

Evaluating the English Textbook for the 5<sup>th</sup> Primary Grade According to Quality Standards

Dijla A. Sh. AL-Torrfi

Assist. Prof. Fatima R Abdulhussein, Ph.D.

Prof. Abdul-Karim L. Beheer, Ph.D.

**Abstract**

The textbook is one of the important elements of curriculum. It is necessary to have the quality standards that makes it plays its effective role. Therefore, this study aims at evaluating English textbook "English for Iraq" for fifth primary in the light of quality standards. The sample consists of (130) English teachers and (413) pupils of fifth primary. In order to achieve the above aims, two checklists have been constructed one for English teachers which contains of (74) items, while the another for pupils which consists of (12) items. Both of these instruments have been exposed to a jury of experts who agreed on the face validity. The reliability of two checklist for teachers and pupils are ensured through applying spilt-half method it yields (0.92) and (0.81) Respectively. Some of the findings which reached in this study are: the teachers perspective was positive in *General Shape Domain* and was negative towards some items in *Objectives Domain* and *Content of the Textbook Domain* such as some vocabularies are long and unsuitable to the most pupils, some grammatical constructions are difficult and there is many exercises in the textbook also the pupils perspective was positive. In the light of the obtained results, some recommendations and suggestions for further studies are introduced.

**ملخص :**

يعد الكتاب المدرسي احد اهم عناصر المنهج. لذا من الضروري ان يمتلك معايير الجودة التي تجعله يلعب دوره الفعال في عملية التعلم/التعليم. لذا هدفت هذه الدراسة لتقويم كتاب اللغة الانكليزية للصف الخامس الابتدائي "English for Iraq" في ضوء معايير الجودة. تكونت عينة الدراسة من (130) (معلم/ معلمة) للغة الانكليزية, و (413) تلميذ للصف الخامس الابتدائي. ومن اجل تحقيق الاهداف اعلاه, اعدت الباحثة قائمة مرجعية

للمعلمين وتكونت من (74) فقرة، وأخرى للتلاميذ وقد تكونت من (12) فقرة. و قد عرضت كلا القائمتين المرجعيتين على عدد من خبراء الذين اتفقوا على صدق الظاهري للأداتين. وتم حساب الثبات للقائمتين المرجعيتين المعلمين والتلاميذ باستخدام طريقة التجزئة النصفية وكان (0.92) و(0.81) على التوالي. ومن نتائج الدراسة ان رأي المعلمين كان ايجابياً بشأن توافر معايير الجودة في محور "الشكل العام"، ولكن كان سلبياً اتجاه بعض الفقرات في محوري "الاهداف ومحتوى الكتاب"، وهي: صعوبة المفردات وعدم مناسبتها لمعظم التلاميذ، صعوبة بعض القواعد، وكثرة التمارين في الكتاب. ورأي التلاميذ كان ايجابياً بشأن توافر معايير الجودة فيه. وفي ضوء النتائج التي توصلت اليها الدراسة، قدمت الباحثة عدد من التوصيات، والمقترحات لدراسات اخرى.

## **Introduction**

### **1.1 Problem and its Significance:**

Today, teaching and learning of English language takes the featured position because it has become the means of communication among different people around the world, and all governments encourage teaching English language in schools, so textbooks have notable prominence among the other elements of curriculum (Arikan, 2008:1).

In the other hand, the term quality becomes a strong key in education; as a step to repair the education especially textbooks which are considered as one of the main elements of curricula. In the most countries the quality of standards textbooks forms one of the most important and serious problems in education (Ivic, et al, 2013:23). In the year 2014 the Ministry of Education has adopted a new English textbook series as a step to develop all curriculum in Iraq. Therefore, textbook must be designed to meet students' needs, their ages, and their culture. Publishers sometimes overlook things of cultural appropriacy; they fail to recognize the likely restrictions operative in most teaching situations; and they are not always aware of the pedagogical implications of current theory and research in linguistics and language learning (Sheldon, 1988:239). All textbooks have their own strengths and weaknesses, there are not existed a suitable textbook meets all students' needs, educational situations, and all objectives. Since the textbook is one of the main and

important elements in educational process, evaluating textbook in the light of quality standards is one of the priorities of the development of students' levels and improvement of education in the country.

To the best of the researcher's knowledge, there are no other study has attempt to evaluate textbook "**English for Iraq**" 5<sup>th</sup> primary (Pupil' Book). Therefore, the present study attempts to explore the exact evaluation of the English textbook "**English for Iraq**" in the light of quality standards to know whether the list of quality standards is achieved or not in the above mentioned.

### 1.2.Aims

The study aims at :

1. Determining a list of Quality Standards that the textbook "**English for Iraq fifth Primary**" should acquire.
2. Identifying to what extent are quality standards exhibited in the English textbook "**English for Iraq fifth Primary**" from English teachers' perspective.
3. Identifying to what extent are quality standards exhibited in the English textbook "**English for Iraq fifth Primary**" from pupils' perspective.

These two aims are going to be achieved through answering the following questions:

- a. What are the list of Quality Standards should acquire in English textbook "**English for Iraq fifth Primary**"?
- b. How much the extent availability of quality standards in English textbook "**English for Iraq**" from teachers' perspective?
- c. How much the extent availability of quality standards in English textbook "**English for Iraq**" from pupils' perspective?

### 1.3 Value

The study can be useful in :

1. Giving a clear picture on the strengths and weaknesses of the current new textbook entitled "**English for Iraq 5th Primary**" for the Ministry of Education and specialists in teaching English as foreign language .

2. Helping designers to know if there are any gaps, problems or difficulties in "*English for Iraq 5th Primary*" to overcome in future.

3. Being a good resource for researchers who study and research in the field of English language teaching materials and textbook evaluation.

#### 1.4 Limits

This study is limited to:

1. The "*English for Iraq 5th Primary Textbook*" of the fifth year used in Iraqi primary schools during the academic year 2017–2018.

2. The teachers (males/females) of the fifth year primary schools in Iraq during the academic year 2017–2018.

3. The pupils (males/females) of the fifth year primary schools in Iraq during the academic year 2017–2018.

#### 1.5. Definitions of Basic Terms

– **Evaluation:** It is defined as the process of analysis and control designed to determine the relevance, effectiveness , significance and impact of specific activities and the degree of efficiency with which they are carried out (Chinaph & Miron, 1990:26).

– **Quality standards:** Quality standards for textbooks describe criteria and aspects that should reflect and take current instructional and educational approaches to textbooks into account (Schader, et al, 2008:4).

