

Evaluating the English Textbook for the 6th Stage of Preparatory and Secondary Schools

Assist. instructor: Hasan Mahdi Musa
Baghdad Provincial Council

Abstract:

Although textbooks maintain an important role in the EFL context, their sovereignty on teaching has been challenged and the belief that teachers can blindly rely on them has been questioned. Textbook evaluation has become a necessary practice in the field of teaching, seeking to assist in the choice of the best suitable book for a specific context, promote teachers' awareness on the actual contents of a book and facilitate them to make necessary adaptations. The present study investigated the suitability of the textbook used for 6th stage of preparatory and secondary schools. The results of the study suggested that the strengths of the book could be identified in areas of organization, thematic content and inclusion of all the language skills. However, the problematic areas related to authentic language, integration of skills, nature of tasks and materials for assessment.

We need to evaluate textbooks for helping the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This will enable teachers to make appropriate adaptations to the material in their future instruction.

تقييم منهج اللغة الانكليزية لمرحلة الصف السادس للمدارس الاعدادية والثانوية م.م. حسن مهدي موسى مجلس محافظة بغداد

المخلص:

على الرغم من ان المناهج الدراسية تتضمن دورا مهما في سياق تدريس اللغة الانكليزية كلغة اجنبية، يطعن في سيادتها على التدريس ويشكك في الاعتقاد بأن المدرسين يمكن الاعتماد عليها بشكل اعمى لذا اصبح تقييم المنهج الدراسي ممارسة ضرورية في مجال التدريس والسعي للمساعدة في اختيار افضل المناهج المناسبة للسياقات المحددة وتعزيز وعي لمدرسين على المحتويات الفعلية لهذا المنهج وتسهيل لهم تقديم التعديلات اللازمة تحقق الدراسة الحالية مدى ملائمة المنهج الدراسي المستخدم لتدريس مادة اللغة الانكليزية لمرحلة السادس الاعدادي والثانوي لمدينة بغداد واطار النتائج الى نقاط القوة في المنهج والتي يمكن تحديدها في مجال التنظيم والمحتوى الموضوعي بضمنها المهارات اللغوية بينما تعزو مناطق الاشكالية في اللغة الاصلية، تكامل المهارات، طبيعة المهام والمواد اللازمة. واليوم نحن بحاجة الى تقديم المناهج الدراسية لمساعدة المدرسين ومطوري البرامج في اتخاذ القرارات بشأن اختيار الكتاب الدراسي المناسب علاوة على ذلك فإن عملية تقييم مزايا وعيوب المنهج الدراسي ستطلع المدرسين على نقاط الضعف ونقاط القوة المحتملة وهذا بالتالي سيمكن المدرسين من اتخاذ التعديلات المناسبة للمواد في تعليمهم المستقبلي.

Evaluating the English Textbook for the 6th Stage of Preparatory and Secondary Schools

1. The Statement of Problem

In response to the changing needs of English Language Teaching (ELT) in Iraq and to catch up with new developments in ELT theories and practice worldwide, secondary English textbooks have to be updated regularly. The major goals of secondary ELT are the development of individuality and specialty. There are a number of extra-linguistic goals of ELT. The most important goal is to improve the quality of education and cultivate creativity as well as competence in students through the implementation of these goals. The goals of secondary ELT are also helping students gain essential knowledge of English through teaching them the four language skills (Listening, speaking, writing and reading) and fostering their interest in English.

Cunningsworth (1995:7) refers to a textbook as a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence. Thus, it can be said that the fundamental role of textbooks is to be at the service of teachers and learners but not their boss.

Hutchinson and Torres (1994:4) argue that the textbook has a very important and a positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, they will always survive on the grounds that they meet certain needs, regarding the multiple roles of textbooks in ELT.

