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GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

**AN EVALUATION OF “SUNRISE 9” FROM EFL TEACHERS’
AND STUDENTS’ PERSPECTIVES IN NORTHERN REGION
OF IRAQ**

Master’s of Arts Thesis

BURHAN TARKHANI

Gaziantep
December, 2016

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Supervisor: Assist. Prof. Dr. Mehmet KILIÇ

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December, 2016

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Thesis Title : An Evaluation of "Sunrise 9" from EFL Teachers' and Students' Perspectives in Northern Region of Iraq.

Thesis Date : 20.01.2017

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The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

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ÖZET

KUZEY IRAK BOLGESINDEKİ İNGİLİZCE ÖĞRETMENLERİNİN VE ÖĞRENCİLERİNİN "SUNRISE 9" KİTABINI DEĞERLENDİRMESİ

TEZİN BAŞLIĞI

Burhan Tarkhani

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim dalı

Danışman: Yrd. Doç. Dr. Mehmet KILIÇ

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Tüm dünyada öğretme ve öğrenme sürecinin en önemli unsurlarından biri ders kitabıdır. Bunun yanı sıra İngilizce yabancı dil programlarında ders kitabının kullanılması ve kullanılmaması konusunda tartışmalar vardır. Öğretmen, öğrenci ve ders kitabı İngilizce yabancı dil programının üç temel unsurunu oluşturur, fakat bunların içerisinde ders kitabı, İngilizce dil öğretiminde önemli bir rol oynar. Ders kitabı dünyanın her yerinde öğretmen ve öğrencilerce kullanılan başlıca materyallerden biridir. Ayrıca eğitimciler ders kitabının İngilizce dil sınıflarının özü olduğunu söyler. Bazıları ders kitaplarının öğretmenlere rehberlik ettiğini ve öğretme ve öğrenme sürecine olanak sağladığını iddia eder. Buna uygun olarak, bu çalışma “Sunrise 9” İngilizce ders kitabının öğretmen ve öğrencilerce değerlendirilmesini hedefler ve Kuzey Irak’ta dil sınıflarında kullanılan ders kitaplarının güçlü ve zayıf yönlerine dayanarak, öğretmen ve öğrenci yanıtları arasında istatistiksel olarak anlamlı bir fark olup olmadığını bulmayı amaçlar. Bulgular öğretmen katılımcıların ders kitabının birçok kısmına dair olumsuz tutum sergilediklerini gösterdi. Bazı öğretmenlerse fikir belirtmediler, fakat genel olarak öğrenciler “Sunrise 9” kitabı hakkında olumlu görüşlere sahipti. Ayrıca bu çalışmada iki veri toplama aracı kullanılmıştır. Böylece, SUNRISE 9 üzerine öğretmen ve öğrenci görüşleri, bir öğrenci anketi ve bir öğretmen anketiyle yapılmıştır. Ayrıca, ders kitabının değerlendirilmesi beş kriter baz alınarak gerçekleştirildi. Bunlar: düzen ve tasarım, etkinlikler, beceriler, dil türü, konu ve içerik ve sonuç. Toplam 375. sınıf öğrencisi ve 40. sınıf öğretmeni ile nicel veriler, öğretmen ve öğrenciler için hazırlanan bir anketle elde edilmiştir. Öğretmen ve öğrenciler Irak’ın kuzeyindeki Süleymaniye kentinde rastgele örneklem yöntemi ile seçildi. Araştırmanın nitel bölümü için, 13 öğretmen ile yarı-yapılandırılmış görüşmeler gerçekleştirildi. Nicel veriler ise SPSS, Sosyal Bilimler İstatistik Programı kullanılarak elde edildi. Kullanılan anketlerde beşli Likert tipi ölçek kullanılmıştır. Nitel verileri analiz etmek için, bir tümdengelim içerik analizi kullanılmıştır.

Anahtar kelimeler: Ders kitabı, Değerlendirme, Ders kitabı değerlendirme, Materyal, Materyal değerlendirme

ABSTRACT

AN EVALUATION OF “SUNRISE 9” FROM EFL TEACHERS’ AND STUDENTS’ PERSPECTIVES IN NORTHERN REGION OF IRAQ

Burhan Tarkhani

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Basically, textbook is one of the most essential parts in the process of teaching/learning all around the world, also there is debatable case about using and non-using a textbook in the first place in EFL program. Moreover, there are three basic components in EFL program including (teacher, student and textbook), but amongst them textbook plays a significant role in the process of English Language Teaching. It is one of the main crucial materials that have been using by students and the language teachers throughout the world. Additionally, educationalists claim that textbook is the heart of the English language classrooms. Some indisputably enunciated that textbooks guide teachers and facilitate the process of teaching and learning. In accordance with, the present study aims at evaluating *SUNRISE 9* from teachers’ and students’ opinions and finding out whether there is a statistically significant difference between the teachers’ and students’ responses with regard to the strengths and weaknesses of the textbook which are used in language classrooms in all basic schools in the Northern Iraq. The findings reveal that the teacher participants have negative opinions towards most of the sections of the textbook and some others have not stated any opinions but the student participants generally have positive opinions about *SUNRISE 9*. Moreover, two data collection tools or/and instruments were carried out in the current study. Thus, the teachers’ and students’ opinions were conducted on *SUNRISE 9*, a student questionnaire and a teacher questionnaire. Furthermore, the evaluation of the textbook was carried out in terms of five criteria which include: the *layout and design, activities, skills, language type, subject and content and conclusion*. The quantitative data were obtained using questionnaire for teachers and students with a total number of 375 9th grade students and 40 9th grade teachers. They were chosen randomly from Sulaimanyah city in the North of Iraq. For the qualitative part of the study, semi-structured interviews were held among 13 teachers to gather more necessary data. The quantitative data obtained, were analysed using SPSS, a Statistical Program for Social Sciences. A five-point Likert type scale was used for analysis. To analyse the qualitative data, a deductive content analysis was employed.

Keywords: Textbook, Evaluation, Textbook Evaluation, Material, Materials Evaluation

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CHAPTER I

INTRODUCTION

1.0. PRESENTATION

In this chapter, background information is firstly clarified. Background information, in brief, explains different views to define what a textbook is. Next, the purpose of the study is presented with research questions and a statement of the problem is explained as well. The significance of the study is also reported. Then, the limitations and assumptions of the study are given. Finally, the definition of the terms is explained at the end of the chapter.

1.1. BACKGROUND INFORMATION

A textbook is basically one of the essential types of materials that are extensively used in EFL/ESL classroom instructions. More importantly; a textbook can be seen as the most excellent source for practical users (teachers and students) and also plays a vital role in the process of English Language Teaching.

However, it can be argued that the role of a textbook in classroom instruction is more challenging to be defined. According to Cunningsworth, a textbook can be seen as a guide in achieving learners' and teachers' needs. Cunningsworth (1995) states that "Course books should correspond to the learner's needs. They should match the aims and objectives of the language-learning program" (p. 35). Furthermore, Allwright (1990) has a different view to defining what a textbook is? He defines textbooks as "resource books for ideas and activities rather than as instructional material" (p. 46).

Moreover, Sheldon (1988) states that textbooks are not only the central part of ELT programs but also give crucial and significant advantages for both teachers and students, which give better opportunities for exposition to the students being taught

in EFL and ESL classroom instructions. Hutchinson and Torres (1994) also define a textbook. They claim that:

The textbook is an almost universal element of teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook. (p. 67)

Further, Cunningsworth (1995) indicates that there are a lot of textbooks on the market that has been published in the ELT but selecting the most appropriate one to teach is facing the biggest challenge. Specifically, he states that textbook designers and experts should make the most suitable choice when they are making a decision on the textbook and the textbook they choose should be supportable with good materials. Furthermore, he mentions, in terms of deciding on selecting a textbook, two important facts (1), the aims and the objectives of the program should be recognized and (2), the social context or teaching/learning environment in which different materials will be used should be studied in an appropriate way.

Ur (1996) claims that a textbook needs to be exemplified; the positive and the negative points should be taken into consideration. Therefore, the content of the textbook might be easy. In this case, the textbook should be substituted by another one or it might need extra sources or further information. On the other hand, it may not be satisfactory for a specific level of learners. Owing to the lack of valuable or meaningful content, it will not be effective to use it in the process of teaching and learning.

Basically, many reasons for evaluating a textbook can be mentioned. One of them is to find out the strengths and weaknesses of a particular textbook that is already in use in classroom settings. Another reason to evaluate a textbook is to show the effectiveness of its content in the process of learning English.

Cunningsworth (1995, p.35) indicates that “materials evaluation is a complex matter” because from the textbook that is going to be used in a specific institution, it can be stated that many different factors affect or determine the success or failure of the textbook. Consequently, a textbook evaluation is unquestionably beneficial in the development of teachers’ and students’ knowledge; it also specifically helps teachers to get a useful and understandable vision of the materials that are going to be used.

