

A Summative Evaluation of English for Iraq Series for High School: A Focus on Motivational Design

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تقييم شامل لسلسلة "الإنجليزية للعراق" لطلاب المدارس الثانوية: تركيز على التصميم التحفيزي

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المستخلص

يقدم هذا البحث تقييماً شاملاً لسلسلة كتب الإنجليزية للعراق الخاصة بطلاب المرحلة الثانوية، معتمدًا على نموذج كيلر للتحفيز التعليمي (ARCS) كإطار نظري. يتضمن هذا النموذج أربعة أبعاد رئيسية: الاهتمام، والملاءمة، والثقة، والرضا، ويُستخدم على نطاق واسع في تحليل مدى قدرة المواد التعليمية على تعزيز دافعية الطلبة للتعلم. اتبع البحث منهجًا كميًا، حيث تم استخدام استبانة مكونة من ٣٦ فقرة مأخوذة من مقياس كيلر لتحفيز المواد التعليمية (IMMS)، وجرى تطبيقها على عينة قصدية مكونة من ٢٠٠ طالب وطالبة (١٠٠٠ ذكور و ٢٠٠ إناث) من مدارس ثانوية في محافظة بغداد. على عينة قصدية أن الكتاب يتمتع بمستوى عالٍ من الجاذبية والارتباط باهتمامات الطلبة (في بُعدي الاهتمام والملاءمة)، في حين أظهر بُعد الثقة انخفاضًا نسبيًا، مما يشير إلى الحاجة إلى استراتيجيات تعليمية أكثر دعمًا. كما كشفت النتائج عن وجود فرق دال إحصائيًا بين الذكور والإناث في بُعد الرضا، حيث أبدى الذكور مستوى رضا أعلى من الإناث. يستنتج من وجود فرق دال إحصائيًا بين الذكور والإناث في بُعد الرضا، حيث أبدى الذكور مستوى رضا أعلى من الإناث. يستنتج من تعزيز البحوث الخاصة بتصميم المواد التعليمية التحفيزية وتقدم توصيات عملية لمطوري المناهج وصناع القرار التربوي في تعزيز البحوث الخاصة بتصميم المواد التعليمية التحفيزية وتقدم توصيات عملية لمطوري المناهج وصناع القرار التربوي في السياق العراقي.

الكلمات الدلالية: التقييم، الكتاب المدرسي، نموذج كيلر والتحفيز.

Abstract

This research is a summative evaluation of the "Opportunities 3", one of the English for Iraq textbook series for high school students, by utilising the ARCS Model of Motivational Design, which was developed by Keller in 1987 as the conceptual framework. The ARCS model, which covers four components (attention, relevance, confidence, and satisfaction), provides a systematic way to see how learning materials affect the motivation of English language learners. A quantitative research method with a 36-item survey was applied in the study, which had been derived from Keller's Instructional Materials Motivation Survey (IMMS). The questionnaire was distributed to a purposeful sample of 200 students (100 males and 100 females) who were attending or had graduated from secondary schools in Baghdad. The research indicates that the textbook is not only very well accepted by the students but also has excellent motivational consistency in the areas of attention and relevance. On the contrary, the dimension of confidence exhibited lower scores, leading to the conclusion that the instrument hardly provides any effective instructional support or scaffolding. The results also indicated that there are gender-related satisfaction differences of high statistical significance, with males expressing more satisfaction than females. The research finishes with the teacher's recommendations to promote better confidence-building strategies and to guarantee the greater inclusivity of the textbook. These policies add to the existing motivational instructional design literature and, at the same time, provide practical insights for curriculum developers and educational policymakers in the Iraqi context.

Key terms: Evaluation, textbook, ARCS model and motivation

1. Introduction

English has become the foremost international language of our globe and the prime language of international trade and tourism. Iraq is not an exception, actively pursuing recognition as a member of the global society. Following the sanctions and regime change in 2003, the country found itself in a devastating economic and political state. The Iraqis, much the same as the rest of the world, generally acknowledged the necessity of English for international communication and consequently sought to learn it in increasing numbers (Hameed & Ali, 2022).

It is fascinating to note that English is also a medium of higher education in Iraq and of vital importance in the field of medicine, science, and technology, especially where rapid access to and dissemination of up-to-date information is essential. English provides access to computer networks, scientific publications, and the most recent developments in all major fields. Iraq is poised to make significant strides in enhancing various English language education systems. (Hammood, 2023).

