaire regarding The Practice and Revision of the Sunrise 12th Textbook TB.

Table 5: The Practice and Revision of the Sunrise 12th Grade TB

The Practice and Revision	N	SA		A		D		SD	
		f	%	f	%	f	%	f	%
There is practice in the four language skills of listening, speaking, reading, and writing.	92	32	34.80	29	31.50	18	19.60	7	7.60



The practice of individual skills is integrated into the practice of other skills.	92	31	33.70	27	29.30	14	15.00	5	5.40
The TB provides periodical revisions for diagnostic purposes.	92	26	28.30	24	26.10	19	22.70	11	12.00
Adequate review sections and exercises are included.	92	29	31.50	24	26.10	12	13.00	3	3.30

According to the first item of the questionnaire, the teachers' responses (66.30%), either strongly agrees (34.80%) or agrees (31.50%), depict that they agree with the item. The results show a complete consensus among participants on this item.

Considering the second item of the first section, the table shows that a high percentage of the participants (63.70%) support, (33.70%) strongly agrees and (29.30%) the item. Thus, it can be said that the majority of the participants agree on this.

Regarding the third item, most of the teachers (54.40%), either strongly agree (28.30%) or agree (26.10%), agree with the item. This indicates that the teachers are completely agreed with this item.

According to the fourth item in the questionnaire, the teachers' responses (57.60%), either strongly agrees (31.50%) or agrees (26.10%), imply that the textbook contains appropriate review material and exercises. This indicates a consensus among participants on this item.

4.1.6: What are the English Language Teachers' views on The Methods of Teaching of the Textbook Sunrise 12th Grade TB?

Table 6 shows the analysis of teachers' views on the questionnaire regarding The Methods of Teaching of the Textbook Sunrise 12th Grade TB.

Table 6: The Methods of Teaching of the Sunrise 12th Grade TB



Method of Teaching	N	SA		A		D		SD	
		N	%	N	%	N	%	N	%
The methods recommended for teaching the TB are the latest in the field.	92	22	23.90	39	42.40	29	31.50	2	2.20
The methods recommended to allow pupils to participate and talk more than teachers.	92	36	39.10	29	31.50	6	6.50	5	5.40

As the table shows, many of the teachers' responses (76.30%), strongly agree (23.90%) or agree (42.40%), indicate that the methods recommended for teaching the TB are the latest in the field. This shows that their teachers are completely satisfied with this item.

According to the second item of the questionnaire, the teachers' responses (70.60%), either strongly agrees (39.10%) or agrees (31.50%), depict that the methods recommended allow pupils to participate and talk more than teachers. This indicates a consensus among participants on this item.

4.1.7: What are the English Language Teachers' views on The Social and Cultural Contexts the Textbook Sunrise 12th Grade TB?

Table 7 shows the analysis of teachers' views on the questionnaire regarding The Social and Cultural Contexts of the Sunrise 12th Textbook TB.

Table 7: The Social and Cultural Contexts of the Sunrise 12th Grade TB?

Social and Cultural Contexts	N	SA		A		D		SD	
		f	%	f	%	f	%	f	%



The TB is not culturally biased and does not present any negative stereotypes.	92	31	33.70	20	21.70	14	15.20	8	8.70
There is an adequate treatment of native culture along with target culture (English culture) in the TB.	92	30	32.60	26	28.30	21	22.80	10	10.90
The TB includes information about different people from different countries.	92	32	34.80	25	27.20	14	15.20	4	4.30
The characters in the TB represent people from different social classes, ages and occupations.	92	32	34.80	19	20.70	18	19.60	5	5.4

According to the first item of the questionnaire, the teachers' responses, (55.40%), either strongly agrees (33.70%) or agrees (21.70%), depict that they agree with the item. The results indicate a complete consensus among participants on this item.

Considering the second item of the first section, the table shows a high support percentage of the participants which is (60.90%), (32.60%) strongly agree and (28.30%) the item. Thus, it can be said that the majority of the participants agree on this.

