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The following can be seen from the table for the items related to the domain (**Overall Consensus**):

* The item (The textbook raises interest in further English language study). reached the value of the weighted mean (3.453) for masters holders and the weighted mean value reached (2.556) for doctoral students, and by using the chi-square test for independence, Indicating the existence of statistically significant differences in favor of master's holders, the calculated chi-square test's value was higher than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (I would choose to study this textbook again). reached the value of the weighted mean (3.226) for masters holders and the weighted mean value reached (2.593) for doctoral students, and by using the chi-square test for independence, Indicating the existence of statistically significant differences in favor of master's hold-

ers, the calculated chi-square test's value was higher than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

4.2 Conclusions

The findings showed that overall, the textbook has not met its goals. the textbook, despite having admirable qualities, is unable to satisfy all of the Iraqi post graduate students' demands and desires. The following can be concluded in light of the present study's findings:

1.The four skills are not properly balanced, and they gave negative feedback on the ones they need to work on. Compared to speaking and listening exercises, there are more reading and writing assignments.

2. The grammar and vocabulary are not introduced in engaging and useful situations to Iraqi MA and Ph.D. applicants.

3.Both their current level of English proficiency is not appropriate for the language being utilized.

4. The Iraqi MA students reported that they would like to read the textbook again and that it sparked their interest in further language study.

5. The Ph.D. candidates are given a variety of activities using the Headway textbook that encourage independent, creative, and independent thinking while requiring individual, pair, and group work.

6. The language utilized for the grammar points was a representative of a wide range of activities and dialects, and it was given to MA students with straightforward, simple explanations and illustrations.

7. Furthermore, the MA and Ph.D. candidates who are learning English did not find the subject and content of the textbook to be practical or applicable to their needs.

8. The cost of the textbook for MA candidates is cheap, however it is difficult for Ph.D. applicants to obtain.

9. The Iraqi postgraduate students (MA and Ph.D.) claim that the textbook lacks enough variation in the subject matter and that its content contains a variety of authentic language types that are inappropriate for their level of English proficiency.

10.The MA and Ph.D. students feel that the activities used do not promote enough communicative and meaningful practice, and the textbook does not pay special attention to language sub skills.

11. The language functions do not represent English that they will probably utilize in the future.

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The following can be seen from the table for the items related to the domain (*Subject and Content*):

* The item (The subject and content of the textbook is relevant to my needs as an English language learner). reached the value of the weighted mean (2.449) for masters holders and the weighted mean value reached (2.519) for doctoral students, and There are no statistically significant differences between master's and PhD holders, according to the results of the chi-square test for independence. The value of the chi-square test calculated was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The subject and content of the textbook is generally realistic.) reached the value of the weighted mean (2.885) for masters holders and the weighted mean value reached (3.148) for doctoral students, and by using the chi-square test for independence, There are no statistically significant differences between master's and PhD holders, according to the calculated chi-square test value, which was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The subject and content of the materials is interesting, challenging and motivating) reached the value of the weighted mean (2.960) for masters holders and the weighted mean value reached (3.741) for doctoral students, and by using the chi-square test for independence, At the level of significance (0.05) and degree of freedom (four), the estimated value of the chi-square test was higher than the value of the tabular chi-square test, indicating the presence of statistically significant differences in favor of PhD holders.

* The item (The grammar points were presented with brief and easy examples and explanations). reached the value of the weighted mean (3.604) for masters holders and the weighted mean value reached (3.407) for doctoral students, and The chi-square test for independence revealed statistically significant differences in favor of master's holders because the value of the calculated chi-square test was higher than the value of the tabular chi-square

test at the level of significance (0.05) and the degree of Freedom (4).

* The item (There is sufficient variety in the subject and content of the textbook) reached the value of the weighted mean (2.587) for masters holders and the weighted mean value reached (2.556) for doctoral students, and by using the chi-square test for independence, There are no statistically significant differences between master's and PhD holders, according to the calculated chi-square test value, which was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The materials are not culturally biased and they do not portray any negative stereotypes) reached the value of the weighted mean (3.035) for masters holders and the weighted mean value reached (2.667) for doctoral students, and by using the chi-square test for independence, there are no statistically significant differences between master's and PhD holders, according to the calculated chi-square test value, which was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

7. Overall Consensus:

NO	Items	Stage	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted Mean	Weighed Percentile	Chi Square	
										Comp	tab
24	The textbook raises interest in further English language study.	M.A	10	17	14	11	1	3.453	69%	14.013	9.49
		Ph.D	2	2	10	8	5	2.556	51%		
25	I would choose to study this textbook again.	M.A	8	17	12	11	5	3.226	65%	17.999	9.49
		Ph.D	2	1	8	16	-	2.593	52%		

dents, and The chi-square test for independence revealed statistically significant differences in favor of master's holders because the value of the calculated chi-square test was higher than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The language functions exemplify English that I will be likely to use in the future.) reached the value of the weighted mean (3.226) for masters holders and the weighted mean value reached (3.037) for doctoral students, and There are no statistically significant differences between master's and PhD holders, according to the results of the chi-square test for independence. The value of the chi-square test calculated was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (3).