This study examines "English for Iraq" using the ARCS model as a way to stimulate and improve learning performance. Therefore, by carefully reviewing this set of content, this study aims to demonstrate the strengths and weaknesses of the content. How well does it capture students' attention? Relate to their real-life situations. They are developing confidence in using language and meeting their educational needs. This kind of assessment will not only be helpful to the developers of the curriculum. However, it will also help guide policy choices regarding English language learning in this country.

1.1. Background of Iraq Opportunities 3

As part of the English for Iraq textbook series, Opportunities 3 represents a significant initiative introduced by the Iraqi Ministry of Education to reform and modernise English-language teaching at the secondary school level. Launched in 2012, the textbook is specifically designed to address the linguistic and communicative needs of Iraqi students, offering structured instruction in grammar, vocabulary, and cultural content within an appropriate educational context.

According to Al-Akraa (2013), Iraq Opportunities 3 demonstrates several strengths and weaknesses. We have analysed the textbook from a pedagogical perspective, specifically focusing on second-language acquisition theories. While some instructional principles are well aligned with established theoretical models, others are less effectively implemented. In addition, the textbook must be understood within the broader challenges facing Iraq's educational system, including limited access to instructional materials and a persistent lack of teacher training issues that are further complicated by the country's ongoing socio-economic instability.

The adoption of Iraq Opportunities 3 reflects a determined effort to raise academic standards, improve English proficiency, and promote intercultural awareness among Iraqi high school students. Its presence marks a foundational step toward preparing learners for active participation in a globally connected society.

1.2. Significance of English language education in Iraq

In the case of Iraq, we find that the centrality of English language education goes beyond functioning as a medium of global communication. Engagement and interaction with the Anglo-Saxon world could result in a broader outlook for Iraqi students, as Iraq works to be a part of the global economy. English gives students the chance to acquire a greater volume of knowledge, technology, and opportunities, which would broaden their horizons and enhance critical thinking and versatility in an interconnected world. In addition, English plays a role in linking cultures, thus providing a means of acquainting different cultures with one another and collectively cultivating solidarity among different cultures. The series of textbooks 'English for Iraq' was carefully designed to motivate students to learn the language, helping them understand the goals better, increasing their involvement, and strengthening school communities, which many past evaluations have highlighted as an important approach for improving language learning and personal growth. Haldane et al. (2019) have confirmed that this multifaceted significance highlights the need for comprehensive English language education to prepare a competitive generation of Iraqis for effective interpersonal and global communication.

1.3. Summative evaluation

Most simply, summative evaluation is a systematic method used to assess an educational resource or material in terms of effectiveness, quality, and outcomes after it has been used for one or more specific needs, mainly as a way to show improvement, accountability, or make a decision. This study is a summative evaluation of the English for Iraq textbook series, as it investigates the motivational effectiveness of the textbook in terms of Keller's ARCS Model of Motivational Design to guide the analysis. This summative evaluation examines the extent to which the textbook promotes motivation concerning attention, relevance, confidence, and satisfaction during the learning process. There is a distinction between summative and formative evaluation. While formative evaluation is focused on developing feedback during the design process, summative evaluation is intended to provide evidence-based feedback about the strengths and weaknesses of the material while it is being used. Using a structured quantitative approach and analyzing data from a representative sample of Iraqi students, this study provides a critical evaluation of the English for Iraq series and contributes to the wider body of work engaged in improving the teaching of English in Iraq.

1.4. Research Questions

An attempt is made to answer these research questions:

- 1. Based on the ARCS model, is the textbook "English for Iraq" motivating for students?
- 2. Based on the ARCS model, are male and female Iraqi EFL students significantly different in terms of motivation?

2. Review of Related Literature

In this section, we will shed light on two main areas. Firstly, we will delve into the theoretical framework of the ARCS model of motivational design and explore the significance of textbook evaluation in language learning. Secondly, the section also reviews previous studies that have evaluated English language textbooks used in Iraq, particularly the English for Iraq series.

2.1. Theoretical Framework of the ARCS Model

The ARCS model, formulated by John Keller in 1987, provides a robust theoretical framework for enhancing learner motivation through four critical components Keller, 2009). Attention, Relevance, Confidence, and Satisfaction. Examine each element of the ARCS model concerning each element of the ESL for Iraq series for high school students, to assess its ability to promote engagement. Engaging content and visuals are used to capture attention to stimulate students' interest when taking potentially unappealing subjects; relevance is drawn by the relationship of coursework to students' social and professional needs, and in the context of area challenges such as radicalization (Damanhoury, 2020).