Regarding the third item, as the table shows, many of the teachers (52.00%), either strongly agree (34.80%) or agree (27.20%), agree with the item. This shows that the teachers are agree ed with this item.



According to the fourth item of the questionnaire, the teachers' responses (55.50%), either strongly agrees (34.80%) or agrees (20.50%), depict that they agree with this item. The results indicate a consensus among participants on this item.

4.1.8: What are the English Language Teachers' views on The Supplementary Materials about of the Textbook Sunrise 12th Grade TB?

Table 8 shows the analysis of teachers' views regarding The Supplementary Materials about of the Textbook Sunrise 12th Grade TB.

Table 8: The Supplementary Materials about the Sunrise 12th Grade TB?

Supplementary Materials	N	SA		A		D		SD	
		f	%	f	%	f	%	f	%
The Activity Book provides additional practice.	92	31	33.70	23	25.00	19	20.70	3	3.30
The Teacher's Book is informative.	92	31	33.70	23	25.00	14	15.20	8	8.70
The CD that accompanies the TB is suitable.	92	21	22.80	22	23.90	22	23.90	27	29.30

As the table shows, most of the teachers' responses (58.70%), either strongly agree (33.70%) or agree (25.00%), indicate that the *activity book provides additional practice*. This shows that the teachers and are completely agreed with this item.

According to the second item of the questionnaire, the teachers' responses (58.70%), either strongly agrees (33.70%) or agrees (25.00%), depict that the *teacher's book is informative*. The results show a consensus among participants on this item.



The majority of participants' opinions supported the 12th grade English language textbook for pupils in northern Iraqi high schools.

5. Conclusion

This study is, to the best of our knowledge, a unique one in Iraq at large and the northern part of the country in particular, in terms of the topic it has explored. It is expected to pave the way for similar studies since the TB under investigation, with its supplementary books and materials, from the teaching material for just one grade out of several grades where other TBs and their supplementary books and materials of the same series are taught. Moreover, exploring EFL teachers' perceptions of the TB in question has made it enjoy a special status since they, i.e. teachers, are the sole group that comes in direct contact with TB and its relevance. They are the only people who, in the light of their teaching experience, are in the position to identify the areas of strength and weakness in the TB, and accordingly suggest some further steps that can make the book more beneficial to learners and worthy to teach. However, the study has come out with the following conclusions:

1. All features of the TB, represented by the 8 subtopics in the questionnaire, have been perceived positively by the sample of teachers.
2. The sample of teachers has highly valued both the physical appearance of the TB and the objective set for teaching it.
3. Two topics, namely ~~Supplementary Materials~~ and ~~Content~~ (topics, activities, exercises, skills and sub-skills) have been perceived positively but to the least degree in comparison with other topics in the questionnaire. In other words, the sample of teachers has underestimated the way these two aspects of the TB in question have been attended to on designing the TB..
4. Teachers have also positively perceived four more topics within the questionnaire, namely Language Components, Social and Cultural Contexts, Practice and Revision, and Method of Teaching, although to a lesser degree.



5.1 Recommendations

Based on the results arrived at by the present study, the following points are recommended:

Since the supplementary materials that accompany the TB have been perceived to least degree by the sample of teachers, TB designers should heed this aspect more so as to enhance pupils learning of the materials taught. Likewise, teachers' have perceived the content of the TB including activities and exercises as not up to the standard. As such, more exercises and learning activities should be added to the already available ones.

1. The TB should take into account the different learning styles of the students in light of the instructors' comments.

Effective learning of FL cannot come from only practice and memorization.

2. Since these can assist students in carrying out their communicative tasks in real life, more communicative exercises and activities, such as group and pair work, games, puzzles, and role playing, should be incorporated.

3. The number of units should be kept to a minimum to give teachers enough time to successfully cover the topic

4. To ensure that TBs are free of lexical and spelling errors, they should periodically be updated.

5. Teachers ought to be involved in the creation of ELT TBs.

Any changes or enhancements pertaining to the TBs should also take into account their recommendations.

6. Because the TB is tailored to kids in the final year of the preparatory level, the themes can be changed or selected with their ages and needs in mind.

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