* The item (The language represents a diverse range of registers and accents) reached the value of the weighted mean (3.679) for masters holders and the weighted mean value reached (3.000) for doctoral students, and The chi-square test for independence revealed statistically significant differences in favor of master's holders because the value of the calculated chi-square test was higher than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

6. Subject and Content:

NO	Items	Stage		Agree	Partially Agree		Strongly Disagree	Weighted Mean	Weighed Percentile	Chi Square	
										Comp	tab
19	The subject and content of the textbook is relevant to my needs as an English language learner.	M.A	5	9	7	10	18	2.449	49%	6.800	9.49
		Ph.D	6	3	-	8	10	2.519	50%		
20	The subject and content of the textbook is generally realistic.	M.A	5	14	8	20	5	2.885	58%	4.223	9.49
		Ph.D	4	6	7	10	-	3.148	63%		
21	The subject and content of the materials is interesting, challenging and motivating.	M.A	7	12	9	16	6	2.960	59%	11.936	9.49
		Ph.D	7	8	10	2	-	3.741	75%		
22	There is sufficient variety in the subject and content of the textbook.	M.A	5	18	14	8	8	2.587	52%	6.639	9.49
		Ph.D	2	3	8	9	5	2.556	51%		
23	The materials are not culturally biased and they do not portray any negative stereotypes.	M.A	7	19	6	18	8	3.035	61%	3.680	9.49
		Ph.D	3	4	5	11	4	2.667	53%		

NO	Items	Stage	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted Mean	Weighted Percentile	Chi Square Comp	Chi Square tab
13	The language used in the textbook is authentic - i.e. like real-life English.	M.A	15	25	8	-	-	4.146	83%	1.336	5.99
		Ph.D	12	11	4	-	-	4.296	86%		
14	The language used is at the right level for my current English ability.	M.A	14	15	15	4	12	3.250	65%	4.572	9.49
		Ph.D	5	4	10	-	8	2.926	59%		
15	The progression of grammar points and vocabulary items is appropriate.	M.A	13	25	13	1	1	3.906	78%	3.406	9.49
		Ph.D	11	9	7	-	-	4.148	83%		
16	The grammar points were presented with brief and easy examples and explanations.	M.A	15	16	15	-	7	3.604	72%	18.105	9.49
		Ph.D	2	12	8	5	-	3.407	68%		
17	The language functions exemplify English that I will be likely to use in the future.	M.A	10	12	21	-	10	3.226	65%	1.676	7.81
		Ph.D	5	3	13	-	6	3.037	61%		
18	The language represents a diverse range of registers and accents.	M.A	13	17	18	3	2	3.679	74%	10.804	9.49
		Ph.D	2	6	14	-	5	3.000	60%		

The following can be seen from the table for the items related to the do-

main (**Language Type**):

* The item (The language used in the textbook is authentic - i.e. like real-life English.). reached the value of the weighted mean (3.146) for masters holders and the weighted mean value reached (4.296) for doctoral students, and There are no statistically significant differences between master's and PhD holders, according to the results of the chi-square test for independence. The value of the chi-square test calculated was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (2).

* The item (The language used is at the right level for my current English ability.) reached the value of the weighted mean (3.250) for masters holders and the weighted mean value reached (2.926) for doctoral students, and by using the chi-square test for independence, There are no statistically significant differences between master's and PhD holders, according to the cal-

culated chi-square test value, which was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The progression of grammar points and vocabulary items is appropriate) reached the value of the weighted mean (3.906) for masters holders and the weighted mean value reached (4.148) for doctoral students, and by using the chi-square test for independence, There are no statistically significant differences between master's and PhD holders, according to the calculated chi-square test value, which was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The grammar points were presented with brief and easy examples and explanations). reached the value of the weighted mean (3.604) for masters holders and the weighted mean value reached (3.407) for doctoral stu-

chi-square test for independence, At the level of significance (0.05) and degree of freedom (four), the calculated chi-square test value was higher than the value of the tabular chi-square test, indicating the presence of statistically significant differences in favor of Ph.D. holders.

4. Skills

NO	Items	Stage	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted Mean	Weighed Percentile	Chi Square	
										Comp	tab
10	. The materials include and focus on the skills that I need to practice.	M.A	10	13	14	11	5	3.226	65%	13.960	9.49
		Ph.D	7	15	5	-	-	4.074	81%		
11	The materials provide an appropriate balance of the four language skills.	M.A	8	9	22	8	7	3.056	61%	9.316	9.49
		Ph.D	9	3	14	1	-	3.741	75%		
12	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for	M.A	11	13	20	4	5	3.396	68%	4.458	9.49
		Ph.D	6	4	14	3	-	3.481	70%		

The following can be seen from the table for the items related to the domain (Skills):

* The item (. The materials include and focus on the skills that I need to

practice). reached the value of the weighted mean (3.226) for masters holders and the weighted mean value reached (4.074) for doctoral students, and The chi-square test for independence revealed statistically significant differences in favor of Ph.D. holders because the value of the calculated chi-square test was higher than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (four).

