Investigating Teachers' and Students' Evaluation of the Textbook *"English for Iraq"* for First and Second Grades of High School Based on Litz's Checklist

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Abstract:

The present study investigated Iraqi teachers' and students' evaluation of the textbook *English for Iraq* for first and second grades of high school based on Litz's checklist using a descriptive qualitative method. The sample of this study was 2 textbooks entitled "English for Iraq" for 1st and 2nd Intermediate Grades. The research data was collected from the evaluation checklist of experts consisting of 5 Points in evaluation textbooks. The results of the evaluation of the two books have mostly met the standards of a decent book based on the criteria of Litz in terms of objectives, layout, design, methodology, skills, and elements of language. This study also intended to examine EFL teachers' and students' points of view on these two textbooks. The participants were 70 first and second-grade intermediate school students and 30 EFL teachers who were chosen from various intermediate schools in Wasit province. The researcher designed two questionnaires to evaluate these textbooks. The examinations uncovered that EFL teachers were to some extent happy with the "English for Iraq textbook series"; Notwithstanding, EFL students were fairly impartial. The evaluation also indicated that the English for Iraq textbook meets the CLT educational plan's points and targets in introducing the exercises and activities through legitimate texts (fiction and nonfiction) that are connected with genuine circumstances. The findings of this research may hold any importance with Iraqi EFL teachers, materials designers, and the partners engaged with the materials readiness Departments of the Iraqi Ministry of General Education.

Keywords: Evaluation of the Textbook, English for Iraq Textbook, High School, Litz's Checklist.

1. Introduction

In this period of globalization, students have access to a wealth of learning tools. They can learn English by using the Internet, watching television, or enrolling in an English course (Hakim, Aryati, and Kurniawan, 2020). Textbooks are quite possibly the most popular learning resources and are used as the main source in class in teaching-learning activities. As the essential wellspring of the necessary language-producing data for language learners to be instructed, a textbook is essential to any language teaching program.

According to Umar&Eterji (2020), a textbook is an essential component of any teaching-learning process. The teaching-learning process could stay deficient without an important course book. According to Hutchinson and Torres(1994, p. 316) for students, the textbook has become the most important resource in their learning process. It can assist students in addition to the teacher's explanation. According to Brown (2003), textbooks are the most evident and ubiquitous sort of material assistance for language instruction. Notwithstanding the teacher's clarification in class, textbooks contain written materials organized methodically to help students grasp topics (Hakim&Abidin, 2018). In this situation, the textbook could serve as both a course book and a bunch of instructing and learning guidelines. According to Hakim and Saputra (2018), a textbook is a lesson book that both the teacher and the pupils receive and that is followed methodically as the foundation of a language course. Some sections of the material in this book, including grammar, vocabulary, reading text, writing material, and exercises, are included. Baker, Dubin, and Olshtain (1989) pointed out that the textbook is the tangible part of a language course for most students and teachers. According to Byrd&Schuemann (cited in Khoo&Knight, 2015), the primary purpose of ELT textbooks is to teach English as a second language. As Andon (2018) recalls. ELT textbooks are the primary components of teaching English as a Foreign Language (EFL) to many professionals, and they are currently the most widely used teaching resources in schools. Users of ELT textbooks learn the necessary language skills by interacting with the document's content. To put it

another way, the primary goal of a lot of ELT textbooks is to help students fully comprehend the linguistic material by using thematic content.

Materials must be evaluated to meet the demands of users and be appropriate for use in language classrooms. As such, the practice of textbook evaluation has gained more prominence in the literature on English Language Teaching. According to Salih (2017), the essential objective of this training is to establish standards so that a textbook can be methodically investigated to guarantee its practicality and usefulness. The potential of a textbook to assist students in achieving Language ability, meeting the students' intellectual and social requirements, accommodating individual contrasts as well and some other relevant elements could appear as a checklist. According to Tomlinson (2001), a textbook needs to meet several requirements and contain particular thematic elements. As textbooks have an impact on what teachers teach and, to some extent, how students learn (McGrath 2002), Ellis (1997) believes that every textbook used in the classroom should be assessed.

Textbook analysis comes before any concept of textbook evaluation. McGrath (2001) defines the latter as seeking what is already in the textbook, resulting in an objective and provable description rather than a subjective judgment. Tomlinson (2003) contrasts subjective evaluation, which focuses on the materials' users, and objective analysis, which aims to identify the materials as they are. Before evaluating, it is necessary to conduct an analysis which is a technique that involves estimating "the value (or potential value) of a set of learning resources," according to Tomlinson (2003, p.15). Textbook evaluation aids in determining the worth of what teachers use to teach and what students use to learn i.e. textbooks.

According to McGrath (2002), textbook evaluation entails determining whether or not what one searches for as an evaluator is present and then assigning a value to findings. Littlejohn (1998) sees textbook evaluation as a way to learn more about how textbooks are designed and used. According to Cunningsworth (1995), textbook evaluation aids in making informed decisions about which new

textbook to adopt or determining the pros and demerits of an existing textbook. The objective of course book assessment, similar to program assessment, is to decide the possible handiness of textbooks (Tomlinson, 2011).

It involves finishing appraisals of course books' impact on the people who use them (students, educators, and managers). These impacts can be measured by the course book's validity, legitimacy, adaptability, as well as different qualities. Evaluation, according to Rea-Dickins and Germanie (1994, p. 28), is "the mechanism through which we might obtain a greater knowledge of what is powerful, what is less effective, and what appears to be of little use.

Weir and Roberts (1994) state that textbook assessment involves an exhaustive survey of all significant information to improve the course book. This view is supported by Nevo (1977, p.127)who refers to evaluation as a process that entails "delineating, obtaining, and providing information on the merit of goals, designs, implementation, and outcomes of educational activities."

A textbook, no matter how well written, could not be appropriate for all teaching and learning situations. An important variable in the success or failure of a program is the decision to select one textbook over another, or parts of the book with supplementation. If the instructional content is appropriate for both teachers and students, it can motivate them, or on the other hand it can demotivate them on the off chance that it isn't. Course book assessment is pivotal in the teaching and learning process since it can uncover the benefits and impediments of reading material as a general rule, as well as their pertinence to a particular setting. The choice of a textbook usually involves a process of textbook review, according to Awasthi (2006) and Tomlinson (2003). The perspectives of Tomlinson (2003) and Awasthi (2006) on evaluation are supported by Rea-Dickens and Germanie (1994) (see also Tomlinson, 2003 and Awathi, 2006). According to Germanie and Rea-Dickins (1994, p. 5).in evaluation, different factors involved in teaching such as methods, materials, and learning tasks, … should be reviewed.

Sheldon (1988) adds to the relevance of evaluation by stating that textbook evaluation assists teachers in better differentiating between different textbooks available. It can also help teachers to assess their predispositions about language and learning (Hutchinson, 1987). It can likewise provide information to students and teachers concerning important aspects to look for in textbooks.