To sum up, choosing the most appropriate textbook to evaluate in accordance with language learning and teaching is most debatable. Thus, it is very crucial for the

teachers to find out how a textbook can be applied in a special social context and how it can be evaluated to go to know how the strengths, effectiveness, and the weaknesses of a textbook should be identified and, how the learner's needs and requirements should be met.

1.2. STATEMENT OF THE PROBLEM

Textbooks are largely one of the essential elements of materials that are widely used in EFL/ESL classroom instructions. First, textbooks can guide teachers to make developments in their careers. Secondly, they undoubtedly help students/learners not to get confused in that process because they can be seen as a better guide that both teachers and students depend on in an effective way and also facilitate their studies.

In the Northern Iraq, the English classes used to commence from fifth grade, but after reforming and changing the educational programs, the steps were taken to improve the quality of teaching and learning of the English language. Therefore, the English textbooks were replaced and now the English classes start from the first grade. Basically, the students learn English letters and some simple words and vocabularies, but in the other classes, the students face everyday English. Consequently, they learn basic English grammatical rules and learn how to read, write and speak properly.

Moreover, the English teachers in North of Iraq are non-native English speakers. Gambrell (1999) claims that "teachers are ultimately the instructional designers who implement the best practices in relevant, meaningful ways for their particular community of learners" (p. 16). Owing to the lack of experience and course training, English teachers invariably have problems, especially for the first time when they contact directly with the new program and a new textbook. They have no hand in shaping and forming this new English textbook.

Furthermore, in the Northern Iraq, teachers and students have to follow the textbook and they solely rely on the program that has been assigned to them as teaching guidance by the Ministry of Education. Additionally, teachers do not have any role in selecting the textbook or extra resources for classroom instruction because of the limitations made in the curriculum by the Ministry of Education.

Cunningsworth (1984, p. 6) enunciates that:

No course book will be totally 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 course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and students need.

Further, it is also vital that teachers have to have a hand and right to select which textbook is preferable and appropriate for the social context in which it is going to be used. Moreover, evaluating *SUNRISE 9* is a genuinely of crucial value for both teachers and learners in the Northern Iraq so as to know about the strengths and the weaknesses of this textbook and also understand which part of this textbook should be modified and/or developed.

Furthermore, as indicated by Hutchinson and Waters (1987), textbook evaluation is a “matching process: matching needs to available solutions” (p. 97). Evaluation is seen as a process to meet the learners’ and teachers’ necessities. Moreover, the social context and particularly the learners’ age and their proficiency levels should be taken into consideration in selecting an ELT textbook.

To sum up, the present study aims at finding out the opinions of 9th grade EFL students’ and teachers and whether there is a statistically significant difference between teachers’ and students’ responses with regard to the strengths and weaknesses of *SUNRISE 9* that is being used by the ninth grade teachers and students in all basic schools in the Northern Iraq. Evaluating this textbook gives an ample opportunity to enhance the specific area or criteria of this textbook.

1.3. PURPOSE OF THE STUDY

The real purpose of this study is to extensively find out the opinions of 9th grade EFL students and teachers and whether there is a statistically significant difference between teachers’ and students’ responses with regard to the strengths and weaknesses of *SUNRISE 9*. Furthermore, evaluating this textbook is of vital importance for educational purposes; more significantly, this study endeavours to meet the teachers’ and students’ needs and helps them to use this textbook effectively and appropriately in classroom instruction.

Furthermore, the current study tries to evaluate the textbook *SUNRISE 9* based on six categories. This study intends to cover how those categories are represented in *SUNRISE 9*. The categories are *the layout and design, activities, skills, language*

type, subject and content and conclusion. More importantly, this study aims to answer the following research questions:

1. What are the opinions of 9th grade EFL students with respect to the strengths and weaknesses of SUNRISE 9?
2. What are the opinions of 9th grade EFL teachers with regard to the strengths and weaknesses of SUNRISE 9?
3. Is there a statistically significant difference between the teachers' and students' responses with regard to the strengths and weaknesses of SUNRISE 9?

1.4. SIGNIFICANCE OF THE STUDY

To begin with, Hutchinson and Torres (1994) state “the textbook is an almost universal element of ELT teaching” (p. 315). Moreover, it is important to mention that the textbook has a significant role in classroom settings and instruction. Furthermore, Dendrinos (1992) elucidates that one cannot separate the educational policy and the textbook; they are closely pertaining to each other.

It can be stated that the practical purpose of a textbook evaluation is to learn how to improve and/or develop it, on the other hand, indicating the positive and the negative aspects of the textbook that is used by the teachers and students. Due to this fact, obtaining the teachers' and students' opinions is significant and also can be seen as the most suitable way of improving the textbook because they are the practical users of the textbook in the classroom setting. Furthermore, teaching materials play a significant role in the process of teaching and learning. In addition, materials evaluation can be seen as the most suitable method to achieve the educational needs and requirements. As Nunan (1998) claims:

Materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best, they provide concrete models for desirable classroom practice. They act as curriculum models and at their very best they fulfil a teacher development role. (p. 98).

The present study aims at analysing the textbook *SUNRISE 9* in detail with respect to the *layout and design, activities, skills, language type, subject and content and conclusion.* This study is highly significant not only for the EFL teachers and students, which gives them a good feedback on how to use this textbook in the classroom settings and which materials should be used effectively, but also it is a

remarkable achievement for the textbook writers and designers in the ELT program to improve the textbook and explain the strengths and the weaknesses of the textbook that is going to be written or designed. Moreover, it is worth mentioning that the present study provides a good opportunity for the educational experts and the professionals in the ELT program to select a better textbook that would be appropriate for the learners. To sum up, Cunningsworth (1995) claims that “course book analysis and evaluation is useful in teacher development and help teachers to gain good and useful insights into the nature of the material” (p.14).

1.5. ASSUMPTIONS OF THE STUDY

In the current study, the three research questions studied to find out the opinions of a number of ninth grade EFL teachers and students on the textbook *SUNRISE 9*. Furthermore, the study intends to know whether there is a statically significant difference between teachers’ and students’ opinions with regard to the strengths and weaknesses of the textbook *SUNRISE 9*. In order to be able to know the opinions of the teachers and students, two questionnaires, and semi-structured interviews were used to collect data.

1.6. DEFINITIONS OF TERMS AND ABBREVIATIONS

Below are the definitions of the terms used throughout the study.

Textbook:

“A published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and communicative ability”. (Sheldon, 1987, p. 140)

Evaluation:

Evaluation is the determination of a thing’s value. In education, it is the formal determination of the quality, effectiveness or value of a program, product, project, objective, or curriculum. Evaluation uses inquiry and judgment methods, including (1) Determining standards for judging quality and deciding whether those standards should be relative or absolute; (2) collecting relevant information, and (3) applying the standards to determine quality. (Worthen and Sanders, 1987, p. 22-23)

Materials Evaluation:

Materials Evaluation refers to a process which attempts to find out the highly appropriate materials in classroom settings (Rea-Dickens and Germaine, 1992).

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching



CHAPTER II

LITERATURE REVIEW

2.0. PRESENTATION

This chapter presents the literature review in which it thoroughly depicts the theoretical background about materials evaluation and methods of textbook evaluation. Moreover, arguments and counter argument for using a textbook and the criteria for textbook evaluation are clarified. Finally, the practical and analytical studies will present.

2.1. MATERIALS EVALUATION

Jones (1999) enunciates that “evaluation in LL (Language Learning) and LT (Language Teaching) generally refers to the theoretical or empirical assessment of the curriculum itself and its components from various perspectives: assessment of teacher performance, learner achievement and materials and so on” (p. 21).

Evaluation as explicated in the aforementioned definition, moreover, plays a wide role in the process of education. It is unquestionably used so as to provide more comprehensible result in the first place.

Furthermore, after selecting the textbook for a particular language learning program, the next stage that should be included is the evaluation. In addition, Tomlinson (2003) states that “materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials” (p. 50).

Moreover, it can be mentioned that evaluation is a thorough and systematic process with regard to the aim and the objectives of the materials which are being used by the learners. Tomlinson also describes three types of evaluation: (1) pre-use

evaluation which focuses on finding out the potential value of the materials, (2) while-use evaluation, which particularly gives a special attention to the learners while using the instructional materials in the classroom setting, and (3) after-use evaluation which is describing and selecting what will happen after using the materials.

In addition, Lynch (1996) explains that the evaluation is “the systematic attempt to gather information in order to make judgments or decisions” (p. 2). Despite that fact, it can be claimed that materials evaluation is indispensably significant and it particularly leads to comprehend the nature of the teaching and learning situation. Harmer (2007) makes a difference between evaluation and assessment. He states that “the assessment of a course book is an out-of-class judgment as to how well a new book will perform in class. Course book evaluation, on the other hand, is a judgment on how well a book has performed in fact” (p. 301).

Basically, Hutchinson and Waters (1987) claim that “evaluation is a matter of judging the fitness of something for a particular purpose” (p. 41). He points out that evaluation is not only about indicating the most effective teaching materials but also plays a crucial role to raise teachers’ awareness to improve their language and its nature and also comprehend the materials as an indispensable part of teaching/learning context.