* The item (The materials provide an appropriate balance of the four language skills.) reached the value of the weighted mean (3.056) for masters holders and the weighted mean value reached (3.741) for doctoral students, and There are no statistically significant differences between master's and PhD holders, according to the results of the chi-square test for independence. The value of the chi-square test calculated was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.) reached the value of the weighted mean (3.396) for masters holders and the weighted mean value reached (3.481) for doctoral students, and There are no statistically significant differences between master's and PhD holders, according to the results of the chi-square test for independence. The value of the chi-square test calculated was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

5. Language Type

NO	Items	Stage	Strongly Agree	Agree			Disagree	Strongly Disagree	Weighted Mean	Weighted Percentile	Chi Square
5	The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).	M.A	8	10	8	4	13	2.907	58%	15.512	9.49
		Ph.D	8	14	5	-	-	4.111	82%		
6	The activities encourage sufficient communicative and meaningful practice.	M.A	10	10	15	15	3	3.170	63%	6.433	9.49
		Ph.D	6	10	7	3	-	3.371	75%		
7	The activities incorporate individual, pair and group work.	M.A	7	17	13	12	2	3.294	66%	14.328	9.49
		Ph.D	12	9	6	-	-	4.222	84%		
8	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	M.A	9	16	16	12	2	3.327	67%	3.041	9.49
		Ph.D	8	8	7	4	-	3.741	75%		
9	The activities promote creative, original and independent responses.	M.A	9	13	12	15	4	3.151	63%	18.215	9.49
		Ph.D	2	4	19	2	-	3.222	64%		

The following can be seen from the table for the items related to the domain (*Activities*):

* The item (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). reached the value of the weighted mean

(2.907) for masters holders and the weighted mean value reached (4.111) for doctoral students, and The calculated chi-square test value was higher than the value of the tabular chi-square test when using the chi-square test for independence, suggesting the presence of statistically significant differences in favor of Ph.D. holders at the level of significance (0.05) and degree of freedom (four).

* The item (The activities encourage sufficient communicative and meaningful practice.) reached the value of the weighted mean (3.170) for masters holders and the weighted mean value reached (3.371) for doctoral students, According to the calculated chi-square test value, which was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (four), there are no statistically significant differences between master's and PhD holders.

* The item (The activities incorporate individual, pair and group work) reached the value of the weighted mean (3.294) for masters holders and the weighted mean value reached (4.222) for doctoral students,

and by using the chi-square test for independence, There are statistically significant differences in favor of Ph.D. holders since the calculated chi-square test value was higher than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The grammar points and vocabulary items are introduced in motivating and realistic contexts) reached the value of the weighted mean (3.327) for masters holders and the weighted mean value reached (3.741) for doctoral students, and There are no statistically significant differences between master's and PhD holders, according to the results of the chi-square test for independence. The value of the chi-square test calculated was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The activities promote creative, original and independent responses.) reached the value of the weighted mean (3.151) for masters holders (3.22) and the weighted mean value reached for doctoral students, and by using the

The following can be seen from the table for the items related to the domain (*Practical Considerations*):

main (Practical Considerations).

NO	Items	Stage	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted Mean	Weighted Percentile		Chi Square
										Comp	Tab
3	The layout and design is appropriate and clear.	MA	8	13	9	14	7	3.013	68%	3.170	9.00
		Ph.D	4	12	1	5	3	3.333	67%		
4	The textbook is organized effectively.	MA	9	14	13	12	5	3.189	64%	2.002	9.00
		Ph.D	4	9	7	3	4	3.222	64%		

* The item (The price of the textbook is reasonable.) reached the value of the weighted mean (3.020) for masters holders and the weighted mean value reached (2.259) for doctoral students, and by using the chi-square test for independence, indicating the existence of statistically significant differences in favor of master's holders, the calculated chi-square test's value was higher than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4). * The item (The textbook is easily accessible.) reached the value of the weighted mean (2.729) for masters holders and the weighted mean value reached (2.593) for doctoral students, and by using the chi-square test for independence, There are no statistically significant differences between master's and PhD holders, according to the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

The following can be seen from the table for the items related to the domain (*Layout and Design*):

2. Layout and Design:

NO	Items	Stage	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted Mean	Weighed Percentile		Chi Squar
										Comp	Tab
3	The layout and design is appropriate and clear.	M.A	8	13	9	14	7	3.019	68%	3.170	9.00
		Ph.D	4	12	1	5	3	3.333	67%		
4	The textbook is organized effectively.	M.A	9	14	13	12	5	3.189	64%	2.002	9.00
		Ph.D	4	9	7	3	4	3.222	64%		

* The item (The layout and design is appropriate and clear.) reached the value of the weighted mean (3.019) for masters holders and the weighted mean value reached ((3.333)) for doctoral students, and by using the chi-square test for independence, There are no statistically significant differences between master's and PhD holders, according to the calculated value of the chi-square test, which was higher than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

* The item (The textbook is organized effectively.) reached the value of the weighted mean (3.189) for masters holders and the weighted mean value reached (3.222) for doctoral students, and by using the chi-square test for independence, There are no statistically significant differences between those who possess a master's degree and those who hold a doctorate, according to the calculated value of the chi-square test, which was lower than the value of the tabular chi-square test at the level of significance (0.05) and the degree of Freedom (4).

3. Activities:

the PhD stage, it was (3.708). There are statistically significant differences for the domain (Activities) and in favor of Ph.D. students when using the chi-square test for independence. The calculated value of the chi-square test was (15.291), which is greater than the tabular chi-square test value at the level of significance (0.05) and a degree of freedom (4)..