In addition, confidence-building is a process of scaffolding educational experiences in which successive development of skills is supported by feedback to increase satisfaction, and continues to encourage persistence in language learning (Koshino et al., 2013). With this, the instructional design of the series can drastically improve educational outcomes of Iraqi high school students.

2.1. Overview of motivational design in educational materials

In educational material, specifically language learning such as the English for Iraq series, there is a very important aspect about motivational design, which essentially ensures that students are engaged with and that the learning element is enhanced. Effective motivational strategies will be addressed to learners' intrinsic and extrinsic motivation through relevant content, many instructional methods, and many types of interactive activities that are on par with the students' interests and goals. The approach illustrated in the English for Iraq series is shown by aligning the material with the principles of communicative language teaching, which focuses on context and real-life applications in language learning (Nafashi et al., 2024).

Throughout the series, texts and tasks are included that foster the sense in students that language learning is inherently meaningful rather than a purely academic requirement. Moreover, the diversity of the Iraqi students' backgrounds and their proficiency levels are considered when designing the text series to develop an agency and motivation for language acquisition and retention (Savaedy, 2014).

2.2. Explanation of Attention in the ARCS Model

In the ARCS Model of Motivational Design framework, attention is considered the first step in getting the learner engaged and initiating the motivational process. Attention is key in the English for Iraq textbook series geared towards high school students, where attention influences students' willingness to

engage with and take in the instructional material. Significantly, Keller (2009) suggests that instructional strategies that include time and variable elements ¬¬(i.e., novelty, surprise, relevance) are likely to elicit curiosity and attention, which can lead to increased cognitive engagement.

The evaluation of English for Iraq needs to take into account how well the series effectively engages the adolescent learner in visual stimulation, interactive tasks, and problemsolving activities. "Old school" passive approaches to learning may not be effective with this generation of learners, and we must discuss this challenge, especially considering the contextual setting of potential conflict and risk, where learners' motivation could be poor. Koshino et al. (2013) indicated that using imagery, real-life experiences, and establishing a connection with learners enhances attentional focus derived from student interests and personal experience.

Research on Massive Open Online Courses (MOOCs) supports this idea. Li and Moore (2018) reported that the presence of instructional stimuli that are perceived as valuable or relevant to the learner's context positively relates to learner attention and engagement. Likewise, one should evaluate English for Iraq by how the tasks that it builds students' interest and engagement, such as through tasks that mimic authentic communication, provide intellectual challenge, and tie into the social realities of the learners.

Comprehending the role of attention in a learning situation not only contributes to characterization as a textbook evaluation. It also provides information to consider in developing future curriculum and pedagogy. By placing a larger emphasis on strategies designed to elicit and sustain attentional control, educators and developers of student materials can more likely establish a prior presence of engagement for further learning activities in an agentic approach.

2.3. Relevance in educational contexts

The concept of relevance is critical in educational contexts as a cardinal factor affecting the motivation and engagement of students, as well as captured in frameworks as Keller's ARCS model. Relevant learning material — that is beyond themselves can relate to students' personal experiences and aspirations, leading students to commit to solving the journey of their education. Just as the textbook evaluation of "English for Iraq" series in the textbook, intended to resonate with high school students by content, in that way, it heightens the perceived importance of the language skills that are being taught (Li & Moore, 2018). Empirical research also indicates that through the use of "E+" board technological tools, relevance is also enhanced with the interactive learning experiences that these tools provide that correspond with students' interests in contemporary topics (Koshino et al., 2013). In this way, incorporating relevance into curriculum design has the role not only in motivating students, but also in underpinning academic achievement and playing this key role in the education context.

2.4. Understanding Confidence as a Motivational Factor

Knowing that confidence is a motivational aspect is of crucial importance to increase student engagement and student learning outcomes, specifically as a part of the English for Iraq Series for High School. Similarly, as Keller's ARCS Model describes, confidence influences students' willingness to expend

effort on their studies while persevering through challenges. Studies suggest that students who feel capable are more likely to participate more deeply in learning materials and to assume initiative in their educational activities (Koshino et al, 2013). For example, the application of such supportive educational tools as interactive materials has been successful in developing feelings of confidence in the learners (Li & Moore, 2018). However, though the evaluations provided high satisfaction scores, confidence levels appear precarious, and targeting pedagogical strategies that go beyond skill development and nurture students' belief in their skills is necessary. At the end of the day, confidence-building can result in good academic achievements and steady motivation in the English language learning framework.