Then, evaluation and selection of textbooks is a complex process that is carried out in many different ways. In a few settings, teachers decide on the books that they want to use in their classrooms. For example, in university settings in the United States and elsewhere, ESL teachers can often make individual decisions about textbooks that they will use. With information from publishers and colleagues, they select a text or texts, have the books ordered through the campus bookstores, and then use them in their classes. In many others settings, such text selections are made by administrators or by committees of teachers, another scenario, centralized decision-making by the government (Murcia, 2001:415). The researcher intends to evaluate the 6th stage English textbook since it was adopted by the Ministry of Education in the year 2014 /2015. This textbook needs to be

studied and evaluated with the specialized teachers who some of them complain of difficulties in dealing with it.

1.2. The Aim of the Study

This study aims at:

1. Evaluating the English Textbook for the 6th preparatory and secondary stage by teachers' perspective.
2. Review teachers' suggestions and recommendations which help in developing the textbook.

1.3. The Limit of the Study

This study limits to:

1. English Textbook for the 6th preparatory and secondary stages.
2. An EFL teacher' of 6th preparatory and secondary stages existed at Baghdad in both Al-rasafa and Al-karkh Education Sectors.

1.4. Definitions of Basic Terms

1. Evaluation: it defines as "collection and use of the information to make decisions about an educational programme" (Good, 1959:208). Evaluation is a matter of judgment the fitness of smoothing for a particular purpose, (Hutchinson and Waters, 1991: 96).

2. 6th stage: it refers to last stage in the preparatory or secondary schools in which students who study EFL in Iraq by the newly prescribed textbook.

3. Textbook: it can be referred to as a published book specially designed to help language learners to improve their linguistic and communicative ability in addition to being a learning instrument (Sheldon, 1988: 10). Textbooks in fact, .are the most effective of educational technologies yet invented and there is no reason to imagine a modern educational system where textbook do not play a central role. It is therefore fitting and proper to pay close attention to their roles and functions, their content, cost and finance, (Heyneman, 2006:36).

2. The Purposes of Evaluation

The purpose of evaluation is to provide continues feedback to both student and teacher concerning successes and failure. He illustrates that the feedback to student provides reinforcement of successful learning and identifies the specific learning errors that need correction. On other hand, the feedback to the teacher provides data for modifying instruction and for prescribing group and individual remedial work (Gronlund, 1976: 17). Roger, (1996: 221) adds that evaluation is necessary for at least three reasons;

1. to improve our performance as teachers. Questions of quality of accountability, of protecting our learners, of being effective are important not just for the providers and organizers, but also for our student participants and for ourselves,

2. to plan new strategies, make choices, establish proprieties to determine where we are in the teaching-learning process at present to do next; to identify helps and hindrances and decide what to do about them, and
3. to learn, to assess how progress has been made, in which direction and how much further there is to go. Evaluation is an essential part of learning.

Cunningworth, (1984: 6) points out that "no coursebook or textbook will totally be suited to a particular teaching situation; the teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect coursebook which meet all our requirements, but rather for the best possible fit what book offers and what we as teachers and students need".

A second important purpose of evaluation is to provide students with feedback on how they are doing. As with diagnosing students' prior knowledge, this is easier to do for some topics and skills than others. Test makers have developed rather sophisticated and reliable procedures for measuring discrete skills such as word recognition or simple mathematical operations. However, such instruction moves from a focus on basic skills and abilities to a focus on more complex thinking and problem-solving skills. The problem of providing corrective feedback becomes more difficult, because there are few, if any, reliable tests for these more complex processes (Arends, 1997: 49).

A third important purpose of evaluation is to make judgment for grading and reporting. For most teachers, the bulk of their assessment time and energy is spent on assessing student progress, determining grades, and reporting progress. Although some teachers do not like this aspect of their work, it must be done and for reasons enumerated earlier, done well. Students perform academic work for grades and they expect their work to be evaluated. Teachers who take this work-for-grade exchange lightly or who do their part poorly usually are faced with serious classroom problems (Arends, 1997: 50).

Evaluation is the process of finding out how close you have come to achieving your goals. It is closely linked to assessment. You have to know how well your students have done (assessment) before you can ask the question 'how well have I done?' (evaluation). You may be asking these questions for a variety of reasons. You may be motivated by your own concern for high standards. You may be part of a team which is committed to examining its course against particular criteria for example, monitoring for equal opportunities. You may be required by your workplace to carry out evaluation as part of its quality assurance process (Castling, 1996:151).

