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Iraqi Teachers' Perspectives on Evaluating English for Iraq Textbook Grade 4 in Terms of EFL Textbook Standards

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ABSTRACT

The study aims at evaluating English for Iraq textbook grade 4 in terms of EFL textbook standards based on Iraqi teachers' perspective. For achieving the study objectives, the researcher follows the descriptive analytical approach. The sample of the study is (100) Iraqi English language teachers in El Rusafa. The study is conducted in the scholastic year 2023/2024. The tool of this study is questionnaire which used for evaluating English for Iraq textbook grade 4 highly meets the standards for EFL textbooks which included 55 standards which are classified under 3 main domains. In the light of this instrument, the textbook has been analyzed. The study has found that English For Iraq textbook grade 4 highly meets the standards for EFL textbooks. In addition, the study revealed that the Iraqi English language textbook grade 4 is not suitable for 4th graders. It does not consider of reading skills and vocabulary skills. It is not teachable.

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The study offers many recommendations, the most important one is that the planners of the Iraqi English language textbook grade 4 should prepare the textbook to be suitable for learners and to be teachable.

Key words: perspective, textbook, evaluating, Standards.

وجهات نظر المعلمين العراقيين حول تقييم كتاب اللغة الإنكليزية للعراق للصف الرابع في ضوء معايير كتاب اللغة الإنكليزية كلغة أجنبية

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المستخلص

تهدف الدراسة إلى تقييم كتاب اللغة الإنكليزية في العراق للصف الرابع من حيث معايير كتب اللغة الإنكليزية كلغة أجنبية بناءً على وجهة نظر المعلمين العراقيين. ولتحقيق أهداف الدراسة، اتبع الباحث المنهج الوصفي التحليلي. عينة الدراسة (100) مدرس لغة إنكليزية عراقي في الرصافة. أجريت الدراسة في العام الدراسي 2024/2023. أداة هذه الدراسة هي الاستبيان الذي تم استخدامه لتقييم كتاب اللغة الإنكليزية للعراق للصف الرابع الذي يلبي معايير كتب اللغة الإنكليزية كلغة أجنبية بدرجة عالية والتي تضمنت 55 معياراً مصنفة تحت 3 مجالات رئيسية. في ضوء هذه الأداة، تم تحليل الكتاب المدرسي. وجدت الدراسة أن كتاب اللغة الإنكليزية للعراق للصف الرابع يلبي معايير كتب اللغة الإنكليزية كلغة أجنبية بدرجة عالية. بالإضافة إلى ذلك، كشفت الدراسة أن كتاب اللغة الإنكليزية العراقي للصف الرابع غير مناسب لطلاب الصف الرابع. فهو لا يأخذ في الاعتبار مهارات القراءة ومهارات المفردات. إنه غير قابل للتدريس. وقد قدمت الدراسة العديد من التوصيات ومن أهمها أن يقوم مخطوط كتاب اللغة الإنكليزية العراقي للصف الرابع الابتدائي بإعداد الكتاب بحيث يكون مناسباً للمتعلمين وقابلاً للتدريس.

الكلمات الدالة: المنظور، الكتاب المدرسي، التقييم، المعايير

1. INTRODUCTION

School textbooks evaluation is considered as one of the most significant studies in the field of curricula. School textbook is one of the core components of the educational system as it is the tool for implementing strategies, ideologies and plans of Ministry of Education. Further, textbook is the continuum that has values, facts ideologies, activities, culture and specific aspects of a particular society. Therefore, textbook ought to be well-prepared to develop students skills and empower them in this competitive life. There is no doubt that English language is a global phenomenon, nearly most of the world English is either native, second or a foreign language. We can say it is the world's second largest language and the official language in about 70 countries (Gould & Rankin, 2014, p. 2018).

Therefore; all the countries where English is as a second or foreign language attempt to design and to put curriculums and textbooks that help learners acquire English language, especially when most of worldwide institutions, schools, and universities adopt English language as a language of their requirement. Textbook is one of the best ways and the major factor in determining the learners' success in the language courses (Mukundon, 2012, p.1). In view of the importance of English language textbook, our current paper is intended to evaluate the 4th primary stage English language textbook "English for Iraq" since it is prescribed by the Ministry of Education in the year 2016-2017.

According to Sheldon (1988.35), textbook evaluation is essential for four main reasons. First, evaluation is an important section in teaching and learning since it offers teachers with much information that helps them in classroom practice and planning tasks for students. Second, the evaluation process can help to guarantee that materials are consistent with the needs and interests of both the intended learners and educational institute. Third, evaluating the demerits and merits and of a textbook will acquaint teacher with its likely weaknesses and strengths Fourth, evaluation assists program developer or teachers to make decisions regarding the selection of the appropriate textbook.

1.1 What Is Evaluation?

It is a generic principle that the evaluation is similar to testing. When learners are being tested, evaluation becomes a method as it is a fundamental part of teaching and learning process (Dickins & Germaine, 1992, p.4).

Glaman and Hevo (2012, p.34) argue that evaluation is the source of supplying information to make a decision. It is an orderly activity of using information for giving a description to educational objects and giving a judge over their merit or worth. It is worthy to mention that this description is based on systematic data gathered and could be led to highly objective information.