### Section Two: Theoretical Background

#### 2.1. What is Meant by Evaluation ?

Evaluation is defined as the forming of decisions about the value, program, methods, and materials. these decisions may be either quantitative or qualitative (Bloom, 1956: 185). Rea– Dickins& Germaine (1993:3) refers to evaluation as an essential part of processes of teaching and learning which provides a wealth of information to make decisions whether material is good or bad, acceptable or unacceptable, and if something must to be reformed. All these things help to judge about material.

Moreover, Kirkpatrick & Kirkpatrick (2008:4) is presented it as process helping to ensure that the effectiveness of program is done and its results are positive. Weri & Roberts (1994:4) emphasize that evaluation must be systematic process to collect information in order to determine the advantages and the disadvantages in program/project to make resolves.

In addition, Mertens (2010:51) states that evaluation is as selective process to achieve results by systematically and objectively assessment process. It is not a one- time event, but an process including assessments of differing scope and depth carried out at several points in time in response to evolving needs for evaluation knowledge and learning during the effort to achieve on result.

Finally, evaluation can be considered as the method for collecting much of data information about instructional program to recognize the advantages and the disadvantages of a program and take a correct judgements for implementations at the future.

## **2.2 Textbook Evaluation**

Nazeer, et al (2015: 64) define textbook evaluation as suggested process to know the effectiveness of textbook and then improving it to make textbook free from faults. Textbook evaluation plays an major role in the teaching and learning processes as it can discover the disadvantages and the merits of textbooks, and helps teachers understand the textbook therefore they can modify their teaching to meet objectives of course and pupils' needs (Nguyen, 2015: 34; Awasthi, 2006: 5). Moreover, evaluation of a textbook gives conceptualization if it is suitable and matching with need of instructional situations or not, and whether it has an equal coverage of grammar and the four language skills or ignore one of them or more (Richards, 2001: 256). Balachandran (2014: 75) also mentions that textbook evaluation depends on teachers and others who choose textbooks to make informed judgments about textbooks to ensure whether the textbook perfectly matches the situation in which it is used or not, as a book that is perfect in one situation may not be perfect in another.

In addition, Byrd (2001:416–417) adds that the issues that must be addressed in a textbook evaluation are:

1. The fit between curriculum and texts : in general, the first area included in textbook analysis is the fit between the textbooks and the curriculum. The fit between the textbook and the curriculum is supposed to be a reasonable and achievable objective.
2. The fit between pupils and texts: textbooks are for pupils. To meet their requirements , also it must fit the needs of pupils as learners of English. therefore, textbooks must contain a variety of graphical elements, including print size and style and white space as well as illustrations to support the three major elements: content , examples, and exercises or tasks.

Further, pupils who are learning English as a foreign language often do not have much chance to speak or use the target language because learning is limited to the classroom and they have little contact with native speakers. therefore, it is essential that textbooks provide learners with knowledge and subjects as accurately and objectively as possible (Farzaneh, et al., 2014: 473).

### **2.3 Purposes of Evaluation**

There are several purposes for evaluation, but the major purposes include examining the effectiveness of textbooks, giving an information of pupils' performance and improving the curriculum and the materials (Akef, 2015: 108). Also, the need to evaluate textbook for helping the teacher to be familiar with textbook's content and identifying the strong points it and to recognize the weaknesses of certain exercises, tasks and entire textbook which is already in use. Thus, helps the teacher to make right decisions on choosing the suitable textbook (Sheldon, 1988: 44).

Skager, et al (1977: 11) emphasize that school materials must be evaluated in order to determine their advantages and disadvantages. The results of such evaluations would be necessary starting points in elaborating program of refinement that are sufficiently specific and realistic to offer actual hopes of success.

While, Rea–Dickins & Germaine (1993:23) mention three general reasons for evaluation, which are:

**1. Evaluation for purpose of accountability:**

Which is mainly concerned with identifying whether there has been value for money (i.e. has been both effective and efficient). The basic aim is to report on an output and give an evaluative decision, if something is intrinsically a good thing or bad (Ibid: 24).

**2. Evaluation for purposes of curriculum development:**

This reason will involve information from teachers and other relevant ELT experts. This information may be collected at various times and in different forms, such as: questionnaires, interviews, records, or diary keeping (Ibid: 25).

**3. Evaluation for purposes of teacher self–development:**

This is a last and main role that evaluation has to play in formalizing and spreading a teacher's knowledge about teaching and learning processes in classrooms. This type is sure not concerned with measurement. Through awareness–raising activities, teachers share in describing and better understanding their own contents with a view to refinement the teaching and learning process (Ibid: 26).

## **2.4 Types of Evaluation**

The specialists of the evaluation field classify evaluation of materials to several different types such as:

1. **Cunningsworth's Division of Evaluation:** According to the events and the purpose, evaluation may be done before using textbook, during, or after use. Cunningsworth divided evaluation of materials to three types, they are:

- a. Pre–use: in spite of it is the most popular evaluation but it is also the most difficult type because it needs an actual experience of using the textbook. Here, the person is looking at the future of textbook.

- b. In-use: in this type the textbook evaluation is carried out during its use (Cunningsworth, 1995: 14). The value of textbook is measured during using it or through observing it being used. Because it depends on observation, so it measures just what is noticeable (Balachandran, 2014: 77).
  - c. Post-use: determines the strong and the weak points of textbook which appear along period of continuous use. So it gives a retrospective assessment of textbook, and helps to take decisions about textbook whether it will be used again in future or it will be ignored (Cunningsworth, 1995: 14).
2. **Ellis' Division of Evaluation:** This division distinguishes two kinds of material evaluation:
- a. Predictive Evaluation: It patterns to help the teachers to take decision about which textbooks are useful and good to use in classroom. The teachers can use two main ways to make this evaluation. The first, teachers can perform their own predictive evaluations and present their opinions by using checklists and guidelines. The second, it depends on evaluations that be made by reviewers "expert" (Ellis, 1997: 36).
  - b. Retrospective Evaluation: It patterns to test materials that are really used. It can be experiential or impressionistic. This evaluation gives the teacher information about the used materials whether they are useful, effective and must be used again or not, and how can modify these materials to be more effective and better. Also, Ellis mentions two levels to collect the information: *macro-evaluation* and *micro-evaluation* (Ellis, 1995: 215).
- A *macro-evaluation* interests to give a full assessment for efficiency of program, project and to what extent it achieved its targets, and seeks which way can improve this program / project.
  - A *micro-evaluation* the teachers choose one special teaching task and puts it to an itemized experiential evaluation. This step is considered as the foundation for *macro-evaluation*. Moreover, it can stand by itself too (Ellis, 1997: 36-37).