Carter and Nunan (2001) claim that materials evaluation can be defined as “the process of measuring the value of learning materials” (p. 223). According to them “this can be predictive (pre-use evaluation), on-going (whilst-use evaluation) or retrospective (post use evaluation)” (p. 223).

It is worth mentioning that the above definition aims at making the most influential and brilliant teaching and learning instructional classroom setting for the learners and teachers as well. Cunningsworth (1995) mentions four stages in the process of evaluation of a textbook, the first stage is to analyse the data and the necessary information as precisely as possible, that deals with the materials and comparing with the results that will be gained in detailed analyses. These analyses help in selecting a better textbook and a successful evaluation.

Moreover, the second stage is an interpretation. It can be seen that the interpretation is exceedingly so essential in the evaluation process to illustrate the suitability of the data and the textbook with the social context.

The third stage is an evaluation. Cunningsworth (1995) enunciates that evaluation needs “value judgments on the part of those involved” (p. 15). Furthermore, in the evaluation process, the judgments are based on some factors such as “learners’ and teachers’ expectations, methodological preferences, and the perceived needs of the learner, syllabus requirements, and personal preferences” (p. 25).

Finally, the last stage is a selection. It can be mentioned that after following the previous stages, selecting of a textbook is the most challenging issue in the process of learning/teaching. Cunningsworth (1995) also states that “it is idealistic to expect a perfect textbook” (p. 33).

2.2. METHODS OF TEXTBOOK EVALUATION

It becomes essential for the researchers to ascertain which particular methods of textbook evaluation can appropriate for a particular social context in the first place, due to the fact that, there are a lot of methods of textbook evaluation which the experts explicated and illustrated. Hrehovcik (2002) identifies methods of a textbook evaluation into two main parts:

A. Methods of theoretical analysis

1. The theoretical-analytical method (e.g. The determination of the conformity between the textbook and the syllabus – comparative study).
2. The special analytic method (i.e. Analysis according to a set of internal didactic criteria).
3. The comparative analysis of textbooks (i.e. Two or more textbooks are mutually compared).

B. Empirical analytical methods

1. An experimental investigation into the use of textbooks.
2. Public inquiry applied to teachers.
3. Public inquiry applied to learners. (p. 223)

In addition, McGrath (2002) mentions three types of textbook evaluation methods. The first one is an impressionistic method, which refers to the whole impression of the textbook, and it includes general criteria of the textbook. It does not provide a specific glance at the textbook.

The second one is an in-depth method that deals with the detailed or thorough evaluation. It refers to a large-scale of evaluation, and also it deals with some kind of learning and valuable assumptions that the materials are based on.

Thirdly, the checklist method, which refers to a set of items, criteria and a list of activities as a discipline to decide the worth of evaluation is used. The checklist method has many benefits:

1. It guides the evaluators not to make mistakes.
2. It helps the evaluators to complete their tasks more effectively.
3. It is an organized and systematic way that helps the evaluators not to skip any steps in the process of evaluation.

Moreover, Cunningsworth (1995) classifies textbook evaluation into three types. The first type is a pre-use evaluation, which refers to the evaluation of a textbook based on some criteria before the selection of a specific textbook to learn or teach. However, this type of evaluation is the most challenging one due to the lack of real experience of practicing the textbook in its context. Basically, the evaluators focus on the use of the textbook in the future.

The second type of evaluation mentioned by Cunningsworth (1995) is an in-use evaluation, which deals with the textbook whilst in practice by the learners and teachers. The evaluators tend to know about the effectiveness of the textbook and improving or replacing some parts of the textbook whilst in use. The third type is a post-use evaluation, which helps the evaluators, and it is also beneficial to recognize or find out the strengths and weaknesses of the textbook after it has been used in a large area. Furthermore, this type of evaluation is probably very fruitful to make a right decision for selecting a better textbook.

Grant (1987) asserts that there should be three stages in the evaluation of a good textbook. In addition, he mentioned three significant questions before the process of textbook evaluation:

- 1- Does it fit?
- 2- If it fits, how well does it fit- and how does it compare with others that also fit?

3- (Later!) Does it still fit? This question becomes relevant after you have had it for a time. (p. 119)

With respect to these questions, it can be indicated three major stages of textbook evaluation which are:

1. Initial evaluation
2. Detailed evaluation
3. In-use evaluation. (p. 119)

Grant (1987) represents the notion of the “CATALYST” test which shows the suitability of a good textbook. He focused on using of the textbook as a “CATALYST” in classroom instruction. The word “CATALYST” stands for eight different criteria which are:

C – Communicative?

A – Aims?

T – Teachability?

A – Available additions?

L – Level?

Y – Your impression?

S – Student interest?

T – Tried and tested? (p. 120)

Ellis (1997) divides textbook evaluation into two types: (1) a predictive evaluation, which deals with the type of evaluation before the use of the textbook, more specifically, what kind of a textbook should be used. (2) A retrospective evaluation which tends to know the textbook that has actually been used. In accordance with a retrospective evaluation, two stages which are concentrated on during the process of evaluation can be mentioned. The first stage is, the evaluation conducted by experts. The second stage is carried out basically by using the checklist form that makes the process of evaluation to be applied easily.

Moreover, a retrospective evaluation is explained by Ellis as a systematic way to evaluate a textbook more effectively and extensively because this type of evaluation essentially covers the general impression of the textbook by using the

questionnaires to explicate the strengths and weaknesses of the textbook which has been used during the process of the course.

McDonough, Shaw, and Masuhara (2013) classify textbook evaluation into three types: an external evaluation, internal evaluation, and overall evaluation. The first type is an external evaluation which provides a thorough and external description of the materials in general. Furthermore, two basic points can be seen in external evaluation:

1. The 'blurb', or the claims made on the cover of the teacher's/student's Book.
2. The introduction and table of contents. (P. 54)

Moreover, the "teaching unplugged" or "dogme ELT" is another method. It used for a teaching method that has three major purposes: "teaching through conversation, taking out external input such as course book and technology and letting the lesson content is driven by the students rather than being pre-planned by the teacher" (Meddings & Thornbury, P. 45).

McDonough et al. (2013), furthermore, state that "we also find it useful to scan the table of contents page in that it often represents a bridge between the external claim made for the materials and what will actually be presented 'inside' the materials themselves" (P. 54).

Obviously, the above claim aims at making clear that through the table of contents of the textbook, everyone can easily comprehend the content of the textbook that is going to be evaluated. McDonough et al. (2013) indicate that some crucial factors that have to be taken into account in the external evaluation are as follows:

- The proficiency level: what level is the material suitable for?
- The author's views on language and methodology
- The intended audience: Who the materials are written for?
- The context in which material is to be used: Whether the materials are for teaching general learners or perhaps for teaching English for Specific Purposes.
- How the language has been presented and organized into teachable units/lessons: Whether the material fits into an educational program in relation to time.
- Is a vocabulary list/index included?
- Is a Teacher's Book in print, and locally available?
- Are the materials to be used as the main 'core' course or to be supplementary to it?
- What visual material does the book contain and is it there for cosmetic value only or is it integrated into the text?
- Is the layout and presentation clear or cluttered?
- Is the material too culturally biased or specific?

- Do the materials represent minority groups and/or women in a negative way? Do they present a 'balanced' picture of a particular country/society?
- The inclusion of audio/video material and resultant cost. Is it essential to possess this extra material in order to use the course book successfully?
- The inclusion of tests in the teaching materials, would they be useful for your particular learners?
- After going through an external evaluation, if the course book or other supplementary material proves to be appropriate, we can go on with a more detailed evaluation. (p. 120)

Moreover, the second type of evaluation according to McDonough et al. (2013) is an internal evaluation. It refers to the analysis, examination, and the investigation of the content of the textbook. It goes through a detailed or thorough evaluation. McDonough et al. (2013) mention that the several factors that should be taken into consideration in the internal evaluation are as follows:

- Where listening skills are involved, are recordings 'authentic' or artificial?
- Are the materials sufficiently 'transparent' to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?
- The relationship of tests and exercises to (a) learner needs, and (b) what is taught by the course material.
- Do you feel that the material is suitable for different learning styles? Is a claim and provision made for self-study and is such a claim justified?
- The presentation of the skills in the materials.
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
- The grading and sequencing of the materials.
- Where reading skills are involved, is there much in the way of appropriate text beyond the sentence? (p. 122)

The third type of evaluation is an overall evaluation. This type of material evaluation deals with a general assessment to identify the appropriateness of the material. According to McDonough et al. (2013), some basic facts on which the evaluators should concentrate on while using an overall evaluation:

1. The usability factor: the materials and the syllabus should be improved and proactively motivate the students' and teachers' objectives and goals. There must be a proper suitability between the materials and the syllabus which they have to work on.
2. The generalizability factor: not all the materials used in the class are generally of great importance because in selecting the materials the learners' age and the level of their proficiency should be taken into consideration. There might be some parts of the materials which are very beneficial for a given group of learners but some parts which are not.
3. The adaptability factor: this factor is basically significant because it is pertaining to the changes and modifications in the materials. There might be

some modifications in adding or extracting extra resources in the reading, listening, writing or speaking materials.