Assessment and evaluation are not only fundamental functions of teaching, they are also controversial. Some people argue that grades dehumanize education and establish distrust between teachers and students.

Others say that grading and comparing students lead to harmful anxiety and to allow self-esteem for those who receive poor grades. Even those who acknowledge the importance of assessment and evaluation have often condemned current practices for the emphasis on testing basic skills out of the context and the excessive competition that results. Still others believe grades are really a "rubber yardstick", measuring the whims of particular teachers rather than mastery of importance educational goals. Regardless of the criticism and controversy surrounding this topic, the process of assessment and evaluation students has persisted, and basic practices have remained essentially constant for most of the twentieth century.

Sheldon (1988: 237-239) states that "textbook represents not only the visible heart of any ELT program". He more argued that "textbook is regarded as the tainted end -product of an author's or publisher's desire for quick profit". So we need to evaluate textbooks for two major reasons. First, evaluation helps the teacher or the instructor in making decisions on selecting the appropriate texts. Second, through making an evaluation the teacher has the opportunity to become familiarized with the merits and demerits of the particular textbook. Further, it helps to make a comparison between probable weaknesses and strengths concerning the text. The textbook not only represents the perceptible source of any ELT program but also offers a considerable amount of advantages for both the students and the teachers when they are actively engaged in the EFL/ESL classroom to make it success.

The researcher has attempted a critical evaluation of the present English Textbook for secondary schools in Iraq. The researcher seeks to analyze the factors which are internal to the present textbook and those outside it that contribute to the unsatisfactory state of English teaching. Having identified the shortcomings of the present textbook, an attempt has been made to suggest an alternative framework which would integrate the theoretical insights gained from the currently held models of textbook design. The textbook must meet the needs of the students and maintain their interest in the class. The textbook should be made interesting, and student-oriented. Textbooks in Iraq should allow for interaction and provide opportunities for practicing skills relevant to real life needs. Textbook involves choice and its selection based on certain principles.

3. Procedures

3.1. Population of the Study

The population of the study includes English teachers of 6th stage of preparatory and secondary schools at Baghdad which consists of six Directorates/ Al-Rasafa Education Directorates /1-2-3 and Al-Karkh Education Directorates/ 1-2-3 during the academic year 2015 – 2016.

1. It consists of (620) preparatory and secondary schools according to the statistic provided by the six Education Directorates in Baghdad as in the table (1)

Sectors	Schools no.	Prep. Schools	Sec. Schools	Gender		
				Boys	Girls	Co-ed
Al- Rasafa Directorates	290	135	155	134	150	6
Al-Karkh Directorates	340	120	220	150	160	30
The Total	630	255	375	284	310	36

2. Population of English teachers consists of (630) teachers who teach English at preparatory and secondary schools.

3.2. Sample of Study

The sample consists of (82) preparatory and secondary schools are taken randomly from the six Education Directorates. The researcher chooses (82) teachers who teach English for 6th stage in those schools. The researcher chooses one teacher from each school.

3.3. The Tools

The technique used is a checklist. McGrath, (2002:46) sees that checklist is a convenient flexible evaluation tool as evaluators have the tool freedom to add or drop different evaluation items according to individual and situational needs. The adapted checklist covers three areas namely, the textbook, the teacher's manual, and the context with (40) items. This checklist is constructed by using elements of Byrd's (2001) and Skierso's (1991) checklists. The most vital aspect is Byrd's emphasis on the text being a good fit for teachers, students, and the textbook. In order to collect the information, the researcher adapts the following steps:

1. an open questionnaire gives to selected teachers from the secondary and preparatory schools,
2. first question to the selected teachers, what are the strengths points in this textbook?
3. second question to the selected teachers, what are the weaknesses points in this textbook?
4. third question to the selected teachers, what are your suggestions for developing this textbook?