3. **Richards' Division of Evaluation:** This division mentions three kinds of material evaluation, they are:

a. **Formative:** It refers to evaluation as is executed through development of program in order to know what is good and effective, what is not, and determined the troubles which need addressing (Richards, 2001: 288).

Scheerens, et al (2003: 30) present different stages to formative assessment. Firstly, outline of textbook could be offered to subject matter and educational scholars. Then, applies parts of textbook on tiny area. Finally, a first edition assesses by looking at its implementation.

b. **Illuminative:** It discovers how the different sides of the project are working or being executed. In the other hand, it is not seeking to make changes in the project it just seeks to present wide and completed view of the processes of the project.

c. **Summative:** this type is executed after use. It helps teacher and program administrators to make decisions about if the program should be continued or should be stopped. It is used to reform this program in the next time (Graves, 2000: 215). According to Richards (2001: 220–225) there are several measures of program's effectiveness, for example: mastery of objectives, performance on test, measure of acceptability, retention rate, and efficiency of the course.

## 2.5 The Course Components of "English for Iraq 5<sup>th</sup> Primary Textbooks"

English curriculum of fifth primary grade is firstly implemented in the academic year 2017–2018. It has a varied course components such as: **Pupils Book ,Activity Book, Teacher's Book , Audio, Posters , and Poster projects** that offer the teacher plenty of support and flexibility and these varied components also ensure that the needs of different teachers and different pupils are met. **The editorial and adaptation committee of this book are H.F. Ali, T.M. Ridha, B.F. Abdul Wahid, F.F. Khalaf, and H.A. Ali.**

Thus, the course components of 5<sup>th</sup> primary textbook can be distinguished as follows:

**1. Pupils Book :** This book is divided into (8) units which are (6) core units and (2) revision units. The essential teaching units are (1,2,3,5,6,&7) while units (4&8) allow for review of subjects that taken in previous units. Each essential unit consists of (8) lessons, except revision units consist of (4) lessons. Further, it has Book Map in the beginning and Your Dictionary in the end.

**2. Activity Book :** This book focuses particularly on literacy skills. It includes a variety of child-friendly activities such as, sound discrimination activities, sequencing activities, matching and puzzle-solving activities, gap fills and games (Training, 2017: 11).

**3. Teacher's Book:** It has a full introduction which outlines the rationale behind the methodology. Unit 1 is presented in both English and Arabic to support teachers while they become familiar with the course, its components and methodology. The aims and language focus of each unit are clearly presented in the book map so that teachers can see the complete scope and progression of learning.

**4. Audio :** According to the course audio contains the dialogues, (3) stories in units (3,5, and 7), (3) songs in units (2, 6 and 8), (3) games in units (5, 6 and 4), (2) rhymes in units (1 and 5), and (2) my progresses in units (4 and 8) which are used in the lessons.

**5. Posters :** These are taken from the Pupil's Book and are large wall-size versions of useful classroom visuals, e.g. flags, countries and nationalities, countable and uncountable and a street map with shops.

**6. Poster projects:** There are four main projects in 5<sup>th</sup> Primary in Units 1,2, 3, 6 and 7. They are labeled 'P for Project'(Training, 2017: 11-12).

Further, All above subjects and activities are talking about general life, daily habits, nature, animals, sports, counties and places, holidays, cultures. They are designed to make pupils more efficient in speaking English and more active inside classroom. As well as, the designers of these topics in this book, look at the colors and how

much the pupils like it, so they are interested with the colorful and attractive pictures to create imagination in pupils' minds.

## 2.6 Quality Standards for Textbook

Quality standards for textbooks are norms and criteria which must be existed in textbooks that are used in schools. As well as, there is a major a consensus among specialists around the world ,who deal with different issues about textbook, on the importance of the following points:

1. quality standards about textbook content.
2. quality standards relating to design of the textbook (Ivić, 2013: 66–67).

On the other hand, some specialists have explained the above points in more detailed; such as:

Stabback, et al. (2011:4–5) mention the content of textbook must be:

1. Inclusive which means interest the differentiation among pupils.
2. Relevant to pupils' personal interests and their needs.
3. Balanced among subjects ( in terms of time allocation and status).
4. Integrated by creating connections between existing and new information.
5. Consistent with international norms and expectations.

Al-Harriry (2012: 380) also mentions characteristics of textbook content quality such as:

1. The subjects of the content must be arrangement logically for motivating pupils to read.
2. Including educational activities to make learning process centered on pupils.
3. Considering the differentiation among pupils and their mind abilities and psychomotor.
4. Relating its subjects with real pupil's life.

Further, Jankov, et al. (2013: 105,115) determine the below points:

1. The content of textbook must gradually and logically related with the content of textbooks at previous grades and making a foundation for learning at next grades.

2. The subjects of the textbook should preserve the national and cultural identity and develop it.

Moreover, it must present a variety of tasks and exercises, in terms of form, degree of difficulty and the number of pupils required to do them (Pešikan, 2013: 153). Also, content of the textbook in each unit and its structural components must achieve the general and educational learning objectives (learning outcomes and results) (Ivić & Pešić, 2013:84). Sentence length in textbooks must be appropriate to pupils' level and abilities (Ivić , 2013:172)

While, some other specialists; like: Farj (2009: 116), Maray & Heylh (2000: 358), Ivić & Pešić, (2013: 79,90) and Pešikan (2013: 126) have mentioned several characteristics related to the design of the textbook such as:

1. Knowing the various pupils cultures.
2. Determining the size and weight of the textbook.
3. The size and type of the font and the quality of printed textbook.
4. The cover of textbook has names of authorship committee and the publication year
5. Textbook has list of bibliography and content list in the beginning.
6. Textbook must have table of contents presents the components and summary of the textbook.
7. The components of the textbook must be clearly typed by using different font types, sizes and colors.
8. Textbook must include photographs and drawings to help to convey a message more effectively.

### **Section Three: Methodology and Procedures**

#### **3.1. Methodology**

The researcher followed the quantitative research that Muijs (2004: 1) defined as "Explaining phenomena by collecting numerical data that are analysed mathematically based methods". Describing trends is sought in a large population of

individuals. In this case, a survey is a good procedure to use. Survey designs are procedures in quantitative research in which a survey or questionnaire is administered to a small group of people to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (Creswell, 2011: 21). So, this type was used to fulfill the aims of this study.