4. The flexibility factor: the materials should be suitable with some of the types of the syllabus and it can be said that the materials have to be improved and fitted with the core of the syllabus.

2.3. ARGUMENTS AND COUNTER ARGUMENTS FOR USING A TEXTBOOK

To begin with, it can be stated that many studies have been carried out in the ESL and EFL classroom instructions to explain the advantages and disadvantages of using a textbook. On the other hand, one can argue that there is debatable discussion in terms of using a textbook or not in the process of teaching and learning. Whilst there has been an argument for and against using a textbook amongst the experts and researchers, as Grant (1987) states that “the perfect book does not exist” (p. 8). This means it is a difficult task to select a better textbook for a particular group of learners; especially it will be of great importance to try to choose a textbook that meets teachers’ and learners’ needs.

Moreover, Grant (1987) claims that for selecting a good textbook three major qualities should have been available:

1. It should suit the needs, interests and abilities of your students.
2. It should suit you (the best book in the world won’t work if you have good reasons for disliking it).
3. The textbook must meet the needs of official public teaching syllabuses or examinations. (p. 20)

Furthermore, the process of selecting a good textbook that includes the learners’ and teachers’ needs, aims and objectives are more arguable. As Connie Muther (1985) claims:

Each selection committee must first define the role the textbook should play on the subject. Should it be used as a reference manual or as a foundation for the curriculum? Is it a manual of instruction, or is it the total of the curriculum? (p. 45)

It can be argued that the crucial point in selecting of a textbook is reliability and flexibility with materials that are going to be used in that process. In addition, many aspects have to be taken into account in choosing an effective textbook such as gender, integrated skills abilities, and cultural views. In ESL and EFL, learners’ and teachers’ requirements have to be taken into account.

It can be stated that amongst the studies that have been conducted in the ELT programs so far, they have made known that there are a number of experts supporting the importance of using a textbook and there are some who have counter claims for using a textbook. However, Sheldon (1988) explains that the use of a textbook has three major significant advantages, which are:

1. Developing their own classroom materials is an extremely difficult, arduous process for teachers.
2. Teachers have limited time in which to develop new materials due to the nature of their profession.
3. External pressures restrict many teachers. (p. 25)

In addition, Cunningsworth (1995) claims that a textbook has an essential role in the ELT programs. A textbook is,

1. A resource for presentation materials (spoken and written).
2. A resource of activities for learner practice and communicative interactions.
3. A reference source for learners on grammar, vocabulary, pronunciation, etc.
4. A resource of simulation and ideas for classroom activities.
5. A syllabus (where they reflect learning objectives which have already been determined).
6. A resource for self-directed learning or self-access work.
7. A support for less experienced teachers who have yet to gain confidence. (p. 7)

Moreover, (Graves, 2000) identifies some advantages of using a textbook in a classroom setting as clarified in this way:

1. It provides a syllabus for the course.
2. It provides security for the students because they have a kind of roadmap of the course.
3. It provides a set of visual, activities, readings, etc., and so saves the teacher time in finding or developing such materials.
4. It provides teachers with a basis for assessing students' learning.
5. It may include supporting materials (e.g., teacher's guide, cassettes, worksheets, and video).
6. It provides consistency within a program across a given level if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between levels. (p. 174)

Nonetheless, Graves (2000) explains that there are also some disadvantages of using a textbook, which are:

1. The content or examples may not be relevant or appropriate to the group you are teaching.
2. The content may not be at the right level.
3. There may be too much focus on one or more aspects of the language and not enough focus on others, or it may not include everything you want to include.
4. There may not be the right mix of activities (too much of x, too little of y).
5. The sequence is lockstep.
6. The activities, readings, visuals, etc. may be boring.
7. The material may go out of date.
8. The timetable for completing the textbook or parts of it may be unrealistic. (p. 174-5)

Further, Tomlinson (2001, p. 67) claims:

Proponents of the course book argue that it is the most convenient form of presenting materials, it helps to achieve consistency and continuation, it gives learners a sense of system, cohesion

and progress and it helps teachers prepare and learners revise Opponents counter that a course book is inevitably superficial and reductionist, in its coverage of language points and in its provision of language experience, it cannot cater for the diverse needs of its users, it imposes the uniformity of syllabus and approach, and it removes initiative and power from teachers.

However, despite the aforementioned claim, one can understand that the use of a textbook is a significant part of teaching and learning in the ELT classroom settings. Due to this fact, a textbook can probably be a better guide that explicates the process of learning and it can be shown as a daily plan for the learners and teachers to prepare the lesson more comprehensibly. On the other hand, Tomlinson states that the negative side of using a textbook in the classroom setting that it limits and restricts the power of teachers to have their own possible way to teach because a textbook imposes a specific way in which teachers cannot largely use and develop their own potential, skills and/or talents.

Nevertheless, McGrath (2002) has a positive view on how to use a textbook which has a great impact on the teacher's road map in the process of teaching. He also ascertains that the teachers' perceptions toward the textbook that they are going to use in the lessons will have a reflection of how the lessons are going to be taught and how the textbooks are going to be used.

However, Razmjoo (2007) claims that the textbook for foreign language learners and teachers is seen as the most influential and brilliant materials because they always gain confidence and they have a sense of getting better and a remarkable success with a textbook. More significantly, he explained that the textbook can be used for self-study by the students or as a resource for information.

Moreover, Richards (1993) has some positive viewpoints about using the textbook. He asserts that many important resources such as videos, Teacher's Book, Activity Book, and CDs which provide a great chance to the teachers and students in the classroom instructions. It might be difficult and it takes a great time for the teachers to prepare the materials in the process of teaching. This is why a textbook can help teachers to save time and also it can be seen as a helpful way for novice and less experienced teachers as well.

Nevertheless, Richards mentions some negative perspectives about using the textbook. He focused on the language of the textbook; he asserted that the language and the content of the textbook might be different and also it would not be suitable for the learners; furthermore, he stated that the language should be based on facts and

reality. It should not be inauthentic that makes the language of the textbook less effective. He also claimed that most of the textbooks might be written for commercial purposes which are not effective or useful for the practical users of the textbook. The learners' and teachers' requirements might not be taken into consideration.

However, Richards (2001, p. 1) succinctly makes a light shine on this issue. He states that:

In some situations, they (textbooks) serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers, the textbook may have also served as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use.

Sheldon (1998, p. 238) enunciates that:

The fact is that textbooks are here, and are even exploited in traditional environments as a method of controlling large classes of learners. Such pedagogical experiences generate expectations about what a textbook should contain, what it should look like, and how it should be used.

Sheldon clearly expresses that the textbook is basically the essential part of an ELT program and it seems that the textbook has the undeniable impact on teachers and students, therefore, the selection of a good textbook needs the experts, teachers, and students to take part in this process.

Furthermore, Ur (1996) shows the multifarious advantages of using the course book in classroom setting as follows:

1. Framework: A course book provides a clear framework: Teachers and learners know what they are going to learn and teach next.
2. Syllabus: The course book serves as a syllabus: The carefully planned and balanced selection of language content enables teachers and students to follow the subjects systematically.
3. Guidance: The course book can provide useful guidance and support particularly for teachers who are inexperienced.
4. Autonomy: The learner can use the course book to learn new material, review and monitor progress with some degree of autonomy. So, he becomes fewer teachers dependent. (p. 184)

However, Allwright (1982, p. 145) indicates and proposes some disadvantages of using a textbook in the ELT classroom context. He proposed that:

Textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Subsequently, the educational methodology that a textbook promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potentially incongruent instructional paradigms on the teachers who use them. In this fashion, therefore, textbooks essentially determine and control the methods, processes and procedures of language teaching and learning. Moreover, the pedagogic principles that are often displayed in many textbooks

may also be conflicting, contradictory or even out-dated depending on the capitalizing interests and exploitations of the sponsoring agent.

Allwright sheds light on some issues that make the use of a textbook more problematic. One of them is biases of the authors. This means that the language which is used in the textbook is external language; the students' level and the language used in the textbook might not be taken into account. On the other hand, it imposes an inflexible way of teaching that may not be preferable in classroom instruction also, it would be a great issue which is not helping and giving an opportunity to the teachers to conduct a new method of teaching.

However, Ansary and Babaii (2002, p. 1) both have different points of view on how to use the textbook in ELT / ESL; they clearly explicate some disadvantages of a textbook as follows:

- If every group of students has different needs, no textbook can be a response to all differing needs.
- Topics in a textbook may not be relevant for and interesting to all.
- A textbook is confining, i.e., it inhibits teachers' creativity.
- A textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly.
- Textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps;
- Teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not.

Nevertheless, Ansary and Babaii (2002) both claim that the textbook, on the other hand, has some more advantages for novice and inexperienced teachers by providing them a ready-made method of teaching. To sum up, both sides make their own sense. However, the problem is about to what extent they can select and explain the strengths and weaknesses of the textbook and also to what extent the downside and the shortcomings of a textbook in the process of teaching/learning environment will be indicated. Therefore, the evaluation is applied to find out and explain the textbook's advantages and disadvantages in the English Language Teaching program.