4. The master's stage's weighted mean was (3.309), while the PhD level's weighted average was (3.765). There are statistically significant differences for the domain (Skills) and in favor of Ph.D. students when using the chi-square test for independence. The calculated value of the chi-square test was (29.133), which is greater than the tabular chi-square test value at the level of significance (0.05) and a degree of freedom (4).

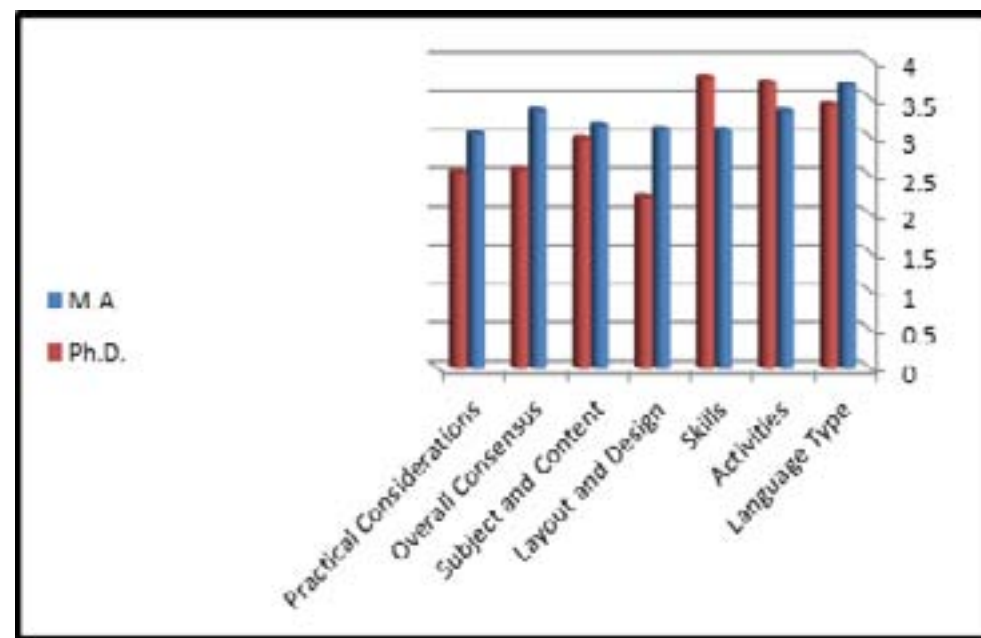
5. The value of the weighted mean for the master's stage was (3.678), while the weighted average for the PhD level was (3.426). When using the chi-square test for independence, the calculated value of the chi-square test was (6.011), which is lower than the tabular

chi-square test value at the level of significance (0.05) and a degree of freedom (4), which indicates there is no statistically significant differences for the domain (Language Type).

6. The weighted mean for the master's stage was 3.151, while that for the PhD stage was (2.983). There are statistically significant differences for the domain (Subject and Content) and in favor of master's students when using the chi-square test for independence. The calculated value of the chi-square test was (16.077), which is greater than the tabular chi-square test value at the level of significance (0.05) and a degree of freedom (4).

7. The weighted mean for a master's degree was 3.340, whereas the weighted average for a PhD was (2.574). There are statistically significant differences for the domain (Overall Consensus) and in favor of master's students when using the chi-square test for independence. The calculated value of the chi-square test was (21.931), which is greater than the tabular chi-square test value at the level of signifi-

cance (0.05) and a degree of freedom (4).(Figure (4-2) demonstrates this:



way Textbook Academic Skills from Post Graduate Students' depending on the variable of the study stage.

To achieve the third aim, which states (To evaluate Head way Textbook Academic Skills from Post Graduate Students' Point of View for each items in a questionnaire, The frequencies of each questionnaire item were calculated, along with weighted averages and percentage weights, and the results are shown in Table (4-3) with values listed from most to least used.

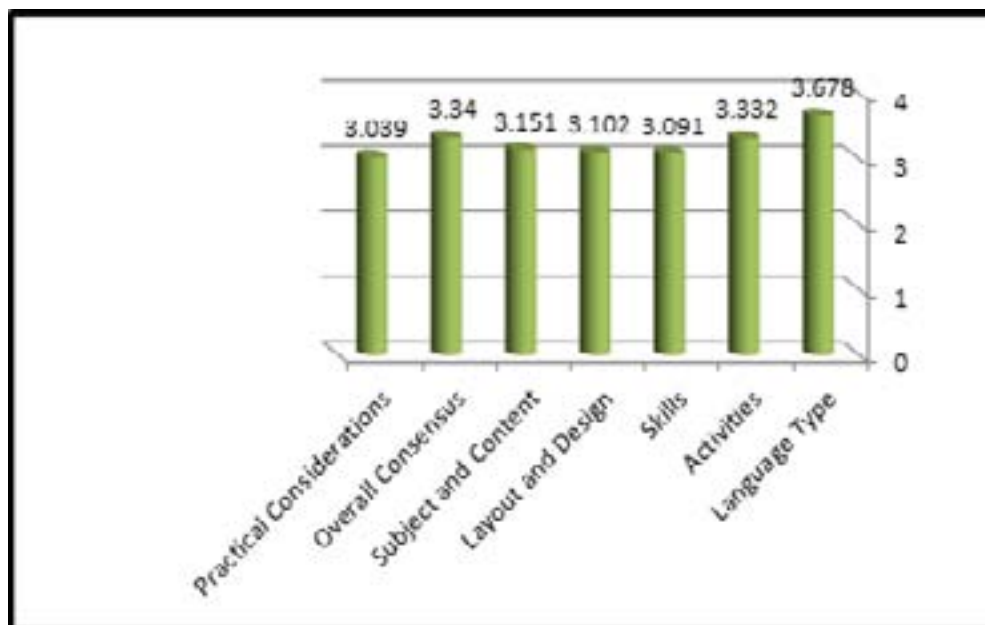
Table (4-3)

weighted means and percentage weights were calculated to evaluate Head way Textbook Academic Skills from Post Graduate Students' for each items in a questionnaire