### 3.2. Population and Sample

The population\* of the current study consists all 5<sup>th</sup> primary pupils and English teachers who are teaching this primary grade, at Amara District for the academic year 2017–2018.

The sample of English teachers is randomly chosen from the population, and divided into two samples: (76) teachers are assigned as the pilot sample and (130) teachers as the main sample. Whereas, the sample of pupils is cluster randomly chosen from the population, also, divided into two samples: (100) pupils are selected as the pilot sample and (413) as the main sample.

Table 1

The Population and Sample of the Study

No. of Teachers			No. of Pupils		
Population	Sample	Pilot	Population	Sample	Pilot
264	130	76	16423	413	100

\* All the information concerning the number of English teachers and pupils have been derived from the General Directorate of Education in Amara.

### 3.3. Instrument of Data Collection

The instrument of any research is determined based on the nature of the research and its limits. The use of the suitable tool will result in sound and well-organized piece of research work that may finally yield reliable findings (Evans, 1978: 37, cited in Al-Ousi, 2007:59). Hence, in order to evaluate quality of English textbook, in the light of quality standards, the instrument which can be used to

achieve this task it must to be appropriated for this purpose. So, the researcher constructed two checklists for both teachers and pupils.

### 3.3.1. Construction of the Checklist

The instrument of this study is the checklist. It has been built depended on the following sources:

1. Related literature and previous studies that cover books and theses, and relevant textbook quality and evaluation textbooks.
2. Ministry of Education instructions that aim to apply quality in all educational aspects included curricula and materials.
3. International quality standards for school curriculum.
4. Teacher's guide for fifth grade primary of *English for Iraq* series.

According to the above sources , the researcher constructed the first checklist for English teachers that consists of (76) items, divided into three main domains: general shape, objectives, and content of the textbook that is included four sub-domains: listening and speaking skills, reading and writing skills, structure and vocabulary, and exercises. While, the second checklist has been prepared for the 5<sup>th</sup> pupils that consists of (12) items. Because the pupils are beginners of the English language, the items in the checklist have been translated into Arabic to understand it and to answer properly.

### 3.3.2. Validity

Validity is considered the most important characteristic in any tool that good and appropriate to use in the specified research. The 1999 Standards for Educational and Psychological Testing defines validity as the "degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of tests" (Gall & et al, 2003: 191). Face validity gives a very little level of evidence for making inferences. Basically, it occurs if the items or questions on the instrument appear to be relevant to the phenomenon of interest (Schreiber & Asner-self, 2001:

114). So the face validity of items of two checklists have been achieved through exposing them to a jury of experts\* which have been judged valid by (83%) as in the logical analysis of items of two checklists which has been mentioned above. The final version of the employed checklist includes (74) items. While, the final version of the pupil checklist still includes (12).

---

List of the Jury Members:

- Prof. Ahmed A. Kazam (Ph.D) Missan University/ College of Basic Education.
- Prof. Alla' H. Udah (Ph.D) Basrah University/ College of Education.
- Pro. Shaimaa' A. Al-Bakri (Ph.D) Baghdad University/ College of Education/Ibn Rushd.
- Pro. Slam H. Abbass (Ph.D) Baghdad University/ College of Education/Ibn Rushd.
- Prof. Salam N. Bakar (Ph.D.) Missan University/ College of Basic Education.
- Asst. Prof. Ali M. Humidi (Ph.D.) Missan University/ College of Physical Education.
- Asst. Prof. All'a A. Hussein (Ph.D) Missan University/ College of Basic Education.
- Asst.Prof.Khansaa Al-Bahadli(Ph.D.)Al-Mustansiriyah University/College of Basic Education.
- Asst. Prof. Liqaa Hobeb (Ph.D.) Al-Mustansiriyah University/College of Basic Education.
- Asst. Prof. Mohammed H. Jabber (Ph.D.) Uasst University/ College of Education.
- Asst. Prof. Mohammed M. Saleh (Ph.D.) Missan University/ College of Psycial Education.
- Asst. Prof. Mohammed M. Seky (Ph.D.) Missan University/ College of Education.
- Asst. Prof. Nagham Q. (Ph.D.) Al-Mustansiriyah University/College of Basic Education.
- Asst. Prof. Reheem H. Ali (Ph.D.) Missan University/ College of Physical Education.
- Faras T. Al-Sakker (Educational Supervisor)/ General Directorate of Education in Amarah.

### **3.3.3. Reliability**

The second significant characteristic to check the research instrument accuracy is reliability. Reliability refers to the extent of consistency between two measures or scores of the same test or instrument of the study (Mehrens & Lehmann, 1991: 249). To ensure the reliability of the two checklists the researcher used two different ways:

#### **3.3.3.1. Spilt-half**

It is the one of methods to estimating reliability coefficient. It is split the items into two subsets and compute total scores on the items in both subsets, then compute the Pearson  $r$  between the two sets of subset total scores (Thompson & Vacha-Haase, 2012: 180).

The pupil's checklist has been applied to this instrument on a sample of (100) 5<sup>th</sup> grade pupils is taken from the population of this study. The correlation coefficient is (0.81) which is considered a high degree of reliability. And to ensure the reliability of the teacher's checklist it is applied to a sample of (76) English teachers which is taken from population of this study. The correlation coefficient is also (0.92) which is considered a high degree of reliability.

### **3.4. Statistical Means**

To achieve the aims of the current study, the following statistical means have been used Pearson Correlation Coefficient, Spearman-Brown Correlation Coefficient and Weighted mean.

## **Section Four: Analysis of Results**

### **4.1 Results**

#### **4.1.1 Results Related to the First Question**

This aim has been achieved through the construction of the checklists in chapter three of this study.

#### **4.1.2 Results Related to the Second Question**

This question has been achieved by finding out the weighted mean and the weighted percentage for each domain and for each item in each domain. Since the

theoretical weighted mean is (3), the items with weighted means that are higher than (3) are considered acceptable. While, the items with weighted means that are lower than (3) are considered problematic and will be discussed separately.

In order to achieve this aim, the researcher calculates the weighted mean and weighted percentage for all domains of checklist. See Table 7.

**Table 7**

***The Weighted Mean and Weighted Percentage of all Domains***

No.	Domain No.	Domain	Weighted Mean	Weighted Percentile
1	1	General Shape	4.38	87.69 %
2	3	Content of the Textbook	3.54	70.7 %
3	2	Objectives	3.43	68.73 %
Average			3.78	75.71%

This result shows that the average weighted mean is (3.68) which is higher than the theoretical weighted (3), and the average weighted percentage is (75.71%). It means that English textbook achieves the quality standard in all domains.