2.4. CRITERIA FOR TEXTBOOK EVALUATION

Textbook evaluation is considered to be the most reliable resource of knowledge in the ELT/ESL program; additionally, it is doubtlessly a great source of knowledge which provides a clear perception of selecting the most appropriate

textbook for classroom settings. Thus, it is not an easy task; according to the researchers, it is a complex matter.

Though it can be argued that textbook evaluation has a vital role in the process of teaching and learning that helps teachers, experts, educators and administrators to choose a preferable textbook for teaching, and it also proposes the learners' needs and requirements. On the other hand, through the process of evaluation, the researchers not only can ascertain the strengths of the whole of the textbook but they can also find out the weaknesses of the textbook and they can modify or add those parts of the weaker contents with respect to the teaching context. Cunningsworth (1984) elucidates some important guidelines for materials evaluation as follows:

1. Relate the teaching materials to your aims and objectives;
2. Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes;
3. Keep your students' learning in mind.
4. Consider the relationship between language, the learning process, and the learner. (p. 5-6)

Basically, all these guidelines point out that Cunningsworth explains the students' and teachers' fundamental expectations that should be taken into consideration in the process of textbook evaluation. Broadly speaking, he obviously focuses on the role of the learners' requirements in that process.

Moreover, Litz (2005) proposes an important textbook evaluation checklist and questionnaire for both teachers and students. The questionnaires include practical considerations, layout and design, activities, skills, language type, subject and content and conclusion/overall consensus.

Litz's checklist is set up under the most various items. The items include easy statements and the most understandable terms which include all the necessary details about the textbook which is going to be evaluated.

Ansary and Babaii (2002) have organized a checklist which is considered to be a broad and comprehensive one to find out the essential elements of EFL/ESL textbooks. They proposed several characteristics that include:

Approach

- Dissemination of a vision (theory or approach) about
- The nature of language
- The nature of learning
- How the theory can be put to applied use

Content Presentation

- Stating purpose(s) and objective(s)
- For the total course
- For individual units
- Selection and its rationale
- Coverage
- Grading
- Organization
- Sequencing
- Satisfaction of the syllabus
 - To the teacher
- Providing a guide book
- Giving advice on the methodology (giving theoretical orientations, key to the exercises)
- Supplementary materials
 - To the student
- Piecemeal, unit-by-unit instruction
- Graphics (relevant, free from unnecessary details, colourful, etc.)
- Periodic revisions
- Workbook
- Exercise and activities (in the classroom, homework, sample exercises with clear instructions, varied and copious)
- Periodic test sections
- Accompanying audio-visual aids

Physical Make-up

- Appropriate Size & Weight
- Attractive layout
- Durability
- High quality of editing and publishing
- Suitable title

Administrative Concerns

- Macro-state policies
- Appropriate for local situation
 - Culture
 - Religion
 - Gender
- Reasonable price. (p. 5)

Moreover, Zabawa (2001) designed a checklist for the Cambridge First Certificate in English (FCE) textbooks. This checklist contains ten categories which include layout and design, material organization, language proficiency, teaching reading comprehension, teaching writing, teaching grammar and vocabulary, teaching listening comprehension, teaching oral skills, content, and exam practice.

In addition, Griffiths (1995) proposes a list of questionnaires for textbook evaluation. He mentioned twelve characteristics of materials which have been used in that process: the match between materials and learner objectives, learner-centered materials, facilitative interactive learning, socio-cultural appropriateness, gender sensitivity, up-to-date materials, well-graded vocabulary and comprehensible input, age-appropriate materials, interesting and visually attractive material, relevance to real life, easy to use material, and ethnocentric material.

Furthermore, Sheldon (1988) suggests a checklist that contains two basic features: factual details and factors. Factual details include the title, author, publisher, price, physical size, and duration of the course, target learners, teachers, and skills. Factors contain rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practice/revision, flexibility, guidance, overall value for money, rating and comments.

Rivers (1981) designed a list of questionnaires for a textbook evaluation that is based on seven features which include appropriateness for teachers and students, language and ideational content, linguistic coverage and organization, types of activities, practical consideration, and enjoyment index.

Furthermore, Byrd (2001) presented a checklist which contains four major categories, the fit between the textbook and the curriculum, the fit between the textbook and the students, the fit between the textbook and the teachers, and overall evaluation of the fit of the textbook for the course of the program.

Garinger (2002) also reports a checklist which is designed in his study for evaluating textbooks in community-based (ESL) programs. The checklist includes two major categories, practical considerations, and language related considerations. Practical considerations contain value/availability, layout/physical characteristics, and cultural components. Language related considerations contain skills, language, exercises and user definition.

Peacock (1997, p. 87) proposes the most comprehensive checklist. He states:

The goal of the checklist is not to analyse textbooks in detail from a linguistic or pedagogic viewpoint, but to allow as thorough an evaluation as possible to be made in the time normally allocated for textbook assessment by EFL teachers.

Additionally, Peacock's checklist includes eight sections: general impression, technical quality, cultural differences, appropriacy, motivation and the learner, pedagogic analysis, finding the way through the Student's Book and supplementary materials.

Daoud and Celce-Murcia (1979) present another checklist which includes five main categories: subject matter, vocabulary and structures, exercises, illustrations and physical make-up. They also organized a special section for teachers that contain four main categories: general features, type, and the amount of supplementary

exercises for each language skill, methodological/pedagogical guidance, and linguistic background information. The assessment process is based on a 5-point scale: excellent, good, adequate, weak, and totally lacking.

Moreover, Robinett (1978) proposes another checklist that contains several categories as follows: goals of the course, background of the students, approach, language skills, general content, quality of practice materials, sequencing, vocabulary, general sociolinguistic factors, format, accompanying materials and teacher's guide.

Mukundan, Hajimohammadi, and Nimehchisalem (2011) present a checklist which contains two general categories general attributes and learning-teaching content. The general attributes encompassed five sub-categories as follows: relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and supplementary materials. The learning-teaching content includes general (i.e., task quality, cultural sensitivity, as well as linguistic and situational realism), listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises.

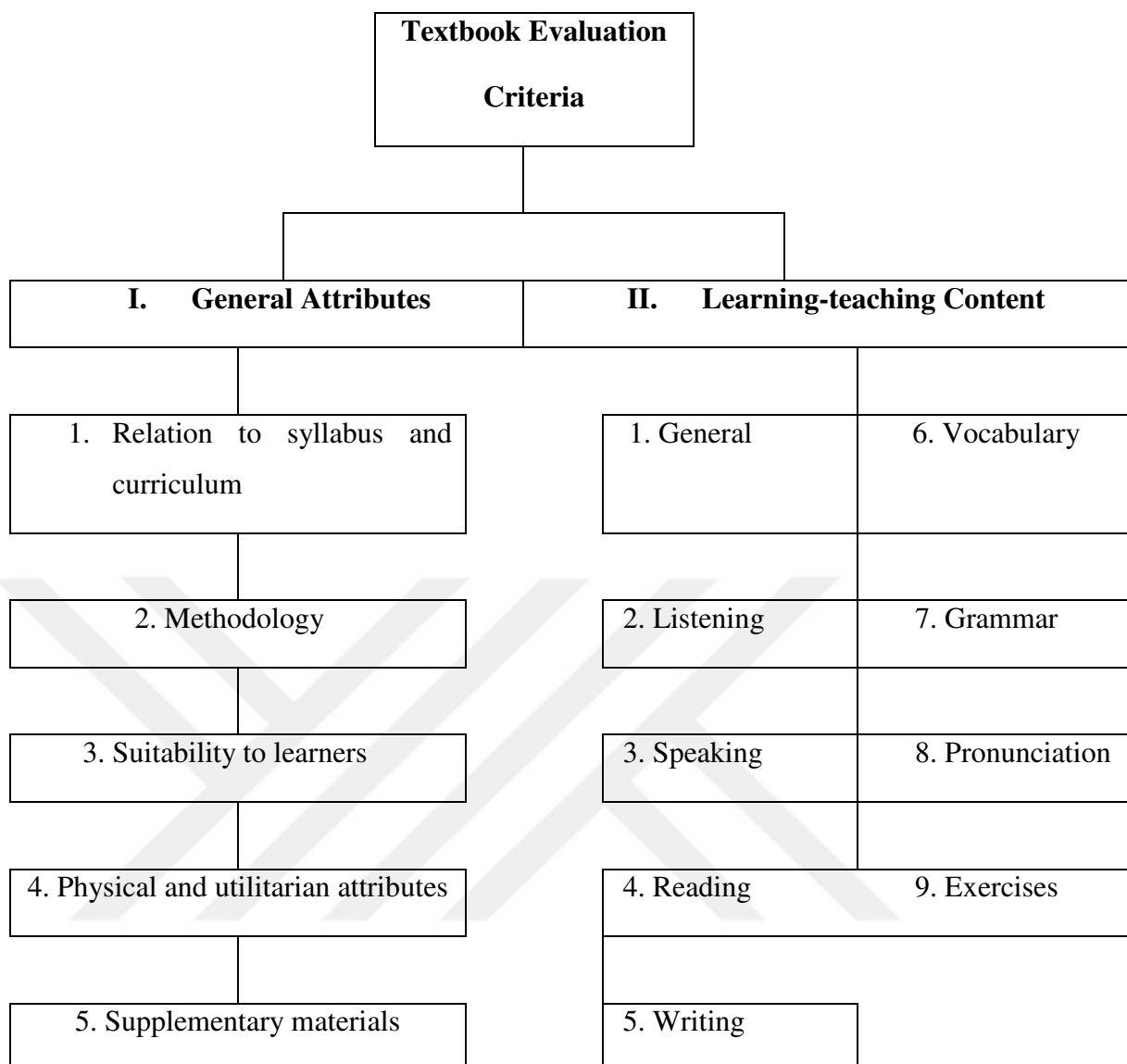


Figure 2.1 Textbook Evaluation Criteria

To sum up, all the above checklists, which have been described in this study can be used as the most helpful factors and the researchers can use them to evaluate a textbook in different teaching environments. Therefore, one cannot find a specific or a detailed checklist, but the researcher can conduct and set up the most preferable and comprehensible checklist that is much more suitable for the teachers' and students' teaching environment.