1. Practical Considerations:

Figure (4-1)

weighted means and percentage weights were calculated to evaluate Head way Textbook Academic Skills from Post Graduate Students'



To achieve the second aim, which states (there are statistically significant differences to evaluate Head way Textbook Academic Skills from Post Graduate Students' Point of View depending on the variable of the study stage.) , the frequencies of each domain were calculated and for each items of the questionnaire, and then the weighted means and percentage weights were calculated and arranged according to their values from the most used to the least used and Chi-Square for two independent samples , Table (4-2) show this.

Table (4-2)

weighted means and percentage weights were calculated to evaluate Head way Textbook Academic Skills from Post Graduate Students' depending on the variable of the study stage

NO	domain	Stage	Strongly	Agree	Partially	Disagree	Strongly	W e i g h t e d	Weighted	Chi Square	
			Agree		Agree		Disagree	Mean	Percentile	Comp	Tab
1	Practical Considerations	M . A	20	20	27		16	3.039	61%	13.412	9.49
		Ph . D	4	4	15		19	2.540	51%		
2	Layout and Design	M . A	19	27	22		26	3.102	62%	4.044	9.49
		Ph . D	8	21	10		8	2.226	45%		
3	Activities	M . A	68	86	81		66	3.332	67%	15.291	9.49
		Ph . D	21	29	31		8	3.708	74%		
4	Skills	M . A	29	30	38		40	3.091	62%	29.133	9.49
		Ph . D	22	22	33		4	3.765	75%		
5	Language Type	M . A	80	108	87	4	28	3.678	74%	6.011	9.49
		Ph . D	37	46	55	1	23	3.426	69%		
6	Subject and Content	M . A	29	75	59	55	21	3.151	63%	16.077	9.49
		Ph . D	22	24	15	40	15	2.983	60%		
7	Overall Consensus	M . A	18	34	26	22	6	3.340	67%	21.931	9.49
		Ph . D	4	3	18	24	5	2.574	51%		

It is clear from the table (4-2) that the To evaluate Head way Textbook Academic Skills from Post Graduate Students' Point of View depending on the variable of the study stage as follows:

1. The weighted average for the master's stage was 3.039, while that for the PhD stage was 2.540. There were statistically significant differences for the domain (Practical Considerations) and in favor of master's students when using the chi-square test for independence. The calculated value of the chi-square test was (13.412), which is greater than the tabular chi-square test value at the level of significance (0.05) and a degree of freedom (4).

2. The weighted mean for the master's stage was 3.102, whereas that for the PhD stage was (2.226). There were no statistically significant differences for the domain (Layout and Design) or in favor of master's students when the chi-square test for independence was used. The calculated value of the chi-square test was (4.044), which is lower than the tabular chi-square test value at the level of significance (0.05) and a degree of freedom (four).

3. For the master's stage, the weighted mean was (3.332), whereas for

The following can be seen from table (4-1)

1. The domain (Language Type) ranked first with a weighted average of (3.612) and a percentage weight of (72%), and when calculating the chi-square test for fitness , at the level of significance (0.05) and degree of freedom ((4)), the calculated value was (166.871), which was higher than the tabular value of (9.49). According to this area and their achievement at the level of (Agree), there is a statistically significant difference between the responses of the research sample.

2. The domain (Activities) ranked second with a weighted average of (3.413) and a percentage weight of (68%), and when calculating the chi-square test for fitness , at the level of significance (0.05) and degree of freedom ((4)), the calculated value was (65.976), which was higher than the tabular value of (9.49). According to this area and their achievement at the

level of (Agree), there is a statistically significant difference between the responses of the research sample.

3. The domain (Skills) ranked third with a weighted average of (3.323) and a percentage weight of (66%), and when calculating the chi-square test for fitness , at the level of significance (0.05) and degree of freedom (four), the estimated value was (32.468), which is higher than the tabular value of (9.49). According to this area and their achievement at the level of (Agree), there is a statistically significant difference between the responses of the research sample.

4. The domain (Skills) ranked forth with a weighted average of (3.160) and a percentage weight of (63%), and when calculating the chi-square test for fitness , at the level of significance (0.05) and degree of freedom (four), the estimated value was (32.468), which is higher than the tabular value of (9.49). According to this area and

their achievement at the level of (Agree), there is a statistically significant difference between the responses of the research sample.

5. The domain (Subject and Content) ranked fifth and half with a weighted average of (3.096) and a percentage weight of (62%), and when calculating the chi-square test for fitness , At the level of significance (0.05) and degree of freedom (four), the estimated value was (42.169), which was higher than the tabular value of (9.49). According to this area and their achievement at the level of (Agree), there is a statistically significant difference between the responses of the research sample.