Moreover, the domains are arranged descendantly according to the weighted mean and the weighted percentage follows as:

The (General Shape) domain comes in the first rank which has the weighted mean (4.38) and the weighted percentage (87.69%). This means that the authors and the designers take consideration about the importance of the design the textbook to attract pupils learning its subjects and make them more active inside classroom.

The (Content of Textbook) domain comes in the second rank which has the weighted mean (3.54) and the weighted percentage (70.7%). It means that the authors realize the importance of the content in teaching/ learning process, so they chose the appropriate subjects when they prepared this textbook.

While, the (Objectives) domain comes in the third rank which has the weighted mean (3.43) and the weighted percentage (68.73%). This clarifies that the educational persons who are preparing the curriculum have not given enough interest to determine objectives which suit this grade.

### 1 First Domain: General Shape

The general shape domain has (12) items. All items which achieve the quality standards that have the weighted means between (4.73–3.87), and its weighted percentage between (94.62–77.38 %). as shown in Table 8.

**Table 8**  
**The Weighted Mean and Weighted Percentile**  
**of "General Shape" Domain**

No.	Items No.	Domain	Weighted Mean	Weighted Percentile
1	4	The images have attractive colors	4.73	94.62 %
2	5	The quality of printed textbook is good	4.72	94.46 %
3	1	The cover of the textbook is of a good quality	4.69	93.85 %
4	2	The papers of textbook has a good quality	4.68	93.69 %
5	11	The clarity of publication year and authorship committee	4.58	91.69 %
6	9	It contains photographs and purposeful drawings	4.52	90.31 %
7	3	The size and type of the font are suitable for pupils' age	4.30	86 %
8	10	It has an introduction that summaries the content of textbook	4.28	85.69 %

9	12	It has a useful dictionary	4.25	84.92 %
10	6	The size and weight of the textbook are suitable for pupils' age	4.08	81.54 %
11	7	The cover of textbook motivates pupils	3.91	78.15 %
12	8	There is a difference between headline and sub-titles	3.87	77.38 %
<b>Average</b>			<b>4.38</b>	<b>87.69 %</b>

This result shows that the average weighted mean of the items (4.38) which is higher than the theoretical mean (3). In general, all the items achieve the quality standards of textbook design.

## 2. The Second Domain: Content of the Textbook

The content of the textbook domain has (49) items that are divided into four sub-domains.

### a. Listening and Speaking Skills Sub-domain

The items in listening and speaking skills sub-domain are (14) items. The items which achieve the quality standards are (13) items which have the weighted means between (4.45–3.01) and its weighted percentage between (88.92–60.15 %). While, the item which does not achieve the quality standards is (1) item which has the weighted mean (2.4), and its weighted percentage is (48 %). As shown in Table 9

**Table 9**

### **The Weighted Mean and Weighted Percentage of "Listening and Speaking Skills" Sub-domain**

No.	Item No.	Items	Weighted Mean	Weighted Percentile
-----	----------	-------	---------------	---------------------

1	29	The pupils are attracted to listen to the songs and rhyme in audio	4.45	88.92 %
2	28	Develops the listening and the speaking skills for pupils	4.2	84 %
3	35	Motivates pupils to positive participation in the class	4.17	83.38 %
4	31	Pupils can recognize the voices of the characters in audio	4.02	80.46 %
5	34	Encourages pupils to do other skills (reading and writing skills)	3.99	79.85 %
6	39	Helps pupils to carry out the orders and instructions inside the classroom	3.98	79.54 %
7	33	Helps pupils to learn voice and voiceless sound	3.89	77.85 %
8	40	Develops turn-talking skills	3.83	76.62 %
9	38	Build respect for the opinions of the others in the pupils	3.72	74.31 %
10	37	Enhances pupils' self-confidence	3.6	72 %
11	30	Speed of audio is appropriate for pupils	3.47	69.38 %
12	32	Audible stories are suitable for the pupils' age	3.2	64 %
13	36	Saves teacher's time and energy	3.01	60.15 %
14	41	The time allotted for teaching these subjects is sufficient	2.4	48 %
<b>Average</b>			<b>3.71</b>	<b>74.18 %</b>

This result shows that the average weighted mean of the listening and speaking skills is (3.71) which is higher than the theoretical mean (3). These skills in general are achieved. In the items (29, 28, 35, 31, 34, 39, 33, 40, 38, 37, 30, 32 and 36) the quality standards are achieved. All the pervious mentioned items are higher than the theoretical mean (3). But the item which does not achieve the required level of quality is (41) which has the weighted mean below than the theoretical mean (3). Here, is the justification for that:

1. The item (**Audio saves teacher's time and energy**) comes in the fourteenth rank which the weighted mean is (2.4) and the weighted percentage is (48). This result illustrates that the ELT teachers think the audio matters in some subjects do not help them to save their time and energy, as well as it wastes class time. They do not use them in their teaching process.

#### **b. Reading and Writing Skills Sub-domain**

The items in reading and writing skills sub-domain are (14) items. The items which achieve the quality standards are (13) items which have the weighted means between (4.05–3.35) and its weighted percentiles is between (80.92–67.08 %). While, the items does not achieve the quality standards is (1) items which has the weighted mean is (2.35), and its weighted percentage is (47.08 %). As shown in Table 10.

**Table 10**  
**The Weighted Mean and Weighted Percentage of**  
**"Reading and Writing Skills" Sub-domain**

No.	Item No.	Items	Weighted Mean	Weighted Percentile
1	51	Improvement of listening skills and increased verbal efficiency	4.05	80.92 %
2	50	Feels pupils happiness and	3.95	79.08 %

		comfort		
3	49	Helps pupils to know the difference among shape, sound and name of letter	3.92	78.46 %
4	42	Develops literacy skills	3.85	77.08 %
5	53	Helps pupils to acquire psychomotor domain	3.8	76 %
6	43	Develops pupils' reading	3.65	72.92 %
7	45	Develops pupils' imagination and creation	3.58	71.69 %
8	47	Helps pupils to arrangement ideas for projects	3.56	71.23 %
9	52	Helps pupils to acquire affective domain	3.55	71.08 %
10	44	The passage related with reality	3.53	70.62 %
11	46	Develops pupils' logical thinking	3.52	70.46 %
12	48	Enables pupils' to read and write automatically	3.44	68.77 %
13	54	Encourages pupils to write about themselves	3.35	67.08 %
14	55	The time allotted for teaching these subjects is enough	2.35	47.08 %
<b>Average</b>			<b>3.58</b>	<b>71.6 %</b>

This result shows that the average weighted mean of the listening and speaking skills is (3.58) which is higher than the theoretical mean (3). These skills in general achieve the quality standards. In the items (51, 50, 49, 42, 53, 43, 45, 47, 52, 44,

46, 48 and 54) in these items the quality of textbook content is achieved. All the pervious mentioned items are higher than the theoretical mean (3). But the item (14) does not achieve the quality and gain an weighted mean below than the theoretical mean (3). This is justified as:

1. The item (**The time allotted for teaching these subjects is enough**) comes in the fourteenth rank which the weighted mean is (2.35) and the weighted percentage is (47.08 %). This result illustrates that the ELT teachers think the number of reading and writing subjects are many and the allotted class time is not enough to teach all these subjects through the academic year.