3.4. Data Collection

The researcher has chosen (82) teachers randomly from preparatory and secondary schools as a percentage (13 %) from the whole population and then distributed the copies of checklist for the male and female teachers by himself who consists of (48) female teachers and (34) male teachers. Female teachers are more than male teachers because female teachers teach either in boy's schools and girl's schools. In order to obtain more validity and credible results, the researcher gives the copies of checklist to the

teachers and managed to collect them in the second day, to give enough time to the teachers to fill the questionnaire precisely and correctly.

3.5. Validity of the instrument

Validity is the first step to be checked when constructing any type of instrument. It refers to the degree of success, with which a technique or other instrument is measuring what it claims to measure (Verma, 1998: 87). Validity is always necessary, therefore to gather some sort of evidence which provides confidence that a particular tool really measure what it is supposed to measure. Validity has to do with how well a test actually measure what it is attended to measure (Harris, 1969: 60). In order to ensure validity of the questionnaire, the checklist has been exposed to the jury members who are specialized in ELT. Recommendations and modifications of the jury members are considered in the refined version of the checklist (see appendix 1). The jury members are alphabetically arranged according to their scientific degrees:

- Prof. Al-Rifai, Fatin Khairi, PhD. College of Education Ibn al-Rushd for humanities, University of Baghdad
- Prof., Muayad Hameed, PhD. Al-Farahidi University College, Baghdad
- Prof. Al-Qaragholi, Dhua Attallah, PhD. Basic Education College, Al-Mustansiriya University
- Prof. Al-Saadi Shatha M.N. College of education for Girls, University of Baghdad
- Assist Prof. Nadia Fadhil PhD. College of Islamic Science, University of Baghdad
- Assist Prof. Najim Uboud PhD. College of Education for girls, Al-Anbar University

3.6. Reliability of the instrument

The second important characteristic for the evaluation of the syllabus next to validity is reliability which can be defined as a matter of how far we can believe or trust the results of a test. Heaton, (1990:162) refers to reliability as "it is a necessary characteristic of any good test; for it to be valid at all, a test must first be reliable as a measuring instrument. Bollen, (1989:179) defines reliability as an extent to which measurements are repeatable when different persons perform the measurements, on different occasion, under different conditions, with supposedly alternative instruments which measure the same thing, or it is the stability of measurement over a variety of conditions in which basically the same results should be obtained.

4. Results

For data analysis a five-point scale was used and the percentage was as follow:

1. (80 % and more is a very high degree of evaluation,
2. (70 -79 %) is a high degree of evaluation,
3. (60 – 69 %) is a moderate degree of evaluation,
4. (50 -59 %) is a low degree of evaluation and ,
5. (less than 50 %) is a very low degree of evaluation.

4.1. Textbook

A. Content Domain

Table (2) means and Percentage of the Evaluation

No	Items	means	percentage	degree
1	Is the subject matter presented either topically or functionally in a logical, organized manner?	3.93	78.6	high
2	Does the content serve as a window into learning about the target language culture (American, British, ect.)?	2.68	53.6	Low
3	Are the reading selections authentic pieces of language?	3.30	66	Moderate
4	Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?	2.71	54.2	Low
5	Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?	3.45	69	Moderate
6	Is the layout consistent and the chapters arranged logically?	3.68	73.6	High
7	Is reading level appropriate for age/grade?	3.81	76.2	High
8	Are size and format of print appropriate?	2.37	47.4	Very low
	Total score of content	3.24	64.8	Moderate

The results of table (2) show that the degree of evaluation for the content domain was high on items (1-6 and 7). The degree was moderate on items (3 – and 5). The degree was low on items (2 and 4), where the degree was very low on item (8). For the total score of the textbook/ content domain, the degree was acceptable, where the percentage of response was (64.8 %).

A. Vocabulary and Grammar Domain

Table (3) means and Percentage of the Evaluation

No	items	means	percentage	Degree
9	Are the grammar rules presented in a logical manner and increasing order of difficulty?	3.32	66.4	Moderate
10	Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)?	3.76	75.2	High
11	Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?	3.54	70.8	High
12	Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?	3.25	65	Moderate
13	Are students taught top-down techniques for learning new vocabulary words?	2.17	43.4	Very low
	Total score of vocabulary and grammar	3.20	64.16	Moderate

The results of table (3) show that the degree of evaluation for vocabulary and grammar domain was high on items (10 and 11). The degree was moderate on items (9 and 12) where the degree was very low on item (13). For the total score of vocabulary and grammar domain, the degree was moderate and percentage was (64.16 %).