It gives them data on evaluation guidelines to help them in turning out to be more reproachful of a large number of available textbooks (Litz, 2002). As far as publishers are concerned, as Tomlinson (2003) asserts, textbook evaluation can be utilized to assist publishers in making publication decisions, help others create textbooks that are ready for publishing and compose a journal review. In this study, textbook evaluation is described as the most common way of collecting information about a textbook and evaluating it to decide its merits and demerits.

1.1. Statement of the Problem

The widespread use of English has had a major impact on foreign language instruction, particularly in Iraq. The government and educational programs have emphasized English and technology in recent years, particularly since the early 2000s. There was a critical need for Iraqi syllabus designers and textbook developers to modify English textbooks because they do not match the expectations of students or teachers within the Iraqi educational system. As a result, almost a decade ago, through a collaboration between experts from Britain and Iraq, a new generation of ELT textbooks called *English for Iraq*. was generated. "English for Iraq" textbooks were first introduced in Year 7 followed by year 8 and then years 9, 10, 11, and 12. The first Iraqi series to be taught from the first primary grade to the sixth preparatory grade was *English for Iraq*, resulting in a revolutionary change in designs and approaches.

Considering the importance of such textbooks which are used on a wide scale in Iraq, in-depth research is necessary to illustrate the degree to which these new EFL textbooks are successful in accomplishing their aims and objectives, in addition to offering strong data that exposes a combination of strengths and places for future

adaptation and improvement.To sum up, evaluating textbooks and other materials is an inevitable and required part of implementing a textbook in any institution. As such, textbooks have been assessed from different perspectives, including teachers' and students' attitudes, the textbook approach, and so on. In this study, an attempt has been made to investigate Iraqi teachers' and students' attitudes toward Iraqi secondary school English textbooks.

1.2. Research Questions

The following questions motivate the current study:

1. To what extent does *English for Iraq* textbook series comply with the principles of Litz (2005)?

2. What are Iraqi teachers' attitudes towards *English for Iraq*textbook series?

3. What are the perceptions of Iraqi students towards*English for Iraq*textbook series?

4. To what extent does *English for Iraq* textbook series comply with the principles mentioned by the communicative method?

1.3. Significance of the Study

EFL textbook evaluation could ensure that EFL textbooks properly enable the achievement of teaching objectives. This study could be beneficial to Iraq's EFL education policymakers and materials developers in identifying merits and possible demerits of the book series so that the future generation of Iraqi high school textbooks could better achieve the desired aims.

2. Method

This study uses a descriptive qualitative research design.

2.1. Materials

These series were designed and introduced by Garnet Publishing Ltd.UK in 2013, and have been used for teaching English in secondary schools for three hours per week. *English for Iraq 1st Intermediate* contains six theme-based learning units as well as two review units. The book has 8 units. Each unit contains 10 lessons, except units 4 and 8which contain 7lessons each. This book is arranged based on various topics and themes (my spare time, dates and seasons, what have you done today, other countries, friends

Al-Adab Journal   **Issue. No (150) Supplement (September) 2024**

E-ISSN: 2706-9931   P-ISSN: 1994-473X

abroad, and danger) "English for Iraq 2nd Intermediate" book is divided into two review units and six theme-based learning units. This book is divided into eight units. Except for units 4 and 8, which each contain four lessons, each unit has ten lessons. This book is arranged based on various topics and themes (a school magazine, a healthy lifestyle, sports, getting and sending information, jobs, and the world around us.

2.2. Participants

The primary gathering of members of the present study comprised 30 experienced English language teachers teaching English to first and second grades in Iraqi public high schools in Wasit province. They were of both genders and had teaching experience between 7 to 30 years. The second group of participants comprised about 70 students studying in the first and second grades in the same city. The participants were chosen via availability sampling, which implies that the researcher chose those who were available and willing to participate in the study (Farhady, 2001)

2.3. Instruments

The following questionnaires were used to elicit the necessary data.

2.3.1 Teachers' Questionnaire for evaluating the book series English for Iraq

Based on Litz's checklist, a questionnaire was designed and distributed among 30 Iraqi experienced high school English teachers.

2.3.2 Students' questionnaire for evaluating the book series English for Iraq

Based on Litz's checklist, a questionnaire was designed and distributed among 70 Iraqi first and second-grade high school students. The two questionnaires were similar in content. The students' questionnaires were translated into Arabic to remove any misunderstandings.

2.4. Procedure

In the first stage, the books were carefully studied. Second, the researcher designed an evaluation checklist based on Litz. Third, the questionnaires were distributed among 30 experienced high school

teachers and 70 grade one and two high school students in Wasit province in Iraq. The results were carefully examined to answer the research questions.

3. Results

3.1 The compliance of the *English for Iraq* textbook series with the principles of Litz (2005)

A. The Results for *English for Iraq*^{1st} *Intermediate*.

First, the results of analysis of the first book *English for Iraq 1st Intermediate* are presented.

a. Practical Consideration

The English for Iraq 1st Intermediate textbook has a simple cover. The content seems interesting. It has also a lot of pictures which can make students interested and make them understand the materials better. This textbook has a teacher guide that contains practical advice and procedures for using the course effectively. Additionally, there are Audio extracts comprising recordings of all the listening texts, exercises, and phonic work in the Student's Book and Activity Book. Table 1 shows the practical considerations of the book.

Table 1

Practical Consideration	YES	NO
1. A teacher's guide, workbook, and audio-tapes accompany the textbook.	☐	
2. The textbook is readily available.	☐	
3. The textbook is a recent publication.		☐

b. Layout and Design

In terms of layout, the book has 8 units in total as well as two revision units. It has 102 pages. It possesses a list of vocabulary words and a grammar reference at the end. It addresses vocabulary, grammar, and skill development (speaking, writing, listening, and reading). It comprises 5 sections -- Lexical regions, Communicative exercises, Language learning exercises, Linguistic regions, Articulation and phonology. There are sufficient sections for reviews with exercises incorporated. The book has a height of 28 and a width of 20 centimeters and is light enough for students to place into their school bags to take to school consistently. This textbook has 80 pictures. Table 2 shows the information in terms of layout and design.

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E-ISSN: 2706-9931   **P-ISSN: 1994-473X**

Table 2

Layout and Design	YES	NO
4. The layout and design aresuitable andlucid	☐	
5. There are enough review sections and exercises.	☐	
6. The textbook is organized effectively.	☐	

c. Language Type (Content)

In terms of content, the book has topical variations. The language used is at the right level for the student's current English ability. The textbook aims to introduce grammar points and vocabulary items in a logical and coherent sequence that gradually builds on the learners' existing knowledge and skills and provides ample opportunities for learners to practice and apply the language in meaningful contexts. Table 3 displays the language type of the book.

Table 3

Language Type	YES	NO
7. The language used is at the right level for my (students') current English ability	☐	
8. The vocabulary and grammar points are advanced in a suitable manner.	☐	
9. There are concise, understandable examples and explanations for each grammar point.	☐	

A summary of the textbook's grammar concepts and structures is shown in Table 4.