### c. Structure and Vocabulary

The items in structure and vocabulary sub-domain are (9) items. The items which achieve the quality standards are (7) items which have the weighted means between (4.12–3.19) and its weighted percentiles is between (82.31–59.69 %) . While the unachieved items are (2) items which have the weighted means between (2.98 –2.72), and its weighted percentage is between (59.69–54.46 %). As shown in Table 11.

**Table 11**  
**The Weighted Mean and Weighted Percentage of**  
**"Structure and Vocabulary" Sub-domain**

No.	Item No.	Items	Weighted Mean	Weighted Percentile
1	64	The textbook is free of linguistic, scientific and print mistakes	4.12	82.31 %
2	60	Increases vocabularies of the pupils	4.07	81.38 %
3	62	Helps pupils to know punctuation	4.05	81.08 %

4	56	The grammar is logically graded (from easy to difficult)	3.74	74.77 %
5	63	Helps pupils to recognize between single word and phrase	3.56	71.23 %
6	61	Gains the pupils the ability to recognize the number of syllables on an word	3.4	68 %
7	59	The vocabularies are graded (from short word to long word)	3.19	63.85 %
8	58	The grammar is suitable to the pupils' age	2.98	59.69 %
9	57	The vocabularies are suitable to the pupils' age	2.72	54.46 %
<b>Average</b>			<b>3.54</b>	<b>70.75 %</b>

This result shows that the average weighted mean of the listening and speaking skills is (3.54) which is higher than the theoretical mean (3). These skills in general are achieved. In the items (64, 60, 62, 56, 63, 61 and 59) the quality standards are also achieved. All the pervious mentioned items are higher than the theoretical mean (3). But the items (58 and 57) do not achieve the quality standards which have the weighted mean below than the theoretical mean (3). This result is justified as:

1. The item (**The grammar is suitable to the pupils' age**) comes in the eighth rank which the weighted mean is (2.98) and the weighted percentage is (59.69 %). This result illustrates that the ELT teachers think that some grammatical aspects are difficult and inappropriate to the most pupils.
2. The item (**The vocabularies are suitable to the pupils' age**) comes in the ninth rank which the weighted mean is (2.72) and the weighted percentage is

(54.46 %). This result illustrates that the ELT teachers believe that some vocabularies are difficult, long and unsuitable to the most pupils.

#### d. Exercises

The items in exercises sub-domain are (10) items. The items which achieve the quality standards are (7) items which have the weighted means between (3.71–3.32) and its weighted percentiles is between (74.15–66.46 %) . While, the unachieved items are (3) items which have the weighted means between (2.93 – 2.41), and its weighted percentage is between (58.62–48.15 %). As shown in Table 12 .

**Table 12**  
**The Weighted Mean and Weighted Percentage of**  
**" Exercises" Sub-domain**

No.	Item No.	Items	Weighted Mean	Weighted Percentile
1	73	The exercises are sufficient to development the four language skills	3.71	74.15 %
2	74	Provides feedback both for the teacher and pupil	3.7	74 %
3	69	Clarity of exercise phrase for pupils	3.66	73.23 %
4	68	The exercises are varied and attractive	3.59	71.85 %
5	71	Develop the cognitive, affective and psychomotor domain	3.51	70.15 %
6	70	Achieve behavioral aims	3.49	69.85 %
7	65	Easy to distinguish the words of activities on CD by pupils	3.32	66.46 %

8	66	The exercise is suitable to the pupils' age	2.93	58.62 %
9	67	Considerate the individual differences among pupils	2.76	55.23 %
10	72	The number of exercises are suitable with academic year	2.41	48.15 %
<b>Average</b>			<b>3.31</b>	<b>66.17 %</b>

This result shows that the average weighted means of the listening and speaking skills is (3.31) which is higher than the theoretical mean (3). These skills in general are achieved. In the items (73, 74, 69, 68, 71, 70 and 65) the quality standards are achieved. All the pervious mentioned items are higher than the theoretical mean (3). But the unachieved items are (66, 67 and 72) which have the weighted means are below than the theoretical mean (3). It is justified as:

1. The item (**The exercise is suitable to the pupils' age**) comes in the seventh rank which has the weighted mean of (2.93) and the weighted percentage is (58.62 %). This result illustrates that the ELT teachers think that some exercises are difficult and inappropriate to the pupils' ages.
2. The item (**Considerate the individual differences among pupils**) comes in the eighth rank which has the weighted mean of (2.76) and the weighted percentage is (55.23 %). This result illustrates that the ELT teachers think some exercises does not consider the individual differences as far as the pupils' levels is concerned.
3. The item (**The number of exercises are suitable with academic year**) comes in the tenth rank, and has the weighted mean (2.41) and the weighted percentage is (48.15 %). This result illustrates that the ELT teachers believe that the number of exercises are so many in Pupil's Book to be covered in one academic year. Also, there is activity Book which prepared to this task.

### 3 The Third Domain: Objectives

The objectives domain has (15) items. The items which achieve the quality standards are (12) items which have the weighted means between (4.35–3.14) and its weighted percentage is between (87.08–62.77 %) . While, the rest items do not achieve the quality standards of textbook content. These items have the weighted means between (2.78 –2.55), and its weighted percentage is between (55.54–51.08 %). As shown in Table 13.