Kember and Ginns (2012, p.1) mention that evaluation is the method of gathering information and data analysis as well as; it is a process of getting feedback from certain

group to assess their satisfaction and then makes a decision. The collected data can be used to improve the product. These are general ideas about evaluation.

Schmidt and Torres-Zuniani (2017, p. 32) argued that textbook evaluation refers to its suitability to the teaching context by concerning teachers, schools setting, learners and educational policies in a certain country. " Evaluation can be made to test the quality of materials and if they match the target situation and necessary to take action i.e. modifying the material, supplementing or rejecting it" (Ibid).Some of the checklists, opened and closed questionnaires have been proposed where educationalist respond to Yes/No questions (Ibid).

Textbook evaluation can be divided into two stages a) Pre-use and during or after use. The Pre-use phase includes the careful organization of the textbook, the syllabus or scope and sequence plan of the textbook and the types of text besides to the exercise it contains (Garton and Graves, 2014, p.9).

The post-use evaluation phase provides information concerns whether the textbook will continue to be used or to be modified (Richards, 2014:65). In general evaluation may be submitted for three essential reasons: Accountability, curriculum evaluation and improvement, and self-development: such as teachers and other language teaching professionals (Hall & Hewings, 2001: 253)

1.2 Why Evaluation?

If the specialists intend to improve the textbook or judge whether it works or not, make a judgment about its value or worth, or make a decision to change or replace a textbook in schools; all these matters are usually based on evaluation gathering data. Evaluation can do different functions as it is used by different audiences. Teachers for example may evaluate a certain school textbook or part of it seeking to improve or replace it by relying on the summative evaluation method (Morris, 1998, p.91).

According to Mcgrath (2013, p.227) evaluation is an orderly attempt to shed light on two questions. First, how can be developed and organized the programs, opportunities, courses and activities can be developed and organized to fulfill the desired results. Second, how can the instructional material offer best improvement? Evaluation is adopted to supply frequent detailed and limited information to enhance the quality of an existing program. Therefore, the significance of evaluation is to use information about a certain phenomenon to judge its effectiveness (Philips, 2014, p.203).

Another ideas and questions imposed by Tomilinson and Masuhara (2010, p.1) such as: Do writers of materials need analysis? Do they draw in details their materials or just start writing and depending on their inspiration? Hence, all these questions can be answered by evaluation process.

Martial evaluation can be a powerful professional development activity. Tomilinson and Masuhara (2017, p.64 B) explained another reasons for the evaluating process in the field of education for the following factors::

1. *Teachers factors*: They include the level of training and teaching experience, besides factors of conditioning with different methodologies and their attitudes towards the use of textbook.
2. *Institutional factors*: They include the classroom environment such as the size of the classroom and the preparation available for teacher that enable them to use the textbook.
3. *Learners factors*: They are considered as such as sociocultural background, learners needs and aims, range, age, language background and interests (ibid: 65)

1.3 Models for Evaluating Language Teaching Textbook

In the educational literature there are particular forms of models proposed for the evaluation of language textbook. These models can be mentioned to macro and micro evaluation models. However, macro evaluation refers to the overall assessment of textbook or materials in terms of the criteria they suggest, while micro evaluation refers to focus on an in-depth analysis of particular tasks for particular groups of learners (Ezici, 2000, p.19).

According to Hidalgo et al. (2004, p.124), the macro evaluation strives to look for what the textbook tell about itself. In other words, it is the words the author or publisher explicitly presents such as the organization of the textbook content. The macro evaluation can be fulfilled by examining the claims made on the front or the back of teachers' and learners' book, in the introduction section and ultimately in the table of contents of each textbook. Tomlinson (1998, p.2018) stated that evaluation seeks to answer the following questions:

- 1- To What scope was the programe/project influential and active in meeting its requirements?
- 2- To what scope and way can the program/ project got better or improved?

So as to implement a macro evaluation for a certain program/project, the evaluators have to gather various kinds of information relating to one or both of the following: Administrative matters (i.e. the logistical and financial underpinnings of the program). Curriculum matters, which, in turn can be broken into a consideration of: materials, teachers, and learners " (Ibid). On the other hand, Ellis (2003, p.323-324) suggested that micro evaluation is implemented for two main reasons: It can be implemented to investigate whether a task worked for a certain group of learners, or it can be also implemented to discover weaknesses in the design of task and thus how it can be improved? Micro evaluation is carried out by teachers on a day-by-day and lesson-by-lesson. In other words, it can be implemented inside the classroom. Therefore, teachers are being encouraged to adopt micro rather than macro evaluation since it helps them undertake evaluation that agreed with their own perspective. By this point of view, materials evaluation, selection and adaptation fall under the purview of micro evaluation (Tomlinson. 2003 :41).

1.3.1 Formative Evaluation

The formative evaluation is known as the estimate of didactic sequences and materials during their phases of formulation and development. The principal purposes of formative evaluation are to supply both descriptive and judgmental information by considering the worthiness of a didactic experience (Lawson, 1974, p.5).