Table 4

Summary of grammar points/structures in English for Iraq, 1st intermediate

No	Grammar point/structure	No	Grammar point/structure
1	Past and Present simple tense; Past continuous tense	11	Present perfect tense with ever/never
2	Adjectives	12	Present perfect and Past simple tense
3	Possessive 's' and possessive pronouns	13	Comparatives and superlatives
4	Adverbs of frequency	14	Questions with prepositions at the end
5	Question formation	15	Link words and phrases
6	Future tense: will	16	Future continuous tense

Al-Adab Journal   **Issue. No (150) Supplement (September) 2024**

E-ISSN: 2706-9931   **P-ISSN: 1994-473X**

7	Time adverbials	17	Frequency adverbs
8	Comparatives and superlatives	18	Imperative sentences
9	Present perfect tense	19	Reflexive pronouns
10	Adverbs of manner	20	First conditional

d. Activities

As can be seen from Table 5, there is a balance between vocabulary, grammar, and the four language skills. The language material is introduced to students and practiced through situations with a partner's activities by helping learners gain enough confidence through 'listen and repeat and 'practice with a partner's activities. The book contains individual, pair, and group work activities that students need to recognize the importance of communication in class. It seems that the book mainly focuses on repetition and substitution type of exercises. More task-based activities seem necessary.Table 5 shows the results of the analysis in terms of activities.

Table 5

Activities	YES	NO
10. 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).	☐	
11. The activities incorporate individual, pair and group work.	☐	
12. The activities encourage sufficient communicative and meaningful practice.		☐

Table 6 shows the range of activities and tasks.

Table 6

Type	Name	Frequency
Listening	Pay attention and repeat (words, dialogue)	49
	After listening, complete the task (check the true or false response, match the picture, etc.).	17
Speaking	Practice having conversations with a partner.	37
Reading	Read the assignment and complete it (match the picture with the question).	11
Writing	Write sentences/a description	8
Listening and reading	Read, listen, and complete an assignment (select the right response for each question).	28

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E-ISSN: 2706-9931   P-ISSN: 1994-473X

e**. Skills**

The book has enough focus on the four skills. However, there seems to be no balance among the four skills. This seems justified that based on the aim of the instruction, some skill might be considered more important. An example would be reading comprehension which has received enough attention. Table 7 shows the results in terms of skills presented in the book.

Table 7

Skills	YES	NO
13. The materials highlight the skills that I/my students need to practice.	☐	
The materials give a fitting equilibrium of four language skills.		☐
15. The act of individual skills is coordinated into the act of different skills.	☐	

B. The Results for *English for Iraq 2ⁿᵈ Intermediate.*

Having presented the results for the first book, we now turn to presentingthe results for *English for Iraq 2ⁿᵈ Intermediate.*

a. Practical Consideration

The book is accompanied by teachers; a guide, a workbook, and audio tapes. The book is readily available. However, the textbook is not a recent publication (Table 8).

Table 8

Practical Consideration	YES	NO
1.A teacher's guide, workbook, and audio-tapes accompany the textbook.	☐	
2. The textbook is readily available.	☐	
3. The textbook is a recent publication.		☐

b. Layout and Design

This book is a similar size (20 x 28cm)as different textbooksutilized for Intermediate schools. The cover pages, made of hard, sparkly, and strong paper, look alluring, having a vivid picture of King Nebuchadnezzar on a brown background. *English for Iraq for 2nd*has 8 units as well as 2 revision units. This textbook has 5 sections (Pronunciation and phonology, grammatical areas, communicative

activities, language learning exercises). Table 9 shows the results of the analysis in terms of layout and design.

Table 9

Layout and Design	YES	NO
4. The layout and design are suitable and lucid.	☐	
5. There are enough review sections and exercises.	☐	
6. The textbook is organized effectively.		☐
7. The materials targets are evident to both the teacher and student.		☐

c. Language Type (Content)

As far as the language used is appropriate for students at this level. In addition, in terms of grammar and vocabulary progression is appropriate. Finally, succinct and simple examples and justifications are used to teach grammar (Table 10).

Table 10

Language Type	YES	NO
8. The language used is at right level for my (students') current English ability.	☐	
9. The progression of grammar points and vocabulary items is appropriate.	☐	
10. The grammar points are presented with brief and easy examples and explanations.	☐	

d. Activities

The textbook includes a variety of activities that are evenly distributed between free exercises and controlled exercises. It also provides tasks that emphasize both fluent and accurate language production, and there is a balance and equal distribution between vocabulary, grammar, and the four language skills. The textbook activities in this book mainly involve individual and pair work. There are many structure centered exercises (i.e., regulated exercise zeroing in on the utilization of a grammar point or structure, for example, redundancy and replacement drills, e.g. 'Listen and repeat' and 'Practice with partner' (Table 11).

Table 11

Activities	YES	NO
11. The activities in the textbook are balanced (e.g., there is a fair mix of controlled and uncontrolled exercises, as well as tasks that emphasize both accurate and fluent production).	☐	
12. The activities encourage sufficient communicative and meaningful practice.		☐
13. Work is done individually, in pairs, and in groups during the activities.	☐	

Table 12 displays a summary of grammar points/structures in the textbook

Table 12

Summary of grammar points/structures in English for Iraq, 2ⁿᵈ intermediate

No	Grammar point/structure	No	Grammar point/structure
1	Revision of tenses	11	What would you like to (do)? I'd like to...
2	Present perfect with for and since	12	How good are you at (volleyball)? I'm quite good.
3	Gerund after like, enjoy, hate, etc.	13	Past habitual tense, used to + infinitive
4	Apostrophe before and afters.	14	Decimal numbers
5	Defining relative clause with who	15	Revision of tenses
6	Adverbial time phrases	16	Future: going to infinitive
7	Time adverbials	17	When i present tense, I am going to...
8	Quantifiers: a little, a lot, etc.	18	Article before names of jobs
9	Want+ noun/pronoun + to +infinitive	19	Modals must, may, might
10	Revision of should + Infinitive	20	Revision of first conditional

Al-Adab Journal　　　**Issue. No (150) Supplement (September) 2024**

E-ISSN: 2706-9931　　**P-ISSN: 1994-473X**

Table 13 shows the range of activities and tasks in the book.

Table 13

Type	Name	Frequency
Listening	Pay attention and repeat (words, dialogue)	52
	After listening, complete the task (check the true or false response, match the picture, etc.).	22
Speaking	Practice having conversations with a partner	44
Reading	Read the assignment and complete it (match the picture with the question	16
Writing	Write sentences/a description	9
Listening and reading	Read, listen, and complete an assignment (select the right response for each question	26

e. Skills

An English textbook is assumed to cover the skills necessary for students. In this book, it seems that enough attention is paid to the listening, speaking and reading mostly in an integrated way. However, the writing skill seems to have received less attention (Table 14).