2.5. The role of Satisfaction in learning outcomes

The results of the assessment of learning outcomes within the high school English for Iraq series suggest satisfaction as a major determinant of learning outcomes, congruent with Keller's ARCS Model. According to what is defined here as satisfaction, it encompasses how students perceive their learning materials in general and how their perception of the learning materials would affect students' motivation and engagement in the learning process. (Similarly, Koshino et al., 2013), If learners are satisfied with their task, they will learn more and hence attain better comprehension skills and better achievement on tasks. Further, multimedia resource integration, as exemplified in successful EFL teaching strategies, has been found to cause learners to be more satisfied because learners are more interactive and are

engaged in their learning (Hayikaleng, 2018). This naturally leads to the idea that to produce educational outcomes that are successful within the curriculum, instructors can establish conditions that foster a satisfying learning environment, which grants students opportunities to feel empowered as they learn.

2.6. Textbook Evaluation

In English language teaching, textbooks are very important because they contain different tasks, materials, and structures to help both learners and educators. Textbook content can influence educational results, motivation, and student engagement. Grant (1987) claims that the perfect book has never been found; hence, an opportunity is opened for the assessment of strengths and weaknesses of textbooks by teachers to ensure their usefulness as teaching materials, responding to students' needs.

(Johnston et al., 1998, p.28) Define evaluation "as how we can gain a better understanding of what is effective, what is less effective, and what appears to be no use at all". (Richards & Schmidt, 2013, p.354) Defined textbook evaluation in language teaching as "the process of measuring the value and effectiveness of learning materials".

Studies on the "English for Iraq" series have demonstrated that textbooks must be continuously assessed to fulfill Iraqi students' linguistic and motivational needs (Majeed & Hussein, 2017; Obaid et al., 2019). In addition, these studies have highlighted the significance of ensuring that any textbook is in line with the cultural and contextual realities of the world in order to increase its relevance to the lives of students.

3. Methodology

3.1. Participants and Setting

The current study has a quantitative research design and is attempting to obtain quantitative data regarding students' perceptions of the English for Iraq textbook. The population for the study included Iraqi high school students from public as well as private schools who were using the textbook in their English language program. The accessible population was limited to only students enrolled in secondary schools who were using the English for Iraq textbook in the Baghdad area.

A sample of 200 students was used in this study, comprised of equal numbers of males (n = 100) and females (n = 100); all in the fifth grade of high school and aged between 16 and 18 years old. These students were recruited from 20 separate secondary schools across the Baghdad area to provide diversity educational experience concerning English language education. The purposive or judgmental sampling technique will involve the intentional selection of participants utilizing selecting research-specific relevance a criterion for as participants. Purposive sampling was selected to enhance the homogeneity of students' experience with the English for Iraq textbook, which increases the overall relevance of participants and validity of results (Sharma, 2017).

3.2. Instruments

Quantitative Measure: A modified version of Keller's (2009) Instructional Materials Motivation Survey (IMMS) was used. This 36-item questionnaire measured students' perceptions

of the textbook's ability to capture their attention, relevance to their needs, their confidence in succeeding, and their satisfaction with the learning experience. The students' version of the questionnaire asked students to indicate the level of their preferences for the listed statements using a five-point scale:

- 5 means "Very true."
- 4 means "Mostly true."
- 3 means "Moderately true" (about 50% of the time)
- 2 means "Slightly true."
- 1 means "Not true."

The questionnaire also included some additional questions to determine their gender and the name of their schools (Appendix I).

3.3. Data Analysis Procedure

This section describes the data analysis procedure regarding this research. To answer the questions of this study, the data that were collected based on the results of the questionnaire were tabulated and analyzed to find descriptive statistics, percentages, means, and standard deviation by using SPSS (Statistical Package for Social Sciences) version 23 for Windows to analyze the required data.

4. Results and Discussion

This chapter presents the results of the quantitative analyses conducted to evaluate the motivational design of the English for Iraq textbook series. The analysis is based on Keller's ARCS model, which examines four key motivational constructs:

Attention, Relevance, Confidence, and Satisfaction. The results include descriptive statistics, reliability analyses, and findings.

4.2. Descriptive Statistics

Table 4.1 presents descriptive statistics of four dimensions of instructional materials motivation survey (Attention, Relevance, Confidence, and Satisfaction), including the mean, standard deviation.