**Table 13**

**The Weighted Mean and Weighted Percentile of "Objectives" Domain**

No.	Item No.	Items	Weighted Mean	Weighted Percentile
1	24	Learns pupils about the cultures of the other peoples	4.35	87.08
2	19	formed clearly	3.88	77.69
3	23	Develops educational and moral values	3.77	75.38
4	25	Develops cognitive, affective and psychomotor domains for the pupils	3.76	75.23
5	26	Develops responsibility and cooperation for them	3.75	75.08
6	22	Integrates with the aims of previous and next stages	3.7	74
7	21	Develops healthy habits of pupils	3.69	73.85
8	13	Meet the main objectives of teaching English in Iraq	3.64	72.77
9	14	Meets pupils' needs and their	3.39	67.85

		interests		
10	16	Develop citizenship	3.32	66.46
11	27	The time allotted for achieved these aims is enough for academic year	3.16	63.23
12	17	Realistic and achievable	3.14	62.77
13	15	Considerate the individual differences among pupils	2.78	55.54
14	20	Taking into account the material and human possibilities	2.65	52.92
15	18	Suits the growth characteristics of the pupils	2.55	51.08
<b>Average</b>			<b>3.43</b>	<b>68.73 %</b>

This result shows that the average weighted mean of the objectives is (3.43) which is higher than the theoretical mean (3). The objectives in general are achieved. In the items (24, 19, 23, 25, 26, 22, 21, 13, 14, 16, 27 and 17) the items are achieved. All the pervious mentioned items are higher than the theoretical mean (3). But the items (15, 20 and 18) do not achieve the required level of quality, which are below than the theoretical mean (3). It is justified as:

1. The item (**Suits the growth characteristics of the pupils**) comes in the thirteenth rank which the weighted mean is (2.78) and the weighted percentage is (55.54 %). This result clarified that the ELT teachers believe that some objectives of English textbook are not suitable to the growth characteristics of pupils in this age. It is a negative point in some objectives, where must all objectives to be suitable for the pupils' ages.
2. The item (**Taking into account the material and human possibilities**) comes in the fourteenth rank which has the weighted mean (2.65) and the

weighted percentage (52.92 %). This result shows that the ELT teachers think that the objectives of English textbook do not take into consideration that most schools do not have enough material possibilities which help the teacher to teach this textbook well. As well as, there is a lack in the numbers of English teachers in schools.

3. The item (**Considerate the individual differences among pupils**) comes in the fifteenth rank which has the weighted mean (2.55) and the weighted percentage (51.08 %). This result emphasizes that the ELT teachers think that some objectives of English textbook do not take consideration for the pupils various abilities to gain information and skills, also and they do not have the same pace in learning.

#### 4.1.3 Results Related to the Third Question

How much the extent availability of quality standards in English textbook "English for Iraq" from pupils' perspective?

The pupil checklist has (12) items. All items achieve the quality standards which have the weighted means between (4.41–3.19) and its weighted percentage is between (88.14–63.71). As shown in Table 14.

**Table 14**

**The Weighted Mean and Weighted Percentile of Pupils' Checklist**

No.	Items No.	Domain	Weighted Mean	Weighted Percentile
1	2	Photographs and drawing are useful and amusing	2.77	92.41%
2	1	The cover design of the book attracts me	2.75	91.77%
3	5	I benefit when I share my mates in group work	2.63	81.57%
4	7	I do like stories and songs	2.59	86.28%

5	12	I find the magazines are enjoyable and amusing	2.64	88.14%
6	9	I benefit the cultures of other peoples	2.62	87.41%
7	3	The font size is suitable to me	2.59	86.36%
8	6	I do like audible materials	2.83	79.34%
9	10	I find easiness in papered projects	2.17	72.24%
10	11	The exercises in Pupil's Book are suitable to me	2	66.51%
11	4	I find words are easy and simple	1.78	59.48%
12	8	The textbook materials encourage me to speak in the classroom	1.66	55.37%
Average			2.38	79.41 %

This result shows that the average weighted means of pupil checklist is (2.38) which is higher than the theoretical mean (2). These items in general are achieved. In the items(2, 1, 5, 7, 12, 9, 3, 6 and 10) the quality standards are achieved. All the pervious mentioned items are higher than the theoretical mean (2). While, the item (11) has the weighted mean equal the theoretical mean is (2). But the items which do not achieve the required level of quality are (4 and 8) which have the weighted mean below than the theoretical mean (2). This is because:

1. The item (**I find words are easy and simple**) comes in the eleventh rank which have the weighted mean is (1.78) and the weighted percentage is (59.48). This result emphasizes that the pupils find some words in the English textbook difficult.

2. The item (The textbook materials encourage me to speak in the classroom) comes in the twelfth rank which have the weighted mean is (1.66) and the weighted percentage is (55.37). This result assures that the pupils find some subjects and activities in the English textbook do not give them the chance to gain fluency and to speak this language.

#### 4.2 Conclusions

According to the results obtained from the current study ,the following conclusions can be concluded the quality standards of the English textbook "*English for Iraq*" are achieved in most aspects according to the teachers perspectives, they indicate that some objectives are not suitable for this stage, number of subjects are very many and the class time is not enough to teach all these subjects and most schools do not have the material possibilities and they suffer from the lack of English teachers. While, both teachers and pupils agree that some vocabularies are difficult and long.

#### 4.3. Recommendations

Depending on the results and conclusions obtained in this study, the following recommendations are submitted:

1. Reviewing the objectives of the textbook to determine which are appropriate for this educational stage.
2. Minimizing the number of the subjects and exercises, and making them suitable for pupils and avoiding the difficult and length words.
3. Providing all schools with the material possibilities; such as certain class for English language lesson.

#### 4.4. Suggestions for Further Studies

Within the limitations of the present study and according to the findings obtained, the researcher has formulated the following suggestions for further study:

1. Conducting a similar study on the other educational stages.
2. Conducting a similar study on Activity Book for this grade in the light of quality standards.

3. Conducting a comparative study between the teachers perspectives in the countryside and the teachers perspectives in the center of the city.
4. Conducting a comparative study between the English textbook which is taught in Iraq and the English textbooks which are taught in Arabic countries in the light of quality standards.