Table 14

Skills	YES	NO
14. The materials highlight the skills that I/my students need to practice.	☐	
15. The materials give a fitting equilibrium of four language skills.		☐
16. The practice of individual skills is integrated into the practice of other skills.	☐	

3.2 Teachers' and students' perceptions towards the *English for Iraq* textbook series

Table 15 shows the data from the descriptive statistics on the layout and physical appearance of the text.

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E-ISSN: 2706-9931   P-ISSN: 1994-473X

Table15

Descriptive Statistics for (a) Layout and Physical Appearance

Item	Mean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	Participants
1. The book has a good layout and physical appearance	2.99	8.6	39	9.5	28.6	14.3	30	Teachers
	2.82	11.5	26.6	14.2	28.0	19.7	70	Students
2. The book is well organized	3.31	15.2	38.1	16.2	23.8	6.7	30	Teachers
	2.96	13.3	23.9	23.9	23.9	15.1	70	Students
3. Hard cover of the book is attractive enough.	3.02	14.3	29.5	14.3	28.6	13.3	30	Teachers
	2.20	5	11.5	13.8	38.5	31.2	70	Students
4. Images and figures are clear, simple with no confusing details.	3.06	11	34.3	19	20	15.2	30	Teachers
	2.64	8.3	21.1	19.7	28.9	22.0	70	Students
5. Images in the book are attractive and of high quality.	3.11	18.1	26.7	19	21	15.2	30	Teachers
	2.44	8.7	15.1	17.9	28.9	29.4	70	Students
6. Images, tables, charts, and shapes available are relevant and effective.	2.96	9.5	26.7	27.6	22.9	13.3	30	Teachers
	2.41	9.2	12.8	19.3	28.0	30.7	70	Students
7. The table of contents is comprehensive and quite useful.	3.15	16.2	33.3	13.3	23.8	13.3	30	Teachers
	2.68	12.4	18.8	17.0	28.9	22.9	70	Students
8. Preface of the text briefly explains objectives and fundamental learning theories based on which the text is designed.	3.20	13.3	30.5	29.5	17.1	9.5	30	Teachers
	2.67	6.4	19.7	28.0	27.1	18.8	70	Students
9. A useful list of references is included at the end of the textbook.	3.09	16.2	26.7	22.9	19	15.2	30	Teachers
	2.83	17.0	18.8	19.3	21.1	23.9	70	Students
10. Useful index/s is/are included and is/are quite helpful.	3.19	10.5	39	19	21.9	9.5	30	Teachers
	2.67	8.7	18.8	26.6	23.4	22.5	70	Students
11. List of words at the end of the book is useful and effective.	3.16	17.1	28.6	19	23.8	11.4	30	Teachers
	2.81	18.3	15.6	21.1	19.3	25.7	70	Students

Criteria	Mean	Std. Deviation	
Layout and Physical	3.11	1.25	30 Teachers
Appearance	2.64	1.29	70 Students

As shown, most EFL teachers were to some degree fulfilled with the layout and physical appearance of "English for Iraq". The textbook's design and layout were thought to be appropriate by roughly half of the teachers (about 39% agreed and 8% strongly agreed). Approximately 49% of teachers agreed that the book provides sufficient usage instructions. Additionally, 45.3 percent of teachers concurred that the book's pictures are clear and 53.3% concurred that the book is well-organized. However, as shown in Table 14, the average rating and standard deviation of the students' evaluations of this perspective were respectively 2.64 and 1.29.

Table 16 shows the descriptive statistics for activities and excercises.

Table 16

Descriptive Statistics for Activities and Exercises

Item	Mean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	Participants
			Likert Scale Percentage %					
12. The book includes a	2.99	10.5	27.6	23.8	26.7	11.4	30	Teachers
balanced range of exercises	2.88	12.8	22.5	21.1	27.1	16.5	70	Students
13. A good range of	3.36	13.3	42.9	20	14.3	9.5	30	Teachers
individual, pair, and group works is included in the text.	2.94	15.6	20.6	23.4	23.9	16.5	70	Students
14. Activities are	3.24	14.3	37.1	19	18.1	11.4	30	Teachers
designed in such a way that lead students to meaningful communications	3.00	17.4	21.1	22	23.4	16.1	70	Students
15. Activities of the	2.97	10.5	31.4	17.1	26.7	14.3	30	Teachers
book encourage students to respond creatively, innovatively, and independently	2.55	9.2	17	22	24.3	27.5	70	Students
16. Activities of the	2.99	9.5	29.5	23.8	24.8	12.4	30	Teachers
book are enough to support and inspire students in meaningful and communicative practices.	2.65	12.8	14.2	21.1	29.4	22.5	70	Students
17. Activities helps	3.00	10.5	31.4	21	21.9	15.2	30	Teachers
students learn grammar by creating real and actual situations.	2.80	11.9	18.3	29.3	19.3	21.1	70	Students
18. Course content	3.12	11.4	36.2	17.1	23.8	11.4	30	Teachers
throughout the book is properly recycled and learning new things is evaluated through different tasks and activities.	2.98	14.2	22	26.6	22	15.1	70	Students

Criteria		Mean	Std. Deviation		
Activities and Exercises		3.10	1.22	30	Teachers
		2.82	1.25	70	Students

According to Table 16, the teachers' mean acceptability score for the exercises and activities was 3.10, with a normative variation of 1.22, indicating that EFL teachers were somewhat satisfied with "English for Iraq" exercises and exercises. Whilst, the students' mean and standard deviation scores for the activities and exercises' acceptability from their perspective were 2.82 and 1.25, respectively. This indicates that the students were not as satisfied with the exercises

Al-Adab Journal   **Issue. No (150) Supplement (September) 2024**

E-ISSN: 2706-9931   **P-ISSN: 1994-473X**

and activities as the teachers were. According to Table 16, whereas 27.6% of teachers thought that "English for Iraq" partially offers a balanced assortment of exercises and activities (item 12), almost 37% of teachers thought that the "English for Iraq" exercises and activities don't adequately encourage meaningful and communicative practices (item 16).

According to item 13, Over 50% of the teachers (42.9% and 13.3%, correspondingly, agreed or strongly agreed) thought that the book's activities offered a wide variety of activities for individuals, pairs, and groups. They also thought (37.1% agree and 14.3% strongly agree) that activities encourage students to create meaningful communications (item 14). According to item 18, Nearly 48% of teachers concurred that the material in the textbook is examined and reused all through the book and that students' comprehension of new material is assessed through a variety of activities and tasks. 42% of teachers concurred that the book's activities motivate students to answer independently, inventively, and creatively, but 41% disagreed (item 15).

The majority of EFL teachers appreciated the realistic and motivating contexts in which they were able to introduce vocabulary and grammar points. The students' mean and standard deviation scores for this aspect in Table 16 are 2.82 and 1.22, respectively, indicating that EFL learners were only somewhat satisfied with "English for Iraq" activities and exercises. According to Table 16, the textbook's exercises and activities were deemed to be fairly satisfactory because the mean score for each of the seven subcategories was greater than 2.5.