Table 4.1 Descriptive Statistics of sub-constructs of instructional materials motivation survey

Sub- constructs	N	M	F	Mean	Std. Deviation
Attention	200	14.00	60.00	29.46	8.43
Relevance	200	10.00	45.00	28.625	8.26
Confidence	200	10.00	45.00	24.54	4.47
Satisfaction	200	6.00	30.00	26.89	6.9

4.3. Reliability of the Questionnaire

Figure 4.1 summarizes the Information obtained from Cronbach's alpha analyses.

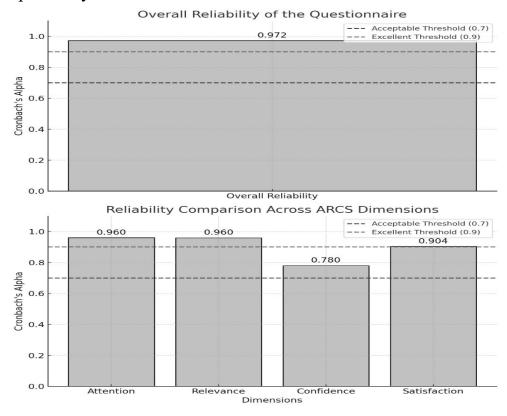


Figure 4.1 The Reliability of the Questionnaire

The Cronbach's Alpha for the questionnaire items (Items 01 to 36) is **0.972**. A Cronbach's Alpha value above **0.9** indicates excellent reliability. This high reliability suggests that the items in the questionnaire are highly consistent in measuring the underlying construct (e.g., motivation based on the ARCS model).

The Cronbach's Alpha values for each dimension of the ARCS model are as follows:

- 1. **Attention:** 0.960 indicates excellent reliability; the items measuring attention are highly consistent.
- 2. **Relevance:** 0.960 Indicates excellent reliability; the items measuring relevance are also highly consistent.
- 3. **Confidence:** 0.780. Indicates acceptable reliability; the items measuring confidence show good internal consistency, but there is room for improvement.
- 4. **Satisfaction:** 0.904. Indicates excellent reliability; the items measuring satisfaction are highly consistent.

4.4. answering the first research question

The primary research question asked: "Based on the ARCS model, is the textbook 'English for Iraq' motivating for students?". The analysis of survey data provides insights into how well the textbooks capture students' attention and relevance to their learning needs. The mean scores for each ARCS category are displayed in the chart below:

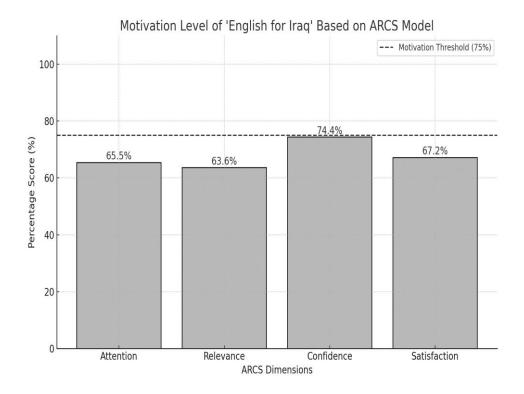


Figure 4.2: The mean scores of four sub-constructs of the instructional materials motivation survey

The textbook is moderately motivating based on the ARCS model dimensions, with a focus on Attention and Relevance.

Attention: Achieved the highest reliability (0.960) and a strong mean score of 29.46. Indicates that the textbook effectively captures students' interest through engaging content.

Relevance: High reliability (0.960) and a mean score of 28.63. Suggests that the content aligns well with students' goals and needs.

Confidence: Lowest reliability (0.780) and a moderate mean score of 24.54. Indicates a need for better scaffolding and supportive activities to boost students' confidence.

Satisfaction: Strong reliability (0.904) and a mean score of 26.89. Reflects moderate satisfaction with the textbook, though improvements in reward systems and achievement tracking are needed.

4.5. answering the second research question

To answer the second question, is there any significant difference between male and female students in terms of motivation based on the ARCS model?, t-test was done to find out the *P*-value, and the following table shows the results.

Dimension	T-test	P-value
Attention	0.519	0.604
Relevance	0.538	0.591
Confidence	0.789	0.431
Satisfaction	2 184	0.030

 Table 4.2 Gender Differences in ARCS Dimensions

Table 4.2 indicates that there are no notable gender differences in the ARCS dimensions of Attention (t = 0.519, p = 0.604), Relevance (t = 0.538, p = 0.591), or Confidence (t = 0.789, p = 0.431). This means that both male and female students find the textbook to be equally engaging, relevant, and feel

similarly confident in using it. However, there is a statistically significant difference in Satisfaction (t = 2.184, p = 0.030), which suggests that female students may be somewhat less satisfied than their male counterparts. This points to the possibility of enhancing the textbook to better meet the satisfaction needs of female students.