Lund and Tannehill (2015: 80) mention that formative evaluation occurs when/whilst the project is in progress and it is a proactive since it seeks information that may help for making a change while then be still time to change the direction of efforts.

Liddicoat and Scarino (20013, p.1992) stated that formative evaluation includes systematic continuous reflection on the overall implementation of the program to introduce its ongoing development. It is also headed for to be internal and informal. It is usually carried out by teachers or group of teachers to ensure whether the program achieves its goal or not.

Walsh (2013, p.32) argued that the main purpose of formative evaluation is “ to identify and resolve small problems before they become big ones, thereby improving the education while making more efficient use of resource”.

1.3.2 Summative Evaluation

Summative evaluation is the process of giving judgments on a certain course after the course has been adopted for the purpose of responsibility. The techniques that used in this type of evaluation are: quizzes, test, questions, observations and interviews. (Griff and Goursuch, 20016, p.196).

Hiremath (2007, p.252) mentions that summative evaluation aims to give feedback to decision makers whether to go on or to end the programe. This type of evaluation is submitted for actualization and ultimate operational stage of particular program.

Griffe and Gour (2016, p.201) state that summative evaluation takes place after delivery of a particular course. It is usually used for macro-level decision points "Should we try this new textbook?"

1.3.3 Illuminative Evaluation

This kind of evaluation is concerned with description and interstation rather than measurement and prediction' (Kelly, 43, p.2005).

Zuber-skerrit (1997, p.136) agreed with Kelly by referring that illuminative evaluation tends to describe, interpret, inform and illuminate rather than to measure and predict. According to Nearby (2002, p. 184) illuminative evaluation strives to help curriculum designer to make the discussion clearer, facilitate and disassemble complexities, and promote the level of sophistication of debate.

1.4 What is a Textbook?

In spite of teaching technological advancement and the domination of the internet, textbooks are still the major source used by many of the global English instructors. The scope of English teaching and its spreading as a worldwide could probably be as a result of supporting different kinds of textbooks. Textbook is a road map for both teachers and learners to enable them lay out the general contents of lessons and giving a sense for structure as well as to give coherence to individual lessons and to an entire course (Richards, 2014 :19).

Textbook is defined as book for learners' usage, while it should be used as main instruction material of subjects that are taught at all stages: primary, preparatory, secondary and university level. (Yamada, 2015, p.57)

The matter of textbook selection is critical matter for those who consider textbook as unnecessary material for instruction and learning. Some learners depend on textbook as a major component of their learning, and without it, the learning situations are not serious (Tomlinson & Masuhara, 2010, p.336).

Warton (1988) as cited in Tomlinson (2003, p.39-40) acknowledged that textbook is a style of mass communication, where its editors can enter into positive conversation with teachers and learners. Textbook is a source of creativity by allowing innovative ideas to be introduced to enable teachers and learners to develop in harmony with innovative ideas.

2. LITERATURE REVIEW

2.1 Statement of the Problem

In the past years, the era before 2003, teaching of English language for Iraqi students started from (5th primary stage) at the age of (10 years old). After 2003, teaching English language to Iraqi students started to be from lower age. The new procedures to teach English for students from the first year of the school need to be investigated to find out the difficulties among pupils that should be removed, taking into consideration: the Iraqi culture, environment, learning and teaching facilities . However, there is a point of view states that " There is no perfect textbook". Thus, the current study seeks to be a corner stone to the future success of English language teaching programs in Iraq, especially the choices of which textbook to adopt can affect an entire generation of Iraqi learners (Al-Akraa, 2013, p.2). This is why we should enable teachers to evaluate the textbook materials which they depend on to acquire the target language in order to explore how these materials are helpful for the age and level of their learners (Al-Akraa, 2013:2).

2.2 Sample of the Study

The study consists of 100 teachers in Baghdad, Al-Rusafa (1) depending on the statistics provided by the Ministry of Education for the academic year 2023/2024.

2.3 Aims of the Study

The study seeks to:

1. Construct a checklist of EFL textbook standards for evaluating textbooks.
2. Identify to what extent does English for Iraq textbook grade 4 meets EFL textbook standards from Iraqi Teachers' perspectives.

2.4 Questions of the Study

The study is addressed throughout the two major questions as the following:

1. What are the EFL textbook standards that could be used to evaluate English for Iraq textbook grade 4?
2. To what extent does English for Iraq textbook grade 4 meet EFL textbook standards from Iraqi Teachers' perspectives?

2.5 Significance of the study

The study is significant for the following reasons:

1. It provides the concerned researchers of a new list of the EFL standards for evaluating textbooks.
2. It may provide the curricula experts of an evaluation to English for Iraq textbook grade 4.

3. METHODOLOGY

3.1 Approach of the study

The study adopted the descriptive analytical approach to evaluate Iraqi English language textbook Grade 4 from teachers' perspectives.

3.2 Piloting the Study

A group of 20 teachers are selected for the purpose of carrying out a pilot administration of the tool and they are selected out of the total sample.