Additionally, 38.4% of students agreed that "English for Iraq" activities encourage students to create meaningful communications (item 14), as shown in Table 16. According to item 15, the greater part of the students (27.5% disagreed and 24.3 strongly disagreed) thought that the exercises and activities in the textbook inspire adequate meaningful and communicative practices, while 22.5 percent disagreed and 29.4 percent strongly disagreed. Table 17 below

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E-ISSN: 2706-9931　　**P-ISSN: 1994-473X**

displays descriptive statistics obtained from 21 questionnaire items (19–39)concerning the textbook's content and language skills.

Table 17

Descriptive Statistics for (c) Content and Language Skills

Items	Mean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	Participants
		Likert Scale Percentage %						
19. The content of the different parts of the book is like a window	3.29	14.3	38.1	21.9	14.3	11.4	30	Teachers
that opens into the culture of a second language (English).	3.02	16.9	19.7	26.6	22.0	14.6	70	Students
20. Considering the range of the	2.92	9.5	28.6	21	26.7	14.3	30	Teachers
students' age, cultural information is appropriate to arise the interest of the students.	2.71	11.9	17.8	24.3	25.2	16.5	70	Students
21. Activities and special	2.47	4.8	14.3	29.5	26.7	24.8	30	Teachers
exercises such as games, music, and songs are included in the book as much as possible.	2.99	17.43	16.0	24.7	27.0	19.2	70	Students
22. Wide and diverse range of	2.19	2.9	14.3	15.2	34.3	33.3	30	Teachers
countries are represented and named in the book.	2.72	11.0	16.9	25.6	25.6	20.6	70	Students
23. Opportunities provided for	2.12	4.8	9.5	14.3	36.2	35.2	30	Teachers
students are similar to the actual conditions of language use.	2.40	6.4	11.0	25.2	31.1	26.1	70	Students
24. Students are asked to	2.20	3.8	10.5	19	35.2	31.4	30	Teachers
compare their culture with the second culture (English) and	2.52	11.4	11.4	22.9	26.1	27.9	70	Students

explore similarities and
differences between models and
concepts of the two cultures.

Items	Mean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	Participants
		Likert Scale Percentage %						
25. The content of the book presents real-life issues and	2.54	8.6	15.2	23.8	26.7	25.7	30	Teachers
encourages critical thinking.	2.50	6.8	15.1	25.6	25.6	26.6	70	Students
26. Topics and content of the book are consistent with the needs,	3.26	11.4	41	21.9	14.3	11.4	30	Teachers
interests, and age of the students.	2.83	13.3	21.1	26.1	19.7	15.1	70	Students
27. There is enough variety in	2.66	9.5	19	20	31.4	20	30	Teachers
subjects in the content of the book.	2.57	9.6	13.7	24.7	28.8	23.3	70	Students
28. Examples and explanations of	3.37	13.3	43.8	19	14.3	9.5	30	Teachers
the book are understandable for students.	3.14	14.6	31.1	22.9	16.0	15.1	70	Students
29. Conversations, tasks, and	3.08	15.2	29.5	17.1	24.8	13.3	30	Teachers
activities are attractive to students and as close as possible to real-life tasks.	2.55	8.2	18.8	20.6	24.7	27.5	70	Students
30. Instructions to various sections	3.30	18.1	32.4	21	19	9.5	30	Teachers
are clear enough for learners.	2.93	15.1	29.3	16.9	15.1	18.8	70	Students
31. Content and images are	3.18	4.8	46.7	21.9	15.2	11.4	30	Teachers
generally attractive to students.	3.16	12.8	25.2	34.4	16.5	14.6	70	Students
32. Gradation of the content	3.28	14.3	36.2	22.9	17.1	9.5	30	Teachers
(including grammar, vocabulary, etc.) in terms of the level of difficulty is appropriate.	2.51	6.8	15.1	23.8	31.1	22.9	70	Students
33. This book covers all four	2.95	11.4	30.5	17.1	23.8	17.1	30	Teachers
language skills in an appropriate way.	2.88	14.2	19.7	27.9	16.0	22.0	70	Students
34. This book contains and focuses	3.20	14.3	34.3	20	21	10.6	30	Teachers
on the content and skills that students need to practice.	2.67	8.2	23.3	20.1	24.3	23.8	70	Students
35. The texts included are useful in	3.12	11.4	36.2	20	18.1	14.3	30	Teachers
terms of theme, content, and exercises.	2.85	9.1	19.2	35.7	19.2	16.5	70	Students
36. Activities that are used before,	2.99	14.3	20	29.5	22.9	13.3	30	Teachers
during, and after addressing the four language skills and sub-skills are engaging and helpful.	2.26	5.5	14.6	20.1	28.8	21.5	70	Students
37. The conversations have been well designed to enable students to	3.21	12.4	37.1	21.9	17.1	11.4	30	Teachers
use them for real purposes outside the classroom.	3.18	16.9	35.7	10.5	22.0	14.6	70	Students
38. Grammar rules are provided reasonably and graded based on the	3.10	15.2	26.7	25.7	18.1	14.3	30	Teachers
task difficulty.	2.79	10.0	23.8	23.3	20.6	22.4	70	Students
39. Listening and reading assignments with audio files are	2.68	6.7	24.8	19	29.5	20	30	Teachers
various and present different dialects of English to students.	2.70	11.9	16.5	24.7	23.3	23.3	70	Students

Criteria	Mean	Std. Deviation		Participants
Content and Language Skills	2.91	1.27	30	Teachers
	2.75	1.20	70	Students

The teachers' mean and standard deviation scores for content and language skills in "English for Iraq" are shown in Table 17, proving that EFL teachers were satisfied with how the four language skills and content were represented. The items' mean scores ranged from 2.12 to 3.37. The lowest value for item 23 was 2.12, demonstrating that teachers had a rather pessimistic viewpoint regarding the examples and demonstrations provided to EFL students. On the other hand, the highest value for item 28 was 3.37, demonstrating that teachers had a somewhat more upbeat viewpoint.

The students' mean scores for assessing this aspect ranged from 2.26 to 3.18, as shown in Table 17. Item 36 had the lowest mean score, which was 2.26, while item 37 had the highest mean score, which was 3.18. The conversations were deemed to be well-designed by students (item 37, M=3.18), whereas the activities that addressed the four language skills were not deemed to be particularly engaging or helpful (item 36, M=2.26). From the perspective of the students, in addition to the conversations (item 37, M=3.18), other beneficial aspects of content and language skill included appealing images (item 31, M=3.16), precise examples and explanations (item 28, M=3.14), and a representation of English culture (item 19, M=3.22). The secondary school students were dissatisfied with the chances provided (item 23, M=2.40), the genuineness of the tasks and activities (item 25, M=2.50), and the exercises utilized previously, during, and in the wake of addressing the four language skills and sub-skills—the other most detrimental features of the content and skills portion of the text from the viewpoint of the students.Out of the forty-four questions on the questionnaire, five asked about the teacher's guide and supplemental materials for the text. The descriptive statistics that were obtained in this regard are summarized in Table 18.