2.5. INTERNATIONAL TEXTBOOK ANALYSIS STUDIES

Textbooks play a key role in the English Language Teaching program. They are to be considered as the most beneficial materials for the teachers and students in the classroom settings. Textbooks can be viewed from the perspectives of experts and administrators as a helpful instructional tool in TESL/TEFL.

Textbooks in TESL/TEFL have been evaluated by the authors and researchers in worldwide. Litz (2000) evaluated an English language textbook '*English Firsthand 2*' at *Sung Kyun Kwan University in Suwon, South Korea in 2000-2001*. The main significant purpose of this study is to find out the appropriateness and usefulness of the textbook in relation to the university language program. Teachers' and students' questionnaires were administered. The questionnaires contain seven categories as follows: *practical consideration, layout and design, activities, skills, language type, subject and content and conclusion/overall consensus*. The results indicated that teachers and students had positive attitudes towards most of the sections in the textbook. They concluded that the textbook is organized clearly and the four language skills in the textbook have been integrated effectively. On the other hand, they claimed that the textbook has many shortcomings in which the activities cannot be easily changed and updated and the activities do not promote a sensible practice.

Tekir and Arıkan (2007) evaluated an English language textbook '*Let's Speak English 7*'. Two questionnaires were used. The perceptions of 7th grade students and teachers were studied. It can be stated that 130 participants at a primary level state school (50 English teachers and 80 7th grade students) participated in this study. The findings showed that both respondents had negative opinions towards the topics of the textbook. The responses demonstrated that the activities in the textbook do not cover enough practicing skills and match the students' needs. In terms of the language of the textbook, the results indicated that the language of the textbook does not suit the actual level of the students. The participants claimed that the activities of the textbook do not encompass enough time for discussion and meaningful practice.

Coskuner (2002) evaluated an ESP textbook '*English for Business Studies*' at English Language School of Baskent University. The purpose of the study is to find out the strengths and the suitability of the textbook. Teachers' and students' questionnaires were carried out on the basis of nine categories as follows: *aims and needs of the students studying English, layout and physical appearance, language and readability, design and organization, content and coverage, developing four language skills and communicative abilities, encouraging learner interaction in the classroom, presentation and practice of vocabulary and developing learner autonomy*. The participants of the study were 189 students and 10 teachers. The

findings indicated that the respondents had positive views towards the layout and physical appearance, language and readability, design and organization, content and coverage, and presentation and practice of vocabulary. The participants think that the developing listening skills amongst the four language skills and developing learner autonomy in studying are not effective.

Mohammadi and Abdi (2014) evaluated '*Top Notch*'; it is one of the types of TEFL materials which have been used in some of the Iranian English language institutions. The purpose of the study is to find out the appropriateness of the textbook towards the students' requirements. The participants of the study were 105 students and 32 teachers. Two questionnaires were selected for both students and teachers. The results showed that the grammar topics are not clearly explained with examples. The vocabulary items are also not consecutively repeated to make it easier to learn. On the other hand, the participants stated that the textbook has worked on a specific language that the students like to further their knowledge in. Finally, the findings indicated that the textbook increases the students' and teachers' desire to learn English and they will choose that textbook again to teach and learn.

Tok (2010) evaluated an English language textbook '*Spot On*' which is used in state primary schools in Turkey. The significant purpose of the study is to investigate the advantages and disadvantages of the textbook from teacher's views. The participants of the study were 46 English teachers. The questionnaires were selected on the basis of six categories as follows: *layout and design, activities and tasks, language type, subject, content and skills and whole aspect*. The results demonstrated that the teachers believed that the layout and design of the textbook are not clear and well organized. The respondents stated that the textbook does not contain a considerable amount of words and vocabularies. On the other hand, the responses showed that the contents and subjects of the textbook are generally realistic and the activities include individual tasks, pair tasks and group works. Finally, the participants believe that the textbook does not further nourish their enthusiasm to investigate the English Language.

Nasiri and Ahmadi (2011) evaluated an English language textbook '*Summit 2B*' for undergraduate university students at Tabriz Islamic Azad University and Urmia Jahad Daneshgahi. The main significant purpose of the study is to examine the appropriateness of the textbook from teachers' and students' perspectives on the

basis of two criteria: subject matter and vocabulary/structure. The participants of this study were 150 (10 teachers and 140 students). The results explained that the subjects and topics of the textbook match the learner's expectations and needs. In terms of vocabulary and structure, the participants indicated that the structure of the textbook is clearly explained and vocabularies are well organized.

2.6. TEXTBOOK ANALYSIS STUDIES IN IRAQ

Textbooks can be seen as one of the most brilliant materials in the teacher's hands. It can be stated that some practical studies which have been conducted in Iraq. Al-Akraa (2007) evaluated an EFL textbook '*Iraq Opportunities 3*'. The purpose of this study was to examine the strengths and weaknesses of the textbook on the basis of three criteria: *grammar, vocabulary, and culture*. A survey of the questionnaire was selected and the views of English language teachers and the researcher's personal evaluation were studied. The results indicated that the grammar rules are clearly explained with examples and all the parts of speech have been explained clearly. Then, in terms of vocabulary items in the textbook, the findings demonstrated that new vocabularies are consecutively repeated to make it easier to learn and they are compatible with the students' abilities. Finally, the results concluded that the textbook has enough clarified that inclines the teachers and students to figure out the cultural distinctions of the targeted language.

Akef (2015) evaluated an English language textbook '*Iraq Opportunities 6*'. The participants of the study were 60 English teachers at public and private intermediate school in Baghdad. The researcher used a questionnaire which was contained ten categories as follows: *general shape, objectives, content, reading and writing, structure and vocabulary, listening and speaking, teaching aids, general features, background information and methodological guidance*. The purpose of the study was to examine the perceptions of 2nd intermediate English teachers about the suitability of the textbook at public and private intermediate school in Baghdad. The results showed that some of the sections of the textbook such as general shape, objectives, content and teaching aids are not conveniently effective. Moreover, the findings demonstrated that the students' needs are not taken into consideration. Finally, the results reported that the contents and subjects of the textbook are not reflecting students' abilities.

CHAPTER III

METHODOLOGY

3.0. PRESENTATION

The present study aims at finding out the opinions of 9th grade EFL teachers and students with regard to the strengths and weaknesses of the textbook *SUNRISE 9* which has been used in the basic schools in the Northern Iraq.

This chapter provides the essential information about the method of the research and the implementation of the procedures and techniques provided as well. First, the research design and the research questions are presented. Then, the materials of *SUNRISE 9* are mentioned. The research population and sampling, data collecting instruments and the reliability of the questionnaires are also clarified. Further, in order to be able to make the representation more comprehensible, two figures that represent the research population and sampling and a table that represents the questionnaires are illustrated in this chapter.

3.1. RESEARCH DESIGN

The research design of the current study is a descriptive study. It describes the teachers' and students' opinions. Moreover, a qualitative and quantitative method (a mixed methods research design) has been used in this study (Dörnyei, 2007). In addition, the questionnaires and interviews have been used to collect the necessary data (Bhattacharjee, 2012). A survey was carried out to obtain the opinions of 9th grade EFL teachers and students in the basic schools in the North of Iraq. Brown & Rogers (2002) claim that "surveys are any procedures used to gather and describe the characteristics, attitudes, views, opinions and so forth of students, teachers, administrators or any other people who are important to a study" (p. 142).

In the current study, the research questions tries to find out the opinions of a number of ninth grade EFL teachers and students on the textbook *SUNRISE 9*. Furthermore, the study attempts to know whether there is a statically significant difference between teachers' and students' opinions with regard to the strengths and weaknesses of the textbook *SUNRISE 9*.