6. The domain (Overall Consensus) ranked fifth and half with a weighted average of (3.081) and a percentage weight of (62%), and when calculating the chi-square test for fitness , the calculated value reached (28.313), which is greater than the tabular value of (9.49) at the level of significance (0.05) and the degree of freedom (4). According to this area and their achievement at the level of (Agree), there is a statistically significant difference between the responses of the research sample.

7. The domain (Practical Considerations) ranked seventh with a weighted average of (2.876) and a percentage weight of (58%), and when calculating the chi-square test for fitness, at the level of significance (0.05) and degree of freedom (four), the estimated value was 5.876, which is higher than the tabular value of 9.49. This shows that there is no statistically significant difference between the research sample's responses, based on this area of study and their level of (Partially Agree) achievement.

Figure (4-1) shows this:

University	Departments		MA Participants	Ph.D. Participants
Thi Qar	Arabic	Linguistics	10	10
		Literature	12	10
	History	Islamic	9	
		Modern	12	7
	Geography		12	---
	Psychology		14	---
Total			69	27

3.2 Data Collection Tool

A questionnaire has been adopted from (Lits,2000)and employed to investigate post graduate students' perspectives of Headway Academic Skills textbook. The following are the topics covered by the questionnaire: practical considerations (5 items), layout and design (8 items), activities (7 things), abilities (5 items), language type (6 items), and subject and content (5 items). The domain items were rated on a Likert scale with five possible responses: agree, strongly agree, partially agree, disagree, and strongly disagree.

The Questionnaire should have appropriate psychometric features which includes face validity and Reliability.. Face validity has been ensured by exposing the questionnaire to a group of experts in the field of linguistics and TEFL to get their opinions on the instrument's precision, clarity, and suitability. The tool was examined and changed in accordance with their suggestions. In order to provide explanations and respond to respondents' inquiries, the researchers personally delivered and collected the questionnaire. Face Validity was attained by asking a panel of linguistics and English language teaching experts to comment on the suitability of the aforementioned tool ; 100% of the jurors agreed that it was appropriate.

According to Hopkins (1989, p. 80), reliability is the stability and consistency

of the measurement used to calculate test results. The Alpha-Cronbach formula has been used to calculate the reliability coefficient. There are forty students in the reliability sample. Lehman and Meherens (1991, p. 255) found that the reliability coefficient formula's value of 0.87 was acceptable.

RESULTS AND CONCLUSIONS

4.1 RESULTS

To achieve the first aim, which states (evaluating Head way Textbook Academic Skills from Post Graduate Students' Point of view) Following the calculation of the frequencies for each domain and each item on the questionnaire, weighted averages and percentage weights were calculated and ordered in Table (4-1) from the most to the least frequently utilized.

Table (4-1)

weighted means and percentage weights were calculated to evaluate Head way Textbook Academic Skills from Post Graduate Students

NO	domain	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted Mean	Weighted Percentile	Rank order	Chi Square	
										Comp	Tab
5	Language Type	117	154	132	5	51	3.612	72%	1		9.49
3	Activities	89	115	112	74	24	3.413	68%	2	65.976	9.49
4	Skills	51	52	71	44	17	3.323	66%	3	32.468	9.49
2	Layout and Design	27	48	32	34	21	3.160	63%	4	12.506	9.49
6	Subject and Content	51	99	74	95	36	3.096	62%	5.5	42.169	9.49
7	Overall Consensus	22	37	44	46	11	3.081	62%	5.5	28.313	9.49
1	Practical Considerations	24	24	42	35	28	2.876	58%	7	5.876	9.49

181). Richards (2001) offers the following guidelines for exploiting textbooks' benefits: 1. They offer programs that are based on structure and a syllabus; they assist in systematizing training. they maintain quality, offer a variety of learning resources, and can offer genuine language input and models. Teachers are aesthetically appealing and trainable (p. 1-2).

Using textbooks, according to Ur (1996), has several advantages: a textbook is a set of rules that govern and time the course.. No textbook indicates no purpose in the eyes of the students., Learners believe they are not being treated seriously if they do not have a textbook. A textbook may be used as a syllabus in various circumstances, a textbook contains ready-to-use teaching materials and exercises, using a textbook to provide learning materials is a cost-effective option, a student who does not have access to a textbook is disorganized and reliant on the teachers, for novice teachers a textbook means security , guidance , and support.(p. 183).

2.4 New Headway academic Skills Textbook Defined:

A multi-level course called Headway Academic Skills is designed for post-secondary students who need English for their academic work. For each level, there is a students' book and a teachers' guide. Each level consists of 10 lessons that cover a range of subjects important to college students. A variety of academic reading, writing, research, and/or vocabulary abilities are the focus of each unit (Soars and John, 2007, p. 4).

2.5 Goals of the textbook New Head Way Academic Skills:

The purpose of New Headway Academic Skills is to help post-secondary students become more effective and efficient in their study habits by:

1. Creating strategies to increase reading comprehension and speed;
2. Improving reading comprehension and speed; and
3. Improving reading comprehension and speed.
- 4 ..Developing techniques for

writing that is more cohesive and for taking notes from academic situations that are precise, suitable, and pertinent

5 . motivating students to employ diverse strategies for dealing with unfamiliar or new vocabulary by practicing good dictionary use and creating efficient vocabulary recordings;

6 ..Investigating and assessing research methods and resources, and citing information sources;

7 ..Encouraging students to revisit past study techniques to refresh their memories or to observe how new techniques build upon and expand those earlier made available. (Soars and Jhon, 2007, P.4).