B.Exercises and Activities

Table (4) means and Percentage of the Evaluation

No	Items	means	percentage	degree
14	Are there interactive and task-based activities that require students to use new vocabulary to communicate?	3.30	65	Moderate
15	Do instructions in the textbook tell students to read for comprehension?	3.46	69.2	Moderate
16	Are top-down and bottom-up reading strategies used?	3.25	65	Moderate
17	Are students given sufficient examples to learn top-down techniques for reading comprehension?	2.86	57.2	Low
18	Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?	3.51	70.2	High
19	Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?	3.25	69	Moderate
20	Do the exercises promote critical thinking of the text?	2.51	50	Low
	Total score of exercises and activities	3.16	63.6	Moderate

The degree of evaluation for exercises and activities was high on item (18). The degree was moderate on items (14-15-16 and 19). The degree was low on items (17 and 20). For the total score of exercises and activities, the degree was moderate and the percentage was (63.6).

C.Attractiveness of the Text and Physical Make-up

Table (5) means and Percentage of the Evaluation

No	Items	means	percentage	degree
21	Is the cover of the book appealing?	3.92	78.4	High
22	Is the visual imagery of high aesthetic quality?	3.82	76.4	High
23	Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?	3.60	72	High
24	Is the text interesting enough that students will enjoy reading it?	2.63	52.6	Low
	Total score of attractiveness of the text and physical make-up	3.49	69.8	Moderate

The degree of evaluation for attractiveness of the text and physical make-up was high on items (21-22 and 23), and it was low on item (24). For the

total score of the attractiveness of the text and physical make-up domain, the degree was moderate and the percentage was (69.8 %).

4.2. Teacher's Manual

A.General Features domain

Table (6) means and Percentage of the Evaluation

No	Items	means	percentage	degree
25	Does the manual help teachers understand the objectives and methodology of the text?	3.57	71	High
26	Are correct or suggested answers given for the exercises in the textbook?	3.45	69	Moderate
	Total score of general features	3.51	70	High

The degree of evaluation for teacher's manual / general features domain was high on item (25), and it was moderate on item (26). For the total score of general features domain was high and the percentage was (70 %).

B.Background Information Domain

Table (7) means and Percentage of the Evaluation

No	Items	means	percentage	degree
27	Are teachers shown how to teach students to use cues from morphology, cognitive, rhetorical relationships, and context to assist them in lexical inferencing?	3.20	64	Moderate
28	Is there a list of true and false cognates for vocabulary words?	2.37	47.4	Very low
	Total score of background information	2.78	55.7	Low

The results of table (7) show that the degree of evaluation for background information domain was moderate on item (27) where it was very low on item (28). For the total score of background information, the degree was low and the percentage was (55.7 %).

C.Methodological Guidance Domain

Table (8) means and Percentage of the Evaluation

No	Items	Means	percentage	degree
29	Are teachers given techniques for activating students' background knowledge before reading the text?	2.84	56	Low
30	Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea?	2.40	48	Very low
31	Does the manual suggest a clear, concise method for teaching each lesson?	3.17	63.4	Moderate
	Total score of methodological guidance	2.80	55.8	Low

The results of table (8) show that the degree of evaluation for methodological guidance domain was moderate on item (31). The degree of evaluation was low on item (29), where it was very low on item (30). For the total score of methodological guidance domain, the degree was low and the percentage was (55.8 %).