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E-ISSN: 2706-9931   **P-ISSN: 1994-473X**

Table 18

Descriptive Statistics for (d) Supplementary Materials and Teacher's Guide

Item		Likert Scale Percentage %						
		Strongly				**Strongly**		
	Mean	**Agree**	**Agree**	**Neutral**	**Disagree**	**Disagree**	**N**	**Participants**
40. There is also a Teacher's Guide containing useful guidelines for the novice as well as experienced teachers.	3.20	18.1	30.5	17.1	22.9	11.4	30	**Teachers**
	2.48	8.7	9.6	26.6	31.1	23.8	70	**Students**
41. Recommended practices in the Teacher's Guide are based on the latest research findings in the field of language teaching and learning.	3.02	14.3	23.8	26.7	21	14.3	30	**Teachers**
	2.90	15.5	16.5	26.6	25.2	16.0	70	**Students**
42. In the Teacher's Guide, appropriate techniques are provided to enable students to activate their background knowledge about reading comprehension texts.	3.17	14.3	29.5	26.7	18.1	11.4	30	**Teachers**
	3.07	16.0	27.0	20.1	21.5	15.1	70	**Students**
43. Concerning different parts and activities of the book, a useful and usable teacher's guide is presented in the book itself.	2.93	9.5	30.5	20	23.8	16.2	30	**Teachers**
	2.98	24.6	24.7	24.3	21.1	10.5	70	**Students**
44. useful tasks and exercises are provided in the workbook	3.00	14.3	29.5	15.2	23.8	17.1	30	**Teachers**
	2.62	12.8	18.8	22.4	19.2	17.4	70	**Students**
45. In addition to the original book, effective complementary materials such as CD, video, cards are also provided for the students.	2.97	16.2	21	22.9	23.8	16.2	30	**Teachers**
	2.22	8.2	10.0	13.7	35.7	27.5	70	**Students**

Criteria	Mean	Std. Deviation		
Supplementary materials and teacher's guide	3.04	1.28	30	**Teachers**
	2.71	1.08	70	**Students**

According to Table 18, teachers gave the supplementary materials and teacher's guide a mean score of 3.04 and a standard deviation of 1.28, indicating that teachers of English as a foreign language were satisfied with them.

The teachers' mean scores for this factor's items were between 2.93 and 3.20. The teachers' guide's usefulness and usability for each part received the lowest score (M=2.93) for item 43, while the teachers' guide's inclusion of helpful guidelines for novice and experienced teachers received the highest score (M=3.20). On the other hand, the standard deviation is 1.08 and The students' assessment of the supplementary materials yielded a mean score of 2.71. The median scores ranged from 2.22 to 3.07, as shown in Table 18. The supplementary materials, such as the CD and the picture cards, which got the lowest score from the student (item 45, M=2.22).

The four questionnaire items (46-49) were used to assess the textbook's language type.

Table 19 contains the descriptive statistic data that were obtained from the analyses.

Table 19

Descriptive Statistics for (e) Language Types

Item		Likert Scale Percentage %					
	Mean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N Participants
46. The language functions contain language applications that the learners will use in their daily interactions.	2.80	8.6	28.6	16.2	27.6	19	30 Teachers
	2.65	6.4	21.1	26.1	23.8	22.4	70 Students
47. Language used in the book is real, expresses the language that is used in everyday life.	2.94	14.3	22.9	20	28.6	14.3	30 Teachers
	3.23	16.9	31.1	22.4	17.4	11.9	70 Students
48. The language used in the book is in accordance with the language proficiency level of the learners.	3.10	14.3	30.5	21.9	18.1	15.2	30 Teachers
	3.51	25.2	33.0	18.8	14.2	8.7	70 Students
49. The language used in the book, covers a variety of dialects and vocabulary types.	2.25	4.8	9.5	19	40	26.7	30 Teachers
	2.48	8.2	13.7	18.3	33.0	31.1	70 Students
Criteria			**Mean**		**Std. Deviation**		
Language types			2.77		1.28		30 Teachers
			2.96		1.20		70 Students

The teachers' evaluation of language types had a mean score of 2.77 and a standard deviation of 1.28, as shown in Table 19, indicating that EFL teachers had a fairly neutral viewpoint regarding the text's language type component. The teachers' mean scores for evaluating the items range from 2.25 to 3.10, as shown in Table 19. The lowest worth of the item 49 demonstrates that the book's language utilizes a diversity of vocabulary forms and dialects (M=2.25). To put it another way, 40% and 26.7 percent of teachers disagreed with this item, respectively. The highest value (M = 3.10) was given to item 48, "Language used is by the language proficiency level of the addresses," given that 44.8 percent of those surveyed had a positive impression of the responses, and 33.3% had an unfavorable impression. On the other hand, the student's evaluation of language types received a mean score of 2.96 and an average variation of 1.20, indicating that EFL students had a more positive viewpoint on the text's language types than their teachers did.

The students' mean scores for evaluating the items ranged from 2.48 to 3.51, as shown in table 17 of the results. The lowest value for item 49, which stated that the text's language contains a variety of dialects, was M = 2.48, with 31.1% of students strongly disagreeing and 30% disagreeing. The highest value (M =3.51) was given to item 48, which dealt with the language's compatibility with the addresses' language proficiency, with 33% of respondents and 25% of students strongly agreeing. The majority of students appeared satisfied with the textbook's language types, it can be concluded. The textbook's methodology was evaluated using five questionnaire items (50-53); Table 20 below displays the descriptive data that were obtained.

Table 20

Descriptive Statistics for (f) Methodology

Item	Mean	Likert Scale Percentage %					N	Participants
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
50. Student book content seems applicable to different methods of language teaching English.	3.10	14.3	28.6	21.9	23.8	11.4	30	Teachers
	2.68	13.7	20.6	33.0	22.0	10.5	70	Students
51. Activities of the book are design based on the communicative language teaching approach.	3.03	11.4	31.4	21	21.9	14.3	30	Teachers
	2.95	16.0	24.3	19.2	19.7	20.6	70	Students
52. Different learning styles and strategies of the learners are considered in this book.	3.06	14.3	27.6	22.9	21	14.3	30	Teachers
	3.20	16.0	27.0	24.7	18.8	13.3	70	Students
53. Activities are so designed to let the students take responsibility for their own learning.	3.12	18.1	27.6	18.1	21	15.2	30	Teachers
	3.11	16.5	23.7	22.4	18.3	16.5	70	Students
Criteria		**Mean**		**Std. Deviation**				
Methodology		3.07		1.11			30	Teachers
		2.98		1.15			70	Students

The teachers' mean and standard deviation scores for evaluating methodology in Table20 are 3.07 and 1.11, correspondingly, demonstrating that EFL teachers had a partly positive opinion of the textbook's methodology. The teachers' assessment of this part fluctuated in mean scores from 3.03 to 3.12, as shown in Table 20. With a mean of 3.03, item 51 had the least value, while item 53 had the greatest with a mean of 3.12. That is, even though the activities in the book are based on a communicational language teaching approach, nearly 36 percent of teachers opposed.

nearly 46% of them agreed that the book's activities allow students to take responsibility for their learning. On the other hand, the students' mean and the average variation scores for assessing methodology are 2.98 and 1.15, correspondingly, indicating that EFL students had a neutral viewpoint regarding the textbook's methodology. Table 20 displays the range of mean scores that the students obtained when evaluating this aspect: 2.68 to 3.20. Item 50 had the least value, with an average of 2.68, and item 52 had the greatest value, with a mean of 3.12. That is, almost 35% of the great school understudies differ in that exercises of the book are practicable utilizing various approaches to showing English, and almost 42% of them concurred that this book is coordinated with different designs of language learning and procedures. Seven of the questionnaire's items—from 54 to 60—were used to assess the text's vocabulary and grammar. Table 21 provides a summary of the analyses' outcomes.