3.3 Instrument of the Study

The questionnaire of the study is distributed to a number of 15 males and 85 females.. For the purpose of obtaining more well-founded and credible results, the questionnaire is distributed by the researcher himself. The collected data of questionnaire results are statistically analyzed by using Cronbach's Alpha formula that is also used to determine the results.

A questionnaire is a tool of this study which consists of questions for respondents to extract limited information in order to collect appropriate data by answering the writing statements (Best 1981:167), so as to build the intended tool of the study (questionnaire). The researcher followed these steps:

Sending an opened questionnaire to the sample of the pilot study who were (20). The opened questionnaires includes the following questions:

3.3.1 Describing the Instrument of the Study

The items of the questionnaire include the following domains:

- *General Attributes:* This domains 14 (14) items. The items of : (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)
 - Suitably to learners field from (1 to 7) and
 - Physical attributes from (8 to 14).
- *Learning – teaching content:* it includes (33) items distributed as following:
 - General from (15 to22).
 - Listening from (23 to 26).
 - Speaking from (29 to 29).
 - Reading from (30 to 33).
 - Writing from (34 to 37).

- Vocabulary from (38 to 41).
- Pronunciation from (42 to 44)
- Exercises from (45 to 47).

- Teachability: It consists of (8) items under title (statement). They are from (48 to 55).

3.4 Reliability of the questionnaire

The reliability of the questionnaire means getting the same results when the questionnaire is distributed again using the same tool.

For seeking reliability, it is used the following:

3.4.1 Cronbach's Alpha Method

The calculated results of Cronbach's Alpha formula for domains and all degree have shown in table (1).

Table (1)

Reliability of the Cronbach Alpha Formula

| Items | Correlation Coefficients | Items | Correlation Coefficients |
|-------|--------------------------|-------|--------------------------|
| 1 | .240* | 29 | .433** |
| 2 | .454** | 30 | .664** |
| 3 | .654** | 31 | .655** |
| 4 | .535** | 32 | .636** |
| 5 | .629** | 33 | .592** |
| 6 | .523** | 34 | .555** |
| 7 | .588** | 35 | .502** |
| 8 | .351** | 36 | .412** |
| 9 | .382** | 37 | .480** |
| 10 | .253* | 38 | .576** |
| 11 | .401** | 39 | .574** |
| 12 | .408** | 40 | .510** |
| 13 | .497** | 41 | .282** |
| 14 | .469** | 42 | .286** |
| 15 | .554** | 43 | .561** |
| 16 | .555** | 44 | .490** |
| 17 | .494** | 45 | .715** |
| 18 | .567** | 46 | .438** |
| 19 | .571** | 47 | .652** |
| 20 | .629** | 48 | .440** |
| 21 | .610** | 49 | .545** |
| 22 | .176 | 50 | .469** |
| 23 | .456** | 51 | .602** |
| 24 | .473** | 52 | .507** |
| 25 | .455** | 53 | .539** |
| 26 | .631** | 54 | .576** |
| 27 | .531** | 55 | .590** |
| 28 | .607** | | |

* Correlation is significant at the 0.05 level.

** Correlation is significant at the 0.01 level.

The results of table (1) have shown that the value of these items are suitable, consistent and valid for conducting this study. All of them are significant at (0.05 and 0.01). this refers that the questionnaire items are reliable.

3.4.2 The Validity of the Study

3.4.2.1 Internal Consistency Validity

Al Agha (1996, 121) declares that "The internal consistency validity shows the correlation of the score of each item with the total average of the test. It also indicates the correlation of the average of each domain with the total average". This validity was calculated by using (Pearson Formula).

Table (3)

Correlation Coefficient for Each Item

| Major Domains | General Attributes | Learning-teaching Content | Teach ability |
|---------------------------|--------------------|---------------------------|---------------|
| General Attributes | 1 | .785** | .587** |
| Learning-teaching Content | .785** | 1 | .740** |
| Teach ability | .587** | .740** | 1 |

It is obvious that the values of the correlation are statistically significant. Thus, it can be concluded that the study instrument is valid and reliable.

Table (3)

Correlation Coefficient for the Whole Items

| | |
|------------------|-----------------|
| Cronbach's Alpha | Number of Items |
| .948 | 55 |

This table shows that Cronbach's Alpha coefficient for all degree equals (0.948) and that result is more than (0.6). This result indicates that the questionnaire is suitable for conducting in the study.

3.5 Statistical tools used

The study used the following statistical tools:

- Frequencies, Percentages, Holsti Equation, and Averages.

4. THE RESULTS

There are two results of the research questions. On the first hand, the first result dealt with the manner of building the study tool – the standards for evaluating textbooks. On the other hand, the second result dealt with the degree of availability of these standards on the textbooks.

4.1 First: Results of the First Question

The first question is stated as “What are the EFL textbook standards that could be used to evaluate English for Iraq textbook grade 4?” In order to answer the question, the researcher reviewed the related studies and literature to build a preliminary tool of the

standards to evaluate English for Iraq textbook grade 4. After making the preliminary tool, the researcher distributed it to a group of referees to consult them regarding the domains of tools and its items. When collecting the initial tool from the referees, their comments are presenting the following: adding, deletion, modification and correcting reaching the final tool of the study. Then, the questionnaire is included 3 domains and 55 standards as stated below in table (4).