3.2. RESEARCH QUESTIONS

This study aims to answer the following research questions:

1. What are the opinions of 9th grade EFL students with regard to the strengths and weaknesses of *SUNRISE 9*?
2. What are the opinions of 9th grade EFL teachers with respect to the strengths and weaknesses of *SUNRISE 9*?
3. Is there a statistically significant difference between the teachers' and students' responses with regard to the strengths and weaknesses of *SUNRISE 9*?

3.3. THE TEXTBOOK *SUNRISE 9*

SUNRISE 9 has been chosen in the current study for analysis in order to find out the appropriateness and suitability of the textbook for the teachers and students in the North of Iraq.

The textbook encompasses 114 pages with a light pink cover. The name of the textbook is written on the cover of the textbook with a picture of two young students. However, on the front cover, there is an advertisement which shows that the textbook is the property of Ministry of Education. There is a contract between the Ministry of Education and MacMillan Company that the textbook belongs to the Ministry of Education and all rights reserved. Moreover, on the first page, the name of the textbook and the authors of the textbook are presented. On the second page, the map of the textbook is given which shows a short description of the whole textbook from Unit 1 to Unit 7. On the back cover of the textbook, there is also the name of the textbook with an advertisement by the publisher.

Furthermore, the authors of the Sunrise program, Garton-Sprenger, Prowse and McIver (2006, p. 1) define *SUNRISE 9* as "the third level for secondary students, designed to build on their primary school English and develop confident users of

English. The course has a communicative approach, integrating listening, speaking, reading and writing, with a clear focus on grammar structures”.

3.3.1.Key features of Sunrise 9

The key features of the textbook are explained by the authors in the textbook as follows:

- Sunrise 9 makes learning fun through motivating topic-based units. Each unit has a review lesson at the end to recycling and reinforces the language.
- Sunrise 9 has a clear and comprehensive grammar syllabus
- Sunrise 9 has a story running through the book, with young characters who introduce new language.
- Sunrise 9 has dramatized dialogues for students to act out and practice ‘real language’
- Sunrise 9 has a CD with dialogues and ‘sound’ files to practice pronunciation and intonation.
- Sunrise 9 has Discoveries and Inventions sections after every unit providing information and reading practice.
- Sunrise 9 Activity Book provides consolidation and practice of grammar and vocabulary. (Garton-Sprenger et al. 2006, p. 1)

3.4. MATERIALS OF SUNRISE 9

3.4.1. Student’s Book

The Student’s Book is composed of a welcome unit, seven units, each of which composes of four lessons and a review, a grammar summary with translation, a word list, and Sunrise MAG (Sunrise Magazine).

Moreover, a project can be seen at the end of the textbook that requires the students to work together as a team to make a magazine. This project consists of seven activities. On each page of the magazine, the team is going to write different articles as follows: 1. Sunrise magazine team. 2. Sunrise sightseeing guide. 3. Sunrise music guide. 4. Sunrise superstitions. 5. Sunrise green guide. 6. Sunrise interview. 7. Sunrise holiday guide.

Furthermore, the welcome unit is an important revision, which commences with two essential English tenses such as (Present Simple and Present Continuous) and also practices the definite article with musical instruments, importantly, revising the adverbial phrases of place to help the students to become familiar with the characters in the story.

In addition, it is crucial to mention that this unit helps the students to improve their vocabulary typically used when they are talking about a particular subject. For instance, a list of words about (clothes, colours, physical description, music, kinds of

music, countries and location, town and facilities and attractions) are offered in the welcome unit.

Basically, in each unit multitudinous different topics are presented. For instance, music now, sightseeing, communication, people and places, additionally, all of the topics are mentioned in the Student's Book are pertaining to the Welcome to Music Now, the music festival for young people from all around the world; it is an imaginary music festival in Edinburgh.

Each unit, on the other hand, is composed of four lessons. In addition, the first three lessons of each unit depict the new language. Furthermore, one can easily figure out the new language item in the texts and the conversations that are provided from the beginning of each lesson. Consequently, the students practice the new language item in the classroom setting which they can find out in multifarious dialogues and texts. Further, a written activity typically can be found at the end of the lessons.

Furthermore, some important files and sections are presented in each unit throughout the lessons which can be listed as follows: the skills and the sound files, the fact files, structures (the grammar files), look charts and games. It can be stated that lesson four which is titled a revision lesson at the end of each unit consists of five vital sections such as speaking, listening, writing, reading, and the study skills. There is also a significant section called 'To Help You Study'. This section, moreover, teaches and helps the students to practice and learn the language independently as much as they can. It can be observed that poems and songs are also presented at the end of each unit.

In each unit, specifically, from lesson one to three, the grammar files are shown and explained on the first page of each lesson. Due to this fact, at the back of the textbook, grammatical rules and structures are also explained comprehensibly that help teachers and students to comprehend the lesson properly. Furthermore, the grammar points have been translated into the students' mother tongue in order to make the grammar points more comprehensible for the students.

The most important sections are skills and sound files in the Student's Book. In fact, in these two sections, the students are encouraged to learn, hear and practice the correct pronunciation of different words and sounds. They also learn how to make a

distinction between stress and intonation patterns. Notwithstanding, the vocabulary items are organized and identified in each lesson from different units. At the back of the textbook, moreover, different word lists with an easy translation are presented lesson by lesson.

In the review part, there is an important section entitled ‘Discoveries and Inventions’. This section encompasses and introduces multitudinous topics; for instance, the wheel, the telephone, photography, pen and paper, flight, medicine, and money. In addition, this section persuades the students to have knowledge about the historical inventions and discoveries and how these historical tools are changed from the up-to-date era. The aim of this section is to enable and teach the students to write about different historical events by using different English grammar tenses. Secondly, it helps the students to work together in pairs or small groups; this is a suitable way to get the students to check each other’s work carefully and correct any mistakes.

3.4.2. Activity Book

Garton-Sprenger et al. (2006, p. 1) enunciates that “an Activity Book provides consolidation and practice of grammar and vocabulary”. There are multitudinous activities that are presented in the Activity Book, such as vocabulary, crossword, pronunciation and the grammar activities. It can be mentioned that these activities unequivocally provide the students a better opportunity to figure out the lesson more properly. Furthermore, in ‘To Help You Study’ section, there are also multifarious activities, for instance, reading, writing and the study skill activities. Thus, in these activities, the students are able to learn and remember more vocabularies.

It is worth mentioning that the review activity is one of the most important activities in the Activity Book because it provides the students to review the language unit and also consists of some formal activities that help the students to comprehend the grammar points and items clearly. The review activity ends with a section entitled ‘How Good Are You?’ This helps the students to perceive any progression in the unit.

3.4.3. The Teacher's Book

The components of the Teacher's Book are: introduction, lesson notes, including CD scripts and answers, brief lesson notes for the discoveries and inventions lessons, Activity Book answers, grammar summary, word list, and phonetic symbols.

More significantly, the Teacher's Book is designed in a way that facilitates the preparation of the lesson for the teachers. Therefore, it is not a time-consuming process. It enables the teachers to manage their time during the lesson more properly. It can be claimed that extra activities and homework are provided in the Teacher's Book as well. The answers to the Activity Book's exercises, the Student's Book's exercises, and the CDs script are given in the Teacher's Book. Moreover, the Teacher's Book sets up a good lesson plan by suggesting better materials that fit the teacher's lesson with a particular classroom.

3.4.4. The CDs

The CDs are one of the essential materials of the course. The Activity Book and the Student's Book, listening materials such as songs, skills and sound files, pronunciation, poems and review activities are all recorded on the CDs.

3.5. RESEARCH POPULATION AND SAMPLING

Sheldon (1988) states that both teachers and students are the practical users of the textbook; this is why they have to be taken into consideration in the case of textbook evaluation. The participants in this study were 375 9th grade EFL students and 40 EFL teachers that were selected randomly in Sulaimanyah city in the North of Iraq. Moreover, with regards to the data which we have been given by the General Directorate of Education of Sulaimanyah city, there are 305 basic schools in Sulaimanyah, but only 82 of them have ninth grade. Thus, in these 82 basic schools, 41 schools have been chosen randomly for this study.

Furthermore, the number of the English teachers who are teaching *SUNRISE 9* in these 41 basic schools is 81. On the other hand, 1435 students study *SUNRISE 9* in these 41 basic schools. Therefore, 40 teachers and 375 (approximately 20% of the population) students, 235 female and 140 males have been chosen as the sample for the present study.

The questionnaires were carried out for teachers and students. Moreover, through conducting interviews with 13 EFL English ninth grade teachers that were chosen amongst the 40 teachers participants, further data and findings were collected.