2.5 Description

New Headway Academic Skills Level 2 units are made up of 5*50–60 lessons each. The course is divided into four or five sections: reading, writing, vocabulary building, and/or research or review. There are 7-8 hours of lessons in each unit of New Headway Academic Skills Level 3. Each unit has five to six elements, which include Read-

ing, Writing, Research, Vocabulary Development, and Review. Clear study skill objectives are listed in study skill boxes for each of the four categories of reading, writing, research, and vocabulary development. A progression of controlled to freer practice routines is used to hone these skills. Any grammatical areas where students might need more help are highlighted in rules boxes in the language for writing section. A thorough word list is available at the back of the book.

3. Methodology

3.1 Participants:

The population of the current study includes all Iraqi Post graduate students (MA & Ph.D.) Candidates during the academic year (2022-2023). The sample of the present study consists of (96) post graduate students at University of Thiqr, College of Education, Departments of Arabic language, History, Geography, and Psychology who are enrolled in MA and Ph.D. program during the academic year's second semester. (2022-2023). As shown in table (3-1) below:

needs of a very classroom situation. A textbook is described as an powerful aid for self-directed learning, an powerful supply of presentation of materials, a supply of thoughts and activities, a reference supply for students, a syllabus wherein they mirror predetermined language objectives, and guide for much less skilled instructors who've but to benefit confidence. (Cunningsworth, 1995 as cited inAwasthi,2006,p.2).

Textbooks may be effective teaching aids provided if they are properly chosen and adequately modified without taking over the classroom (Cunningworth,1984). Furthermore, According to Este-ban (2002), evaluating materials should help learners achieve both non-immediate and immediate goals, which entails integrating course materials to the learners' area of specialty and target demands. Textbooks are taken into consideration to provide a clean map for the teacher and learner to follow. They illustrate to each the teacher and learner wherein they are, what they have got completed and what desires to be completed to

meet a particular direction or aim (McGrath,2002).

According to Richards (2014), textbooks serve as a key core for language education programs since they lay out the framework of the courses and provide the entire course coherence. As a result, these textbooks assist EFL teachers in achieving the syllabus's objectives. When choosing a textbook, one must be able to make well-informed decisions .A textbook's quality may be so crucial that it determines whether or not an ELT course succeeds (Cunningsworth, 1995, p.1).

Evaluating materials, according to Hutchinson (1987), helps instructors improve by prompting them to reflect on their own ideas about language and language acquisition, as well as emphasizing the critical role of resources in teaching and learning.

2.3 Types of Textbook Evaluation.

Tomlinson (2003) offers three forms of material evaluations: pre-use, in-use, and post-use Pre-use

evaluation is forecasting the materials' values for their users; in-use evaluation is an evaluation of the book as it is being used; and post-use evaluation analyzes the materials' actual impacts on users after they have been used. Another two categories of evaluation mentioned by Scheerens et al. (2003,p.29) are formative and summative. They clarify that Scriven coined the words formative and summative assessments (1967) .They go on to say that formative evaluation serves as a continuous assessment tool during the development process. Summative evaluation, on the other hand, serves as the general, final appraisal of the program or textbook.

Ellis (1997) distinguishes two kinds of material appraisal :predictive evaluation, which is used to make decisions based on the goals for which the resources will be employed Those tasked with conducting a predictive review must identify which materials are most suited to the specified goals Second, he does a retrospective review, which entails a second look at the materials to see if they performed suc-

cessfully for the intended goals.

The necessity of impartiality in evaluation is stressed by Hutchinson and Waters (1987). They see evaluation as a process in which evaluators match requirements to solutions that are accessible. It is preferable to examine the needs and solutions individually in order to make this matching as objective as feasible. As a result, they divide the review process into four primary steps: 1. establishing criteria 2. a subjective examination 3.objective evaluation 4.matching.

2.2 Advantages of Using textbook.

An excellent textbook may be a very useful ELT tool, particularly in settings when finding engaging and stimulating real materials is challenging. Additionally, according to Harmer (1991, p. 257), course books provide engaging, appealing, and vibrant content that may not be created by professors. Course books can also save an overworked or underprepared teacher a ton of stress, time, and additional effort (Nunan, 1998, p.

be able to identify specific strengths and shortcomings in textbooks; the findings of analyzing textbooks can be extremely valuable to education and professional development (Azizifar & Baghelani ,2014,p. 23).

According to Sheldon (1988), textbook evaluation is carried out for two reasons. First and foremost, the evaluation will assist the teacher or program developer in making decisions about which textbook to use. Furthermore, evaluating a textbook's benefits and drawbacks will familiarize the teacher with its likely flaws and strengths and allow teachers to make appropriate changes to the material in future lessons.