Table (4)

the final version of the EFL textbook standards

| General Attributes | |
|---------------------------|--|
| A-Suitability to Learners | |
| 1. | The titles and sub-titles are written clearly and appropriately. |
| 2. | Content is presented in a logical sequence that helps learners to remember and understand it easily. |
| 3. | Content is compatible to the age of learners. |
| 4. | Content is compatible to the needs of learners. |
| 5. | Content is compatible to the interests of learners. |
| 6. | Content is compatible to the background knowledge and level of learners. |
| 7. | The language used is at the right level for learners current English ability. |
| B-Physical Attributes | |
| 8. | Its layout is attractive. |
| 9. | The printing is of high quality. |
| 10. | The cover looks interesting. |
| 11. | The textbook contains sufficient pictures and diagrams. |
| 12. | The size of the textbook seems convenient for learners. |
| 13. | The textbook provides a good balance between pictures and texts. |
| 14. | Its table of content includes a clear and detailed overview of the structure and functions that to be taught in each unit. |
| Learning-teaching Content | |
| A-General | |
| 15. | The language in the textbook is easy for learners to understand. |
| 16. | The tasks in the textbook are interesting. |
| 17. | The tasks move from simple to complex. |
| 18. | The tasks objectives are achievable. |
| 19. | The language in the textbook is natural and authentic. |
| 20. | The situations created are natural and authentic. |
| 21. | The exercises help learners to depend on themselves and become autonomous. |
| 22. | The material is up-to-date. |
| B- Listening | |
| 23. | The textbook has appropriate listening tasks. |
| 24. | The tasks are efficiently graded according to complexity and difficulty. |
| 25. | The tasks are authentic \ close to real language situations. |
| 26. | Listening materials prepare learners for real life interactions. |
| C- Speaking | |
| 27. | Activities are developed to initiate meaningful communication. |
| 28. | Activities make a balance between individual responses, pair work and group work. |
| 29. | The speaking materials expose learners to the voices and pronunciation of the native speakers of English. |
| D- Reading | |
| 30. | Texts are graded and correspond with the age of learners. |
| 31. | Reading texts and exercises are suitable for the learners to deal with. |
| 32. | It enables learners to develop fluency and enjoyment in reading text. |
| 33. | It enables learners to develop skills of reading. |
| E- Writing | |
| 34. | Writing tasks have achievable goals. |

| | |
|------------------|--|
| 35. | Writing tasks take into consideration learners' capabilities. |
| 36. | Writing tasks are interesting. |
| 37. | They encourage learners to take some degree of responsibility for themselves and later on become autonomous. |
| F-Vocabulary | |
| 38. | The load (number of new words in each lesson) is suitable to the learners' level. |
| 39. | There is a good distribution of vocabulary load across chapters and the whole textbook. |
| 40. | Words are efficiently repeated and recycled across the textbook. |
| 41. | The textbook contains explicit dictionary. |
| G- Pronunciation | |
| 42. | It is contextualized. |
| 43. | It is free from complications and learner-friendly. |
| 44. | It is built through different types of activities, such as listening, speaking, reading and writing. |
| H. Exercises | |
| 45. | They are learners friendly. |
| 46. | They are adequate. |
| 47. | They consider learners who are under/over achievers. |
| Teachability | |
| Statements | |
| 48. | The textbook helps teachers to minimize the preparation time. |
| 49. | The textbook helps teachers cater for mixed ability learners. |
| 50. | It caters for classes of different sizes. |
| 51. | The teachers' book is comprehensive and flexible. |
| 52. | The teachers' book provides enough detailed information on the language items to be taught. |
| 53. | The content of teachers' book is related easily to relevant sections of the students' book. |
| 54. | The teachers' book provides guidelines for evaluating how well lessons go on. |
| 55. | The teachers' book encourages teachers to note down their own ideas. |

The above table is the combination of the EFL textbook standards that have consensus by the referees to be used to evaluate the English for Iraq textbook grade 4. These standards could be used for evaluating other textbooks of other grades. The 3 major domains are: The first domain includes standards that are related to "General Attributes". This domain is included 2 minor domains: 'Suitability to learners' and 'Physical attributes'. The second major domain is " learning-teaching content" domain which included 8 minor domains. The third domain is "Teachability". It includes 1 minor domain.

4.2 Second: Results of the Second Question

The second question is stated as *“To what extent do English For Iraq Textbook Grade 4 meet EFL Textbook Standards from Iraqi Teachers’ perspectives ”*.

To answer this question, the means, standard deviation, and the theoretical mean are calculated for the whole items of the study.