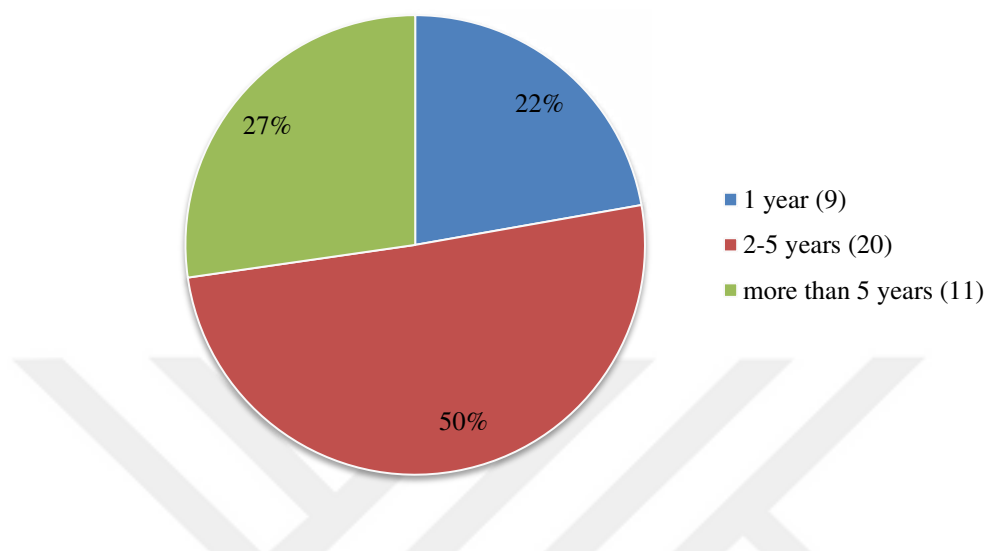


Figure 3.2 Sample distribution of teacher's teaching experience

With regards to the teaching experience, those teachers who had only 1 year experience consisted of 9 teachers (22%); however, 20 teachers (50%) of the sample had an experience of 2-5 years, although those teachers who had an experience more than 5 years comprised 11 teachers (27%) of the sample.

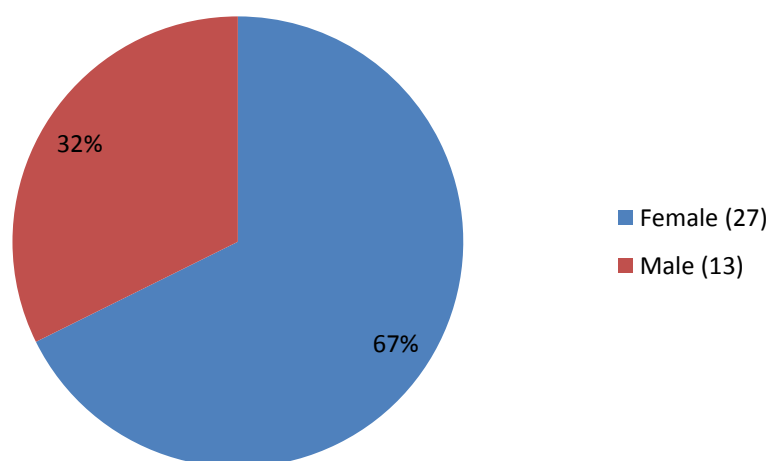


Figure 3.3 Gender distributions of the teachers

Figure 3.3. shows that the number of the female teachers is 27 and the number of the male teachers is 13. 27 female teachers (67 %) and 13 male teachers (32 %) participated in the study.

3.6. DATA COLLECTION

Two data collection tools were resorted to in the current study. The teachers' and students' opinions on *SUNRISE 9* were studied by using a student questionnaire and a teacher questionnaire. Questionnaires and interviews are encompassed in surveys. Furthermore, the questionnaires are the most helpful tool to gather information and data because it is a systematic and organized way to elicit information and data. In addition, it makes the process of evaluation easier and accomplishes the task more effectively (McGrath, 2002).

Moreover, Seliger and Shohamy (1989) elucidate that one of the advantages of using of a questionnaire is to enable the researcher to conduct the survey with a large group of participants. Furthermore, in the light of this perception, one can argue that using a questionnaire consumes less time. Therefore, two questionnaires were conducted, one for the teachers and the other for the students, to obtain data from both groups of participants. The questionnaires (Teachers' questionnaires) used in the current study were selected and adapted from the checklists by Litz (2005), Cunningsworth (1984), Sheldon (1988) Matthews (1985), Breen and Candlin, Williams, D. (1983) and R. Williams (1981).

3.6.1. Students' Questionnaire

The students' questionnaire consisted of 20 items, all of which were taken from the teachers' questionnaire. Moreover, the statements were given to 375 students who were chosen randomly from 41 basic schools in the North of Iraq. In the students' questionnaire, the items dealt with five categories which are the *layout and design, activities, skills, language type, subject and content and conclusion*. The responses were selected from a 5-point Likert scale ranging from "Strongly disagree, Disagree, Not sure, Agree, Strongly agree". The questionnaire was translated into student's mother tongue by the researcher. Then, a language expert analysed it and minor points that could lead to misunderstandings were corrected. As a next step, it was back-translated into English and controlled by a native speaker of English.

3.6.2. Teachers' Questionnaire

The teachers' questionnaires encompassed 40 items, which were addressed to 40 teachers. Furthermore, the statements dealt with five sections, which are the *layout and design, activities, skills, language type, subject and content and conclusion*. The responses were again selected from a 5-point Likert scale ranging from "Strongly disagree, Disagree, Not sure, Agree, Strongly agree". Moreover, the teachers' questionnaire was equivocally translated by the researcher. Then, a language expert analysed it to correct the minor points so that the participants could respond to each item properly. Teachers' questionnaires used in the current study were selected and adapted from the checklists by Litz (2005), Cunningsworth (1984), Sheldon (1988) Matthews (1985), Breen and Candlin, Williams, D. (1983) and R. Williams (1981). Finally, it was back-translated into English and controlled by a native speaker of English. Both questionnaires encompassed six sections:

- The first section was about the layout and design.
- The second section was about the usefulness of activities.
- The third section was set up to gather information about the four language skills in the textbook.
- The fourth section was carried out to elicit data about the suitability of the language type.
- The fifth section was about the sufficiency of the subject and content of the textbook.
- Finally, the sixth section was designed to gather information about the general opinions of teachers and students on the textbook.

Table 3.1 *Subsections in the Questionnaires for Teachers and Students*

Sections	Question Types	Number of Questions	
		Teachers' Questionnaire	Students' Questionnaire
Section 1	Layout and Design	11	2
Section 2	Activities	7	4
Section 3	Skills	4	3
Section 4	Language Type	7	5
Section 5	Subject and Content	9	4
Section 6	Conclusion	2	2
Total		40	20

The above table shows that the number of the items in the first section (Layout and Design) consists of 11 items in the teachers' questionnaire but in the students' questionnaire, the first section (Layout and design) composes of 2 items. The second section (Activities), in the teachers' questionnaire, it consists of 7 items. On the other hand, in the students' questionnaire, the second section (Activities) comprises of 4 items. The third section (Skills) is 4 items in the teachers' questionnaire, however, in the students' questionnaire; the third section (skills) composes of 3 items. Section 4 is the Language Type. It comprises 7 items in the teachers' questionnaire but in the students' questionnaire, the fourth section (Language Type) consists of 5 items. The fifth section is Subject and Content which comprises of 9 items in the teachers' questionnaire but in the students' questionnaire, the fifth section (Subject and Content) composes of 4 items. The sixth section is Conclusion. In the teachers' and students' questionnaire, the sixth section (Conclusion) comprises of 2 items. it can be seen in the above table that the teacher's questionnaire consists of 40 items and the students' questionnaire encompassed of 20 items.

3.6.3. The Questionnaire Pilot Testing

It is highly significant to mention that, to find out the reliability of both the students' and teachers' questionnaire, a pilot testing was conducted with a total number of 190 students that were chosen randomly amongst 375 students that participated in the main study and 20 teachers that were also chosen among 40 teachers that participated in the main study.

Furthermore, it can be stated that the five-point-Likert scale to analyse the data was also carried out with regard to the piloting. Despite the piloting, some of the items have been clarified based on the comments by the students and teachers, but the items were not modified.

Moreover, in this study to find out the reliability of the questionnaires for all of the sections in the questionnaires, Cronbach's Alpha was calculated to be .856 for the students' questionnaire. For the teachers' questionnaire, it was found to be .885. Therefore, we can assume that the questionnaires that we used for the current study are highly reliable.

3.6.4. Interviews

In this study, for the qualitative part of the study, semi-structured interviews were conducted with 13 EFL teachers amongst the 40 teachers participants as a better way of gathering the necessary data. Cannell and Kahn (1960, p. 45) claim that the research interview is "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information, and focused on him on content which specified by research objectives of systematic description, prediction or explanation". Therefore, all the interviews were conducted over a period of time, during which the researcher made repeated visits to the schools to meet with the participants at times as a group if further detail was necessary to obtain the responses from the participants.

Gray (2004) identifies three major reasons to use interviews as the most basic instrument to gather information and data, the reasons are:

1. There is a need to attain highly personalized data.
2. There are opportunities required for probing.
3. A good return rate is important. (p. 214)

Moreover, to analyse the qualitative part which is encompassed in the interviews, a deductive content analysis was employed. It is also significant to mention that a deductive content analysis is studied in a context when the researcher wants to re-examine the present data gathered (Catanzaro, 1988). Moreover, Gulati (2009, p.42) states that “deductive means reasoning from the particular to the