Table 21

Descriptive Statistics for (g) Vocabulary and Grammar

Item	Mean	Likert Scale Percentage %					N	Participants
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
54. The number of new vocabulary the book introduces is appropriate at this level of proficiency.	3.24	19	29.5	20	20	11.4	30	Teachers
	3.15	15.3	27.0	22.0	20.1	13.3	70	Students
55. Recycling vocabulary throughout the book has been done effectively.	3.23	17.1	31.4	21.9	17.1	12.4	30	Teachers
	3.02	13.3	22.0	35.3	12.8	16.5	70	Students
56. Distribution of the words (from easy to difficult) in each chapter has been properly done.	3.07	11.4	36.2	14.3	24.8	13.3	30	Teachers
	3.24	18.8	26.6	26.6	16.5	11.4	70	Students
57. Grammar is presented and explained clearly and implicitly practiced throughout the book.	3.00	15.2	28.6	15.2	23.8	17.1	30	Teachers
	3.43	25.6	25.4	21.1	11.4	12.8	70	Students
58. Grammar rules are chosen based on their frequency of usage in daily conversations	3.35	14.3	38.1	25.74	12.4	9.5	30	Teachers
	3.18	16.0	33.4	16.9	19.7	13.7	70	Students
59. Considering the students' needs, the grammar rules are appropriate to their language proficiency level.	3.36	17.1	36.2	21.9	15.2	9.5	30	Teachers
	3.14	17.4	26.6	26.1	12.8	16.9	70	Students
60. The grammar points are presented in authentic sentences or short paragraphs.	2.88	9.5	26.7	21.9	26.7	15.2	30	Teachers
	2.78	10.5	17.4	28.8	26.6	16.5	70	Students

Criteria	Mean	Std. Deviation			
Vocabulary and grammar items	3.16	1.26		30	Teachers
	3.13	1.18		70	Students

The teachers' mean scores and standard deviations for the vocabulary and grammar items in "English for Iraq" are 3.16 and 1.26, respectively, as shown in Table 21, indicating that EFL teachers are somewhat in agreement. The teachers' mean scores on the vocabulary

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E-ISSN: 2706-9931   **P-ISSN: 1994-473X**

and grammar tests ranged from 2.88 to 3.36, as shown in Table 21. The highest value was given to item 59, which had a mean of 3.36, while the lowest value was given to item 60, which had a mean of 2.88. That is, 3.63 percent of secondary school teachers concurred that the textbook's syntax rules are suitable for their students' levels of language capability, and 2.88 percent concurred that the grammatical points are presented in real sentences or short paragraphs. On the other hand,the mean and normative variation for students' evaluations of the grammar and vocabulary items are 1.18 and 3.13, accordingly, showing that EFL students are only partially satisfied with the "English for Iraq" vocabulary and grammar section.

The mean scores that students gave to the vocabulary and grammar questions range from 2.78 to 3.43, as shown in Table 21. The highest value was given to item 60, which had a mean of 3.43, while the lowest value was given to item 57, which had a mean of 2.78. That is, whereas 51% of students agreed that grammar was explained clearly, 43% of high school students disagreed that grammar was taught in the context of real and enjoyable language. Table 22 provides descriptive statistics for each "English for Iraq" subcategory.

Table 22

Descriptive Statistics for all Subcategories

Item	Participants	Mean	Std. Deviation
(1) Layout and Physical Appearance	Teachers	3.11	1.25
	Students	2.64	1.29
(2) Activities and Exercises	Teachers	3.10	1.22
	Students	2.82	1.22
(3) Content and Language Skills	Teachers	2.91	1.27
	Students	2.75	1.20
(4) Supplementary Materials and Teacher's Guide	Teachers	3.04	1.28
	Students	2.71	1.08
(5) Language Types	Teachers	2.77	1.28
	Students	2.96	1.20
(6) Methodology	Teachers	3.07	1.11
	Students	2.98	1.15
(7) Vocabulary and Grammar Items	Teachers	3.16	1.26
	Students	3.13	1.18
Total	Teachers	3.02	1.23
	Students	2.85	1.18

The teachers' evaluation mean scores for all subcategories ranged from 2.77 to 3.16, as shown in Table 22. Language types had the lowest mean value, with a mean of 2.77, while vocabulary and grammar items had the highest mean value, with a mean of 3.16. Additionally, The average ratings for a pair of subgroups, namely (1) design and appearance; and (5) exercises and activities, were roughly comparable (M =3.11, M =3.10). Last but not least, the mean score across every subcategory—that is, was 3.02, which is almost at the top of the range for all items.. This indicates that "English for Iraq" left some Iraqi EFL teachers satisfied.

The students' mean scores for evaluating all subcategories ranged from 2.64 to 3.13, as shown in Table 22. Vocabulary and grammar-related items received the highest values (M = 3.13), whereas The lowest values were for appearance and layout (M = 2.64). Additionally, the majority of students answered between "disagree" and "neutral" in the mean scores for the three subcategories of (4) language types and (5) methodology (M =2.96, M =2.98). Last but not least, the mean score across all subcategories—that is, across all items—was 2.89, which indicates that Iraqi EFL junior high school students were dissatisfied with "English for Iraq."

3.3 Complying the English for Iraq textbook series with the principles mentioned by the communicative method

The main objective of this English book series wasto improve students' communicative competence, and as a result, The current study was set up by the researcher using the CLT teaching method.Putting the results got from examining the information together, one might say that "English for Iraq" depends on the CLT approach since it attempts to foster students'communicative abilities, and furthermore coordinates the four language abilities, shows sentence structure inductively, and utilizes different informative assignments to advance advancing by doing.However, the content does not reflect the target culture, which is a flaw. In order to take into account the cultural aspects of the target language, it needs some changes. Teachers, syllabus writers, textbook writers, evaluators, and

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E-ISSN: 2706-9931   P-ISSN: 1994-473X

curriculum designers can use the results to guide them as they plan and create future textbooks.