Table (5)

Mean, Std. deviation, Theoretical Mean of the Teachers' Responses

| | N | Mean | Std. Deviation | Theoretical mean | Overall Degree |
|--|---|------|----------------|------------------|----------------|
| | | | | | |

| | | | | | | |
|----|---------------------------------|-----|--------|--------|-----|------|
| 1 | Suitability to learners | 100 | 19.76 | 5.601 | 21 | Low |
| 2 | Physical Attributes | 100 | 30.26 | 4.882 | 21 | High |
| 3 | General attributes | 100 | 50.02 | 7.852 | 42 | High |
| 4 | A- general | 100 | 25.99 | 5.216 | 24 | High |
| 5 | B- Listening | 100 | 13.99 | 3.389 | 12 | High |
| 6 | C- Speaking | 100 | 10.51 | 2.819 | 9 | High |
| 7 | D – Reading | 100 | 9.90 | 4.218 | 12 | Low |
| 8 | E – Writing | 100 | 15.38 | 3.495 | 12 | High |
| 9 | F – Vocabulary | 100 | 11.82 | 3.063 | 12 | Low |
| 10 | G – Pronunciation | 100 | 11.36 | 2.684 | 9 | High |
| 11 | H – Exercises | 100 | 9.68 | 2.774 | 9 | High |
| 12 | Total Learning teaching Content | 100 | 105.20 | 19.738 | 99 | High |
| 13 | Teach ability | 100 | 23.65 | 6.359 | 24 | Low |
| 14 | Total degree | 100 | 182.30 | 31.856 | 165 | High |
| | Valid N (list wise) | 100 | | | | |

The table above shows the calculation of all the study sample responses. It is explained the total result of study, then the details of each aspect of the questionnaire. Thus, to interpret the results, it should have a comparison between the mean score of each item and the theoretical mean. If the mean is bigger than the theoretical mean, it means that it is high degree. However, if the mean is less than the theoretical mean, the degree is less.

It is found that the total mean of all the teachers' responses to the questionnaires' items are 182.30, and the theoretical mean is 165. It is clear that that the mean is bigger than the theoretical mean and thus it is considered a high degree. Thus, teachers' perspective on evaluating English for Iraq textbook grade 4 in terms of EFL textbook standards is high. *This means that the English for Iraq textbook grade 4 highly meets EFL textbook standards.*

To go through the different aspects of the questionnaire items and domains, the researcher firstly will begin with 'General Attributes' domain. The total mean of the teachers' responses to the 'general attributes' of the 4th grade English language textbook is (50.02), while the theoretical mean is (42). *This means that the overall teachers'*

responses to the general attributes of the book is high. The sub domains of this domain are 'suitability to learners' and 'physical attributes'. About the suitability of the book to learners, it got 'low' degree and that means English for Iraq textbook grade 4 is not suitable for learners. The physical attributes of the textbook are highly ranked according to the teachers' perspectives. Thus, the physical attributes of the 4th grade English language textbook for Iraq has high physical attributes.

The second domain of the questionnaire is 'Learning – Teaching Content' of the textbook. This domain has (8) sub domains. These sub domains examine general aspects of learning and teaching contents of the textbook, listening, speaking, reading, writing, vocabulary, punctuation, and exercises. As the table tells the total mean of this domain is (105.20), while the theoretical mean is (99). Thus, *the aspects of learning and teaching content of the 4th grade English language textbook for Iraq highly meet the EFL textbook standards.* To explain the results of sub domains of 'Learning – Teaching Content', the domain of general learning and teaching contents, listening, speaking, writing, pronunciation, and exercises highly meet EFL textbook standards, while reading and vocabulary meet the EFL textbook standards in low degree.

The third and last domain is 'teachability' of the textbook. This domain does not have sub domain. It is only one domain. *Unfortunately, the teachability of English for Iraq textbook grade 4 is not enough and got 'low' degree based on the teachers' perspective.*

Based on the results of the teachers' perspective on evaluating English for Iraq textbook grade 4 in terms of EFL textbook standards, the following standards do not meet the EFL textbook standards. Thus, according to teachers' perspectives, English for Iraq textbook grade 4 does not consider the following standards as they got **low degree**.

A. Suitability to Learners

1. Item no. 2: Content is presented in a logical sequence that helps learners to remember and understand it easily.
2. Item no.3: Content is compatible to the age of learners.
3. Item no. 4: Content is compatible to the needs of learners.
4. Item no. 5: Content is compatible to the interests of learners.
5. Item no. 6: Content is compatible to the background knowledge and level of learners.
6. Item no.7: The language used is at the right level for learners' current English ability.

B. Learning-teaching Content

• **General**

7. Item no. 15: The language in the textbook is easy for learners to understand.
8. Item no. 17: The tasks move from simple to complex.
9. Item no. 12: The exercises help learners to depend on themselves and become autonomous.

• **Reading**

10. Item no. 30: Texts are graded and correspond with the age of learners.
11. Item no. 31: Reading texts and exercises are suitable for the learners to deal with.

12. Item no. 32: It enables learners to develop fluency and enjoyment in reading text.
13. Item no. 33: It enables learners to develop skills of reading.

- **Vocabulary**

14. Item no. 38: The load (number of new words in each lesson) is suitable to the learners' level.
15. Item no. 39: There is a good distribution of vocabulary load across chapters and the whole textbook.
16. Item no. 40: Words are efficiently repeated and recycled across the textbook.