#### **Bibliography:**

- Akaf, H. D. (2015). "Evaluating the English Textbook "Iraq Opportunities" Book 6 for the 2<sup>nd</sup> Intermediate Stage, **Al-Ustath**, 215, 105–132.
- Al-Ousi, N.A.(2007). **"Evaluating the Pre-Service Training Programme of Teaching EFL at the Behavioural Objectives"**. Unpublished Thesis. College of Basic Education. University of Al-Mustansiriyah.
- Arikan, G. (2008) **Textbook Evaluation in Foreign Language Teaching: Time for English, Grade 4 teachers' and Students' Views**. Unpublished Thesis. Cukurova University: Institute of Social Sciences.
- Awasthi, J.R. (2006). "Textbook and its Evaluation", **Journal of NELTA**, 11(1-2), 1–10.
- Balachandran, D.(2014). "Criteria-based Post-use Evaluation of English Textbooks". **International Journal of English Language, Literature and Humanities**, 2(4), 72–88.
- Bloom, B.S. (1956). **Taxonomy of Educational Objectives**. USA. Edwards Bros., Ann Arbor. Michigan.
- Byrd, P. (2001). **Textbooks: Evaluation for Selection and Analysis for Implementation**. In Celce-Murcia, M.(Eds), **Teaching English as a Second or Foreign Language**. 2<sup>nd</sup> Edition. (pp 413–427). USA. Heinle & Heinle.
- Chinaph,Vinyagum&Miron ,Gay (1990). "Evaluating Educational Programmes And Projects, Hostic and Practical Considration Unesco: Belgium.

- Creswell, J.W. (2012). **Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research**. Fourth Edition. USA. Pearson Education, Inc.
- Cunningsowrth, A.(1995). **Choosing your Coursebook**. UK. Cambridge University Press.
- Ellis, R.(1995). **Quality Assurance for University Teaching**. USA. The Society for Research into Higher Education & Open University Press.
- (1997). "The Empirical Evaluation of Language Teaching Materials". **ELT Journal**, 51(1), 36–42.
- Farzaneh, N. & Kohandani, M. & Nejadansari, D. (2014). "A Textbook Evaluation of Socio–Cultural Contexts in Top Notch Series". **Procedia Social and Behavioral Sciences**. 98, 472–481.
- Gall, M.D., Gall, J.P. & Borg, W.R.(2003). **Educational Research: An Introduction**. 7<sup>th</sup> Edition. USA. Pearson Education, Inc.
- Graves, K.(2000). **Designing Language Course: A Guide for Teachers**. Canada. Heinle & Heinle Publishers.
- Ivić, I. (2013). Quality Standards for the Language of Textbooks. In Ivan, I., Ana, P. & Slobodanka, A. (Eds), **Textbook Quality: a Guide to Textbook Standards** (pp 169–173). Germany. V & R Press.
- and Pešić, J. (2013). Quality Standards for Thematic Units. In Ivan, I., Ana, P. & Slobodanka, A. (Eds), **Textbook Quality: a Guide to Textbook Standards** (pp 83–92). Germany. V & R Press.
- Jankov, R. & et al., (2013). Quality Standards for Textbook Content. In Ivan, I., Ana, P. & Slobodanka, A. (Eds), **Textbook Quality: a Guide to Textbook Standards** (pp 92–122). Germany. V & R press.
- Kirkpatrick, D.L. & Kirkpatrick, J.D.(2008). **Evaluation Training Programs**. 3<sup>rd</sup> Edition. San Francisco. Berrett–Koehler publishers, Inc..
- Mehrens, W.A. and Lehmann, I.J. (1994). **Measurement and Evaluation in Education and Psychology**. 4<sup>th</sup> Edition. USA. Ted Buchholz.

- Mertens, D.M.(2010). **Research and Evaluation in Education and Psychology**. 3<sup>rd</sup> Edition. California. Thousand Oaks.
- Muijs, D. (2004). **Doing Quantitative Research in Education**. SAGE Publications Ltd. London. UK.
- Nazeer, M.& et al. (2015). "Evaluation of Oxon English Textbook Used in Pakistan Public Schools for 6<sup>th</sup> & 7<sup>th</sup> Grade". **Journal for the Study of English Linguistics**, 3(1), 51–79.
- Nguyen, C.T.(2015). "**An Evaluation of the Textbook English 6: A Case Study from Secondary Schools in the Mekong Delta Provinces of Vietnam**". Unpublished Thesis. University of Sheffield.
- Pešikan, A. & et al., (2013). Quality Standards for Didactic Design of Textbook. In Ivan, I., Ana, P. & Slobodanka, A. (Eds), **Textbook Quality: a Guide to Textbook Standards** (pp 123–169). Germany. V & R press.
- Rea–Dickins, P.& Germaine, K.(1993). **Evaluation**. 3<sup>rd</sup> Edition. England. Oxford University Press.
- Richards, J.C.(2001). **Curriculum Development in Language Teaching**. UK. Cambridge University Press.
- Schader, B., Demolli, A. & Devetaku, H. (2008). "**Quality Standards for Textbooks in the Republic of Kosovo**"[Brochure]. Zurich University of Teacher Education. Kosovo.
- Scheerens, J., Glas, C.,& Thomas, S.M.(2003). **Educational Evaluation, Assessment, and Monitoring**. Netherlands. Swets & Zeitlinger.
- Schreiber, J.B. & Asner–Self, K.(2011). **Educational Research**. UAS. John Wiley & Sons, Inc.
- Sheldon, L. E. (1988). "Evaluating ELT Textbooks and Materials", **ELT Journal**, 42(4), 237–246.
- Skager, R. Dave, R.H. & Robinson, K. G.(1977). **Curriculum Evaluation for Lifelong Education**. Great Britain. Butler & Tanner Ltd,. Frome and London.

Stabback, P., Male, B. & Geogescu, D.(2011). **What Makes a Good Quality School Curriculum?**. UNESCO. International Bureau of Education. Geneva.

Thompson, B. and Vacha-Haase, T. (2012). **Reliability**. In Secolsky, Ch. And Denison, D. B.(Eds), **Assessment and Evaluation in Higher Education**. 1<sup>st</sup> Edition. (pp 178-193). UK. Taylor and Francis.

Training participant's manual: English for Iraq, 5<sup>th</sup> primary (2017). Held in Beirut. Lebanon.

Weir, J.& Roberts, J.(1994). **Programme Evaluation in ELT**. 1<sup>st</sup> Edition. UK. Blackwell.

الحريري، رافدة (2012). **الجودة الشاملة في المناهج وطرائق التدريس**. ط.1. عمان. دار المسيرة للنشر والتوزيع.

فرج، محمد عبده (2009). **الاتجاهات الحديثة في اعداد الكتاب المدرسي مع تطبيقات تربوية في مجال الكتاب العربي الاسلامي، المؤتمر العلمي التاسع: كتب تعليم القراءة في الوطن العربي بين الانقراطية والاخراج**. الجمعية المصرية للقراءة والمعرفة. المجلد الثاني. 85-128.

مرعي، توفيق والحيلة، محمود (2000). **المناهج التربوية الحديثة، مفاهيمها، وعناصرها، واسسها وعملياتها**. عمان. دار المسيرة للنشر والتوزيع.