4. Discussion

There haven't been many evaluations done to assess the textbooks since "English for Iraq" was assembled and introduced to the curriculum a few years ago. In assessing this book, the investigator and the specialists took into account the initial query, which asked whether this textbook largely satisfied the standards of an excellent book according to Litz's criteria. The book was examined using four criteria to determine the response to the study's opening query (Appendix A). Examining a textbook's overall appearance is one of the most crucial first steps in any evaluation. The analysis's conclusion showed that experts' opinions on "Physical and Utilitarian Attributes" were generally favorable. The majority of them thought that the situation looked more realistic by using a larger font size and more photos. Their affirmative response supported the theories of Sheldon (1988) and Cunningsworth and Tomlinson (as referenced in Salehi&Amini, 2016), who highlighted the importance of a combination of text and graphical material.

The majority of participants had positive reactions to the book's layout and design, as seen by the results about these characteristics. They also agreed that while the material's objectives were expressed and organized clearly, problems with Organization, design, and layout should all be taken into consideration.The experts all agreed that "English for Iraq" has a good standing and offers a variety of balanced activities that motivate pupils to practice speaking. The results align with the theory put forth by Tomlinson (2003) on exercises and assignments in textbooks in general and Pouranshirvani (2017b) in "English for Iraq" specifically.

The range of abilities covered in the book was also evaluated. The findings indicated that they agreed that there was a suitable balance of the four skills in the various exercises. This helps students practice each skill in an integrated manner with the other abilities, which in turn increases students' motivation to learn the language. Pouranshirvani's (2017b) claim lends strong support to the findings

regarding such a feature in material development. According to McDonough and Shaw (2012), the best way to motivate students is to provide them with real-world tasks that demonstrate how to use each of the four skills.Harmer (2007) also gave them his support because he believed that language skills should be taught in an integrative way because they are used together rather than separately in real communication.

About the book's subject and content, the experts concurred that it is interesting, challenging, and realistic. It gives students just enough variation to meet their needs, which boosts their motivation to pick up the language. This outcome is consistent with Pouranshirvaniżs (2017b) theory, which is reinforced by Richards (2001b), who emphasized that textbook content needs to be sufficiently varied to accommodate various learning styles. The experts' positive assessments of the activities and tasks in the textbook aligned with Richards' (2001) explanation that the tasks should be adaptable to students' varying learning styles. They did, therefore, mostly concur that the instructions provide enough information to clarify how the exercise should be performed.

The second and third research questions concerned the teachers' and students' perceptions. Additionally, this study sought to explore the opinions of EFL teachers and students regarding a newly created Iraqi EFL intermediate school textbook called "English for Iraq" from seven angles: teacher's guide, language types, methodology, layout and formatting, exercises and activities, language and content skills, extra materials, and grammar and vocabulary words. Based on the study's findings, the vocabulary and grammar sections of the textbook were deemed by teachers and students to be the most valuable.

Based on the students' needs, language applications in everyday conversations, and level of proficiency, the teachers felt that the grammar points were selected appropriately. Additionally, they thought that the book's vocabulary size was appropriate given the student's level of proficiency and that the new words were effectively recycled and repeated throughout. Additionally, the students thought that the words were appropriately distributed from easy to difficult

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E-ISSN: 2706-9931   P-ISSN: 1994-473X

and that the grammar points were presented in an understandable and succinct manner.   The exercises and activities in the textbook met the expectations of both teachers and students. They thought the book's exercises inspired cooperation and meaningful communication among students, which in turn increased their motivation to learn the language. Conversely, over 50% of the students thought that the exercises and activities in the textbook encouraged independent, creative, and unique language production.

It appears that the fact that the exercises and activities were unambiguous and easy for students to complete is what contributed to their favorable opinion of the students. In a similar vein to the current study's findings, DheaMizhir (2017) noted that EFL students had a favorable attitude toward various facets of English for Iraq.

On the other hand, NahidaMajeed and Bekhal Hussein (2017) found that the material in Iraqi secondary school English textbooks was engaging and motivating for the students. The "supplementary materials and teacher's guide" and the "content and language skills" did not satisfy the EFL teachers and students in this study. They felt that there was an improper balance between the four language skills in the content and that the language skills were insensitive to the requires, desires, and age of the students.

For instance, the students utilizes the textbook without using a CD, so their speaking and listening activities were fairly limited, and as a result, their speaking and listening skills were almost completely neglected. However, from the viewpoint of the participating teachers, the teacher's guide was insufficiently helpful, the directions for various sections and activities of the main text were unable to give the teachers the necessary hints and clues, and the supplemental materials—such as the CD and pictorial cards—were insufficiently eye-catching and useful.

These data corroborate those of UroobaYaseen (2019), who found that teachers' negative opinions of "English for Iraq" were reflected in their remarks. Teachers expressed some satisfaction with the test book's layout and physical appearance, but students had negative opinions about this feature of the text. It appeared that the

Al-Adab Journal   **Issue. No (150) Supplement (September) 2024**

E-ISSN: 2706-9931   **P-ISSN: 1994-473X**

students' discontent with the book's appearance stemmed from the images' poor quality.

In addition, another aspect of the images that appears to be problematic is their content. Disappointing the design and actual appearance part of the English for Iraq series was accounted for in before concentrates also. For instance, UroobaEesa (2019) showed that members' demeanor was very negative towards true contextualization of the language and the actual parts of the course book. On the other hand, teachers were dissatisfied with this aspect of the textbook, while students were pleased with the standard language used in the text.The primary objective of the English book series was to enhance the communicative competence of the learners. Consequently, the researcher designed the current study using the CLT teaching methodology.

To achieve this, the following research question was put forth: How closely does the English for Iraq textbook series adhere to the ideas put forth by the communicative approach? Combining the results of the data analysis, it can be concluded that "English for Iraq" is grounded in the CLT approach since it integrates the four language skills, teaches grammar inductively, and employs a variety of communicative tasks to encourage learning by doing while also attempting to enhance learners' communicative abilities.

5. Conclusion

In terms of the obtained results, it is concluded that the English for Iraq 1st and 2nd textbook serieshas mostly met the criteria of a good book based on the criteria of Litz in terms of objectives, layout & design, methodology, skills (listening, speaking, reading, writing), and elements of language (grammar, vocabulary, and pronunciation).

As a result, the English for Iraq 1st and 2nd textbook series largely incorporates the qualities of a successful EFL textbook.However, it still needs some work, especially with the writing and speech exercises. This indicates that this textbook can be in complete agreement with all of the evaluation criteria when the aforementioned factors are taken into account.

The majority of first- and second-year intermediate students were indeed unable to complete the test, but this cannot be entirely attributed to the textbook because numerous other interrelated aspects have an impact on the teaching and learning process. Except for a few shortcomings that could be addressed in the future, the study's findings and the textbook were found to be largely consistent with good EFL textbook features. When someone has a strong desire to learn a language, language learning takes place or increases for students.

Besides, learning a language isn't simply retaining syntactic standards and breezing through tests. It is essential for students to make a distinction between studying for marks and meaningful learning. It has been noticed that most class environments are not supportive of the teaching and learning process as electricity power goes off constantly, and the weather is very hot in summer, and very cold in winter. Classrooms include large numbers of students.

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