- **Exercises**

17. Item no. 47: They consider learners who are under/over achievers.

- **Teachability**

18. Item no. 48: The textbook helps teachers to minimize the preparation time.
19. Item no. 49: The textbook helps teachers cater for mixed ability learners.
20. Item no. 50: It caters for classes of different sizes.
21. Item no.54: The teachers' book provides guidelines for evaluating how well lessons go on.
22. Item no. 55: The teachers' book encourages teachers to note down their own ideas.

To summarize the results, all of the standards meet the EFL textbook standards, except the items mentioned above. In general, the suitability of the textbook, reading standards and vocabulary standards does not meet the EFL textbook standards.

5.DISCUSSION

In this section, the researcher discusses the two questions of the study. The first discussion addresses the formation of the study tool and the standards used in this study. The second question discusses the teachers' perspective of EFL textbook standards and why the study reached this outcome. In this part, the researcher connects the findings of the study results with the outcomes of the previous studies.

5.1 Discussing the results of the first question

The first question addressed the question of how to build a tool (checklist) of EFL textbook standards to be used to decide what the EFL textbook standards are that could be used to evaluate English for Iraq textbook grade 4. The EFL textbook standards that were reached are used as the study instrument that aims to evaluate nearly each aspect of EFL textbook. The study instrument is a adapted version that was collected after firstly surveying the following studies: Ahmed and Khalaf (2014), Al Harbi (2017), Awad (2013), El Deaefi (2018), and Hammad (2011). The questionnaire (study instrument) of standards is constructed after deleting the pointless standards mentioned in the previous mentioned studies.

The number of standards in the study tool contradicts with most of the tools of the previous studies that aimed to evaluate different school textbooks. The current study reached a tool of (55) standards of EFL textbook, while Abu Naba'h et al. (2016) included a tool of (42) standards, Ahmed and Khalaf (2014) included a tool of (96) standards, and Hammad (2011) included a tool of (101) standards. The study also

contradicts with Dweikat (2011) that included (29) standards and aimed to analyze the exercises and activities of “English for Palestine” textbook for the tenth grade.

The tool of this study is closely related to the tool of standards that mentioned in El Deaefi (2018) included a tool of (50) standards, Al Harbi (2017) study included a tool of (49) standards. Awad (2013) study that included (39) standards and aimed to evaluate English for Palestine 12 in terms of the EFL/ESL textbook evaluating checklist from the teachers perspectives in Nablus Directorate schools.

The researcher thinks that these standards of EFL textbook are core and fundamental standards that ought to be met by every EFL textbook. To justify why this study reached just (55) EFL textbook standards, while other studies reached higher number of standards such as Ahmed and Khalaf (2014) that included a tool of (96) standards, and Hammad (2011) that included a tool of (101) standards, the researcher found, when reviewing the previous studies' tools, that there were many repetitive statements for the same standard. There are standards that do not conform to the nature of English language mentioned in the previous studies. Thus, this is why the list of standards of this study have just (55) EFL standers, unlike other studies. Thus, the researcher reached this 55 – EFL standards tool after modifying the tools of the previous studies and after consulting the English language and methodology experts. The standards reached are adapted to be closely related to the nature of the current Iraqi English language textbook grade 4.

5.2 Discussing the results of the second question

The second question aimed to show to what extent English for Iraq textbook grade 4 meet EFL textbook standards from Iraqi Teachers' perspectives. According to Iraqi Teachers' perspectives, English for Iraq textbook grade 4 highly meet EFL textbook standards. The researcher will explain in details the status of each domain of standards in order to reach a inclusive, faithful and reflective discussion of the results.

First: Commenting on the standards of the first main domain: General Attributes

As the study results showed that the whole standards that affiliate to the sub domain ' Suitability to learners' are leveled as low. The content of Iraqi English language textbook grade 4 is not presented logically. The content does not consider the age, needs, interests, level, and background of the learners. The researcher comments that this refers to the weak level of Iraqi students in English language. There is a gap between the Iraqi English language textbook grade 4 and the students' level. Since they are weak in English, they should learn from a book that suits their level. In the other hand, the physical attributes of the book got high level by Iraqi teachers' perspective. This means that Iraqi English language textbook grade 4 has attractive layout, the printing is clear, the cover is interesting, the content has sufficient pictures, the size of the textbook is suitable, it balances between pictures and writing, and finally the textbook presents clear ideas on what is going to be taught to students. It is clear that, the physical attributes are highly considered when preparing the textbook. Unfortunately, that is not suitable for 4th graders.

Second: Commenting on the standards of the second main domain: Learning-teaching Content

A- general

The general standards that are classified under the sub domain 'general' show high level except the unsuitability of the textbook's language, the presentation of information that does not go through from simple to complex, and that the exercises do not help learners to depend on themselves. This weakness in the textbook is attributed also to the weak level of students. Surely, if they are weak in English, they will not understand the language written in the textbook. They also will not depend on themselves or will not go through gradual understanding of the tasks.

B- Listening

All the listening - related standards according to Iraqi teachers' perspectives are met in Iraqi English language textbook grade 4. The listening tasks are appropriately presented, graded from difficult to easy level, use authentic language and addresses real life. This is a good point that Iraqi English language textbook grade 4 consider. It seems that this section is carefully prepared by experts and got teachers' high appreciation. However, this does not mean that Iraqi 4th graders master listening skill.