D. Supplementary Exercises and Materials Domain

Table (9) means and Percentage of the Evaluation

No	Items	means	percentage	degree
32	Does the manual give instructions on how to incorporate audiovisual material produced for the textbook?	2.76	55.2	Low
33	Does the manual provide teachers with exercises to practice, test and review vocabulary words?	2.91	58.2	Low
34	Does the manual provide additional exercises for reinforcing grammar points in the text?	3.23	64.6	Moderate
	Total supplementary exercises and materials	2.93	59.3	Low

The degree of evaluation for supplementary exercises and materials domain was moderate on item (34), where the degree was low on items (32 and 33). For the total score of supplementary exercises and materials domain, the degree was low and the percentage was (59.3 %).

4.3. Context

A. Is the Textbook Appropriate for the Curriculum?

Table (10) means and Percentage of the Evaluation

No	Items	means	percentage	degree
35	Does the text coincide with the course goal?	3.45	69	moderate
	Total score of the question; is the textbook appropriate for the curriculum?	3.45	69	moderate

The results of table (10) show that the degree of evaluation for this question was moderate on this item (35), so for the total score of this question, the degree was moderate and the percentage was (69 %).

B. Is the Textbook Appropriate for the Students Who Will Be Using It?

Table (11) means and Percentage of the Evaluation

No	Items	means	percentage	degree
36	Is the text free of material that might be offensive?	3.19	63.8	Moderate
37	Are the examples and explanations understandable?	3.21	64.2	Moderate
38	Will students enjoy reading the text selections?	2.74	54.8	low
39	Will the content meet students' felt needs for learning English or can it be adapted for this purpose?	3.32	66.4	Moderate
	Total score of the question; is the textbook appropriate for the students who will be using it?	3.09	62.1	Moderate

The results of table (11) show that the degree of evaluation for this question, is the textbook appropriate for the students who will be using it?, was moderate on items (36-37 and 39) where the degree was low on item (38). For the total score of this question, the degree was moderate and the percentage was (62.1 %).

C.Are the Textbook and Teacher's Manual Appropriate for the Teacher Who Will Be Teaching from Them?

Table (12) means and Percentage of the Evaluation

No	Items	means	percentage	degree
40	Is the teacher proficient enough in English to use the teacher's manual?	3.06	61.2	Moderate
	Total score of the question, are the textbook and teacher's manual appropriate for the teacher who will be teaching from them?	3.06	61.2	Moderate

The degree of evaluation for this question, are the textbook and teacher's manual appropriate for the teacher who will be teaching from them?, was moderate and the percentage of response was (61.2 %).

4.4. Discussion of the results

According to the results of evaluation for:

1. The checklist

1. The text book which includes four articles:

- A.content,
- B. Vocabulary and grammar,
- C.exercises and activities and,
- D.attractiveness of the text and physical make up.

In all of these articles, the degree was moderate that means they are acceptable

2. teacher's manual which includes four articles:

- A.general features,
- B.background information,
- C.methodological information and,
- D.supplementary exercises and materials.

In article (A) the degree of evaluation was high where the degrees in articles (B-C and D) were low.

3. Context which includes three articles:

- A.is the textbook appropriate for the curriculum?,
- B.is the textbook appropriate for the students who will be using it? and,
- C.are the textbook and teacher's manual appropriate for the teacher who will be teaching from them?

In all of these articles, the degree of evaluation was moderate that means they were acceptable.

2. The questions

The researcher asks the selected teachers three questions as follow.

1. What are the strengths points in this textbook?

No	The responses
1	It is a colorful book; papers are from good quality and with good illustrations.
2	It contains a large numbers of vocabulary and variety of subjects.
3	It encourages teachers to be creative and asks for more resources about their specialization.
4	It gives students the opportunity to expand their knowledge of English

2. What are the weaknesses points in this textbook?

No	The responses
1	The size of the fond is very small and the color of papers is not homogenous.
2	The book needs to enrich with pieces from "Freedom Monument" especially the picture of this monument is printed on the cover of the book.
3	In listening, most of schools lack of computers, data show, posters and DVD to explain related subjects to students.
4	The book does not express about Iraqi culture and there is not any sign of our civilizations, our historical landmarks, our famous characters and situations.
5	The book lacks of phonology.
6	The subjects of the book are more intensive and the time is not enough to complete all the lessons.
7	Reading comprehension is boring, some passages are too long like police officer and radar some passages need exercises for discussion and others need to replace with more interesting passages.