5. Discussion

Using the Motivation model of ARCS, this study demonstrates both the good and bad aspects of motivating high school Arab students to learn English instructed through the English for Iraq textbook series. Reliability scores of 0.960 for both Attention and Relevance, and mean scores of 29.46 and 28.63, respectively, were achieved for Attention and Relevance by the textbook. This indicates that content is doing its intended role in affecting students' learning and is supported by alignment to student goals and interests. The results suggest that the textbook aligns well with students' curiosity through engaging materials and student-relevant examples.

Textbook results in the Confidence dimension were impressive, achieving only a moderate mean score of 24.54 and a reliability score of 0.780. It is a lack of scaffolding and supporting features that, ideally, would support student' belief in their ability to succeed. And it might, in turn, help students feel more confident by providing more guidance, practice opportunities, and the kind of constructive feedback that fosters success.

Across all dimensions, there was a significant difference between genders, as female students reported lower overall satisfaction compared to male students. The overall mean score was moderate (26.89), but this difference emphasizes that these female students have unique motivational needs that these specific interventions must attend to. Given this function, then, satisfaction matters for persistence and engagement, and closing this gap could well bring about more equitable educational outcomes.

On the whole, the study emphasizes the necessity of continuous evaluation and improvement of the educational resources. However, the textbook by and large does well in a few areas, but there are some areas to improve upon to increase confidence and satisfaction, especially among female students.

5.1. Recommendations for Curriculum Development:

- Enhance confidence-building activities by incorporating scaffolded challenges and providing detailed guidance.
- Boost satisfaction by integrating real-world applications and implementing immediate feedback mechanisms.
- Utilize the textbook's strengths in Attention and Relevance by adding diverse and culturally relevant examples to maintain engagement.
- Conduct additional research to identify specific factors contributing to lower satisfaction levels among female students and address these through targeted interventions.

5.2. Future research directions in English language education

Lastly, it is suggested that future studies should pay more attention to the microgenesis of such development and effective teaching strategies concerning the ELF in light of its advancement. One of the areas of interest is the evaluation of technology integration applications, focusing especially on Iraq as a culturally diverse country. Using models like the ARCS (Attention, Relevance, Confidence, Satisfaction) model, scholars can understand how these technologies increase interest and motivation among high school students. Therefore, there is a need to look at the socio-cultural aspect of learning for effects, for example, the use of collaborative strategies like co-teaching, which incorporates language alongside content courses for ELLs to enhance the relevancy of education in context.

These research endeavours will not only enhance the challenge of education practices but also enhance the effective ways of teaching through enhancing students' success rate so that students can easily be suited educationally as well as the society (Nurenberg, 2010).

Conclusion

The current research used Keller's ARCS model of motivational design to systematically evaluate the English for Iraq textbook series, written for high school learners, in Baghdad. In examining the dimensions of Attention, Relevance, Confidence, and Satisfaction, the research provided empirical evidence of the motivational affordances and constraints inherent in the instructional design of Iraq Opportunities 3.

The findings suggest that the textbook shows strong performance related to attention and relevance when delivering learning materials to individuals. The textbook attracted learners' attention and appropriated the instructional material to their lives and purposes. High mean scores and excellent internal reliability ensured the two dimensions resonated with students and sparked their interests through everyday materials.

Although the confidence dimension indicated shortcomings, indicating that while learners are engaged and value the relevance, many did not perceive appropriate support in building language competence. This discrepancy indicates the need for more scaffolding, clearer feedback, and clearer opportunities for learners to believe their own progress.

Regarding satisfaction, although most results indicated satisfaction overall, there was a statistically significant difference for gender, indicating that female learners were less satisfied than male learners. This hints at the importance of relevant and inclusive curriculum development that considers the various experiences and anticipated elements of diverse learners.

Overall, findings provide support for the use of motivational models, such as the ARCS model, in the evaluation of learning materials. This method can not only increase the diagnostic understanding of learning materials but also lead to recommendations on changes to future iterations. Curriculum developers working to continue the English for Iraq series can build upon its strengths and development concerning some areas of concern, namely, confidence-building and gender-responsive content.

Motivating students, ensuring relevance, and empowering learners can support English language education practices in Iraq to achieve its ultimate purpose: to help students prepare to excel academically, personally, and globally in an increasingly interconnected world.

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