According to McDonough and Shaw (2003), textbook evaluation is a realistic and effective method since it provides teachers with an understanding of the materials' organizing principles and assists them in maintaining field progress (p.60). Tomlinson and Masuhara (2004) argue that textbook evaluation entails determining the potential worth of textbooks by making judgments about the materials' im-

pact on those who use them (p.3). Furthermore, according to Hutchinson (1987), evaluating material assists teachers in the selection of instructional materials as well as the development of their language and learning awareness(p.96).

Sheldon (1988) agrees with Hutchinson that some reasons for reviewing textbooks include assisting teachers in gaining suitable knowledge of textbook content and recognizing the benefits and negatives of the textbooks utilized. Cunningsworth (1995) cites one of the primary goals of materials evaluation as being to identify specific strengths and weaknesses in course books already in use, so that their strengths can be best utilized, while their weaker areas can be strengthened through adoption or by substituting materials from other sources.

According to Cunningsworth (1995, p.14), material appraisal can occur for a variety of reasons: Materials are regularly assessed when a new textbook must be chosen .Additionally, textbooks may need to be reviewed to determine which sections are suitable for teaching

and which elements need to be changed, supplemented, or augmented when providing instruction. The quantity of ELT books available on the market is steadily rising. When choosing a textbook, one must be able to make well-informed decisions.

A new English textbook is always appreciated, but if it is designed for students, it must be evaluated since it should make EFL learning more fun, exciting, and goal-oriented, helping students to reach the point where they can express themselves in English. Teachers must evaluate textbooks in order to inform their judgments and decide how to convey the findings of their evaluation in order for the learning process to be effective (William,1983,p.251). English curriculum in Iraq presents challenges for both teachers and students. As a result, one believes it's critical to evaluate Iraq English textbooks. This evaluation is important because it discloses the text book's strengths and flaws, gives recommendations and comments for the chosen textbook as well as an assessment of how well

the selected textbook adheres to the standards of an excellent textbook. Therefore, the purpose of this study is to assess the Headway Academic Skills (level 2&3) Textbook from the perspective of postgraduate students.

1.2 Aims:

The present study aims at:

1. Evaluating the Headway Academic Skills (level 2&3) Textbook from Postgraduate Students' Point of View .
2. There are statistically significant differences between MA and Ph.D. Post Graduate Students' Point of View depending on the variable of the study stage.
3. Evaluating Head way Textbook Academic Skills from Post Graduate Students' Point of View for each items in a questionnaire.

2.Literature Review

2.1Textbooks: What They Are and What They Do:

In the innovation process, textbooks play a vital role. Unless it is used wisely, no textbook can accommodate equally to the

Evaluating the Headway Academic Skills Textbook from Iraqi Postgraduate Students' Point of View

تقويم كتاب Headway Academic Skills من وجهة نظر طلبة الدراسات العليا العراقيين

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المستخلص:

تهدف الدراسة الحالية إلى تقييم كتاب Headway Academic Skills (المستوى ٢ و ٣) من وجهة نظر طلاب الدراسات العليا العراقيين. لتحقيق أهداف الدراسة الحالية بالكامل، تم اعتماد استبيان وقسم إلى فئات متعددة ويحتوي على عدد من البنود. تم حساب معامل الموثوقية والتأكد من صدق الأداة. تم تطبيق الاستبيان على (٩٦ طالباً للماجستير والدكتوراه) في جامعة ذي قار، كلية التربية للعلوم الإنسانية. أظهرت النتائج النهائية أن الكتاب، على الرغم من امتلاكه لصفات رائعة، غير قادر على تلبية جميع مطالب واحتياجات طلاب الدراسات العليا العراقيين. أخيراً، تم وضع الاستنتاجات المناسبة للدراسة.

الكلمات الرئيسية: تقويم كتاب؛ طلاب الدراسات العليا العراقيين. كتاب المهارات الأكاديمية.

Abstract

The present study aims at evaluating the Headway Academic Skills (level 2&3) Textbook from Iraqi Postgraduate Students' Point of View. To fill full the aims of the present study, a questionnaire is adopted and divided into multiple categories and contains a number of items. The reliability coefficient have been calculated and face validity has been ensured. The questionnaire has been applied on (96) MA and Ph.D. candidates at the University of ThiQar, College of Education for Human Sciences. Final results reveal that the textbook, despite having admirable qualities, is unable to satisfy all of the Iraqi postgraduates students' demands and needs. Finally, suitable conclusions are put forward.

Key Words: Textbook Evaluation; Headway Academic Skills; Iraqi EFL postgraduates ; MA& Ph.D. Students.

1.Introduction

Evaluation is considered as a crucial part of curriculum and syllabus design. Brown (1995) describes evaluation as the core of language curriculum designation. It is seen as the most significant stage the preceding stages depend on it for success or failure (p.217). According to Rea-Dickins and Germaine (1994), Teaching and learning are inextricably linked with evaluation. Evaluation is important in education because it can provide valuable information for the future direction of classroom practice, course planning, and student management of learning tasks. Finally, evaluation is required when using instructional materials such as textbooks(p.4).

Textbooks are the most important component of language teaching because they provide the foundation for much of the language input that students receive when learning a language. A textbook is a tool that helps students become acquainted with not only the linguistic aspects of a language, but also the social and cultural aspects that are embedded in it(Richard,٢٠٠١).There are three major reasons for reviewing textbooks: the need to adapt new textbooks; by reviewing textbooks, parties involved in educational programs will

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