3. What are your suggestions for developing this textbook?

In most of the teachers responses concentrate on the following suggestions they suggest that the book needs;

No	The responses
1	To activate phonology because most students lack of pronounce the words,
2	To supply schools with phonetics equipment and teaching aids,
3	Passages deal with Iraqi culture and replace those with more enjoyable ones,
4	To rearrange grammar rules and distribute them in equal between units and increase the exercises,
5	To activate pairs works and group works,
6	To enrich the manual book with good ways of writing a perfect plan because most of teachers do not know how to write a lesson plan especially those novice teachers,
7	To increase time to complete lessons carefully,
8	To give more attention to Iraqi history and its civilizations, landmarks, and famous characters.
	To increase size of the fond because it is very small and harmonize the color of papers.

5. Suggestions

On the light of the results, the researcher suggests the following criteria to be taken into account when selecting and evaluating an English textbook;

1. background information of students, their needs and their interests,
2. modern and varied subjects from Iraqi culture,
3. concentration on phonology because it is very important to students,
4. modern teaching aids,
5. varied methods of teaching,
6. enough time allotted for teaching and,
7. comprehensive teacher's manual

6. Recommendations

The researcher recommends the following points;

1. the textbook is dense with subjects, it should be minimized to enable teachers to cover all units effectively on time,

2. textbook should be provided with variety of literary forms in order to meet student's needs and interests
3. teachers should be trained to employ modern technology such as computer, internet, slight show and others in order to meet the needs of students and make English teaching and learning more meaningful and enjoyable and,
4. the need to more studies in evaluating secondary English textbooks.

References:

1. Arend, L. (1997) classroom Introduction and Management. McGraw Hill Comp. Inc. New York.
2. Bollen, K.A. (1989) Structure Equation with Latent Variables. John Wiley and Sons Inc.
3. Byrd, P. (2001) Textbook Evaluation and Selection and Analysis for Implementation. 3rd. Ed. Boston: Heinle and Heinle Inc.
4. Castling, Anne. (1996) Competence-based Teaching and Training. 1st. Ed. Macmillan Press. London.
5. Cunningsworth, A 1995. Choosing Your Coursebook. Heinemann. Yule, G., T. Matthis, and M. Hopkins. 1992. 'On Reporting What Was Said'. ELT Journal. Volume 46/3.[6].
6. Cunningsworth, A (1984) Evaluating and Selecting EFL Teaching Materials. Heinemann Inc. London.
7. Good, P. (1959) Education. 2nd.Ed. McGraw-Hill Inc. New York.
8. Gronlund Norman, E. (1976) Measurement and Evaluation in Teaching. Macmillan Pub. Comp. New York.
9. Harris, D. P (1969) Psychology Priorities of the Life Regard India Revised. a Validation Study of a Measurement Personal Meaning. 60, 110.
10. Heaton, J. B (1990) Writing English Language Tests. 3rd Ed. Longman Inc. New York.
11. Heyneman, S. P (2006) the Role of Textbook in Modern Education System. 2nd Ed. Vanderbilt University Press. USA.
12. Hutchinson, T. and E. Torres. 1994. 'The Textbook as Agent of Change'. ELT Journal. Volume 48/4.[2].
13. Hutchinson, T and Waters, A (1991) English for Specific Purposes. 8th Ed. Bell and Bain LTD. United Kingdom.
14. McGrath, I. (2002) Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press.
15. Murcia, M. Celce (2004) Teaching English as a Second or Foreign Language. 3rd Ed. McGraw Hill, Inc. New York.
16. Roger, J. (1996) Adult Learning. 3rd Ed. Open University Press. United State of America.
17. Sheldon, L.E. (1988) Evaluating ELT Textbooks and Materials. ELT Journal, 42 (4): 237-246.
18. Skierso, A. (1991) Textbook Selection and Evaluation. In Celce Murcia, M (Ed) Teaching English as a Second or Foreign Language. Heinle and Heinle Inc.