C- Speaking

Also, the planners of Iraqi English language textbook grade 4 consider highly the standards of speaking skill. Also the Iraqi teachers' confirmed this fact. The textbook develops activities that develop meaningful communication, activities make a balance between individual responses, pair work and group work and materials expose learners to the voices and pronunciation of the native speakers of English. Despite having these aspects of speaking in Iraqi English language textbook grade 4, the right application of these aspects is not guaranteed by Iraqi English language teachers.

D – Reading

The study showed that reading section does not meet EFL textbook standards. The textbook does not consider texts that are graded with the age of learners, reading texts and exercises, fluency and enjoyment in reading text, and does not enable learners to develop skills of reading. Thus, the level of reading in Iraqi English language textbook grade 4 is difficult to students to grasp. It is above their level. This could also be attributed the students' lack of mastering sufficient number of vocabulary that help them to deal with reading comprehensions.

E – Writing

The Iraqi English language textbook grade 4 highly meets writing standards. The textbook successfully contained the standards of writing such as: Writing tasks have achievable goal, writing tasks take into consideration learners' capabilities, writing tasks are interesting, and encourages learners to take some degree of responsibility for themselves and later on become autonomous. This is good for the Iraqi English language textbook grade 4 that it develop writing skills among 4th graders.

F – Vocabulary

The study results showed low degree in vocabulary part. The planners of The Iraqi English language textbook grade 4 do not consider the load (number of new words in each lesson), the good distribution of vocabulary load across chapters and the whole textbook. The words are efficiently repeated and recycled across the textbook. These

aspects ought to be checked by the textbook planners. The distribution of vocabulary should consider each lesson and unit.

G – Pronunciation

Pronunciation section in the Iraqi English language textbook grade 4 highly meets the EFL standards. This also conforms to speaking section. There is harmony between speaking and pronunciation in the textbook. Thus, the Iraqi English language textbook grade 4 contains tasks of punctuation that are contextualized, free from complications, and it is built through different types of activities.

H – Exercises

Exercises section in the Iraqi English language textbook grade 4 highly meets the EFL standards. Just the shortage in this section is that exercises do not consider learners who are under/over achievers. Thus, we can say that the textbook does not consider providing exercises for high achievers or low achievers. The Iraqi English language textbook grade 4 ought to be included with exercises that develop high achievers and low achievers.

To summarize the second domain, Iraqi English language textbook grade 4 highly consider the skills of English language. It just showed negative aspects in reading and vocabulary section. The other skills are well addressed in the textbook.

Third: Commenting on the standards of the third main domain: Teachability

The teachers' show their objection to the domain of 'teachability'. This section is scored low. It is badly met by the Iraqi English language textbook grade 4. It does not help teachers to minimize the preparation time, does not help teachers cater for mixed ability learners, and does not cater for classes of different sizes. On the other hand, teachers' book does not provide guidelines for evaluating how well lessons go on. The teachers' book also does not encourage teachers to note down their own ideas. The whole aspects of this section ought to be taken into the curricula planners in order to avoid such these shortages in the textbook.

The results of the second question conform to Abu Naba'h et al. (2016) that showed high degree for the standards of textbooks, Awad (2013) which revealed a high level of evaluation to grade 12 English language textbook, Dweikat (2011) that stated the activities and exercises included in the textbook are suitable for the targeted objectives, and El Deaefi (2018) study that outlined that the majority of the textbooks meet the standards of the quality and content organization. However, the results of this question contradict Al Harbi (2017) study that reached unsatisfactory level of quality in the textbook, and Hammad (2011) study that reached a moderate level in the three textbooks in terms of content quality and organization standards.

6.THE FINDINGS

The study major findings are:

1. The study reached (55) EFL textbook standards.

2. According to the Iraqi teachers, the Iraqi English language textbook grade 4 highly meets the EFL textbook standards.
3. The Iraqi English language textbook grade 4 highly meets the physical attributes of textbook, listening skills, speaking skills, writing skills, pronunciation skills, and exercises skills.
4. The Iraqi English language textbook grade 4 is not suitable for 4th graders.
5. The Iraqi English language textbook grade 4 does not consider reading skills.
6. The Iraqi English language textbook grade 4 does not consider vocabulary skills.
7. The Iraqi English language textbook grade 4 is not teachable.

7.CONCLUSIONS

The study aimed at surveying the Iraqi teachers' perspective on evaluating English for Iraq textbook grade 4 in terms of EFL textbook standards. The study reached that the English for Iraq textbook grade 4 meets a high level of EFL textbook standards. Despite having some deficiencies, the overall percentage is high.

This result gives a credit for the planners of English for Iraq textbook grade 4. They prepare a textbook that meet the EFL textbook standards. It is not their problem that it does not suit the 4th graders. Also, the problem could be found in the process of implementation of the textbook. Teachers may not master teaching the material. There are many reasons that justify the unsuitability of English for Iraq textbook grade 4 for 4th graders. However, the planners prepared a good textbook that meet the standards of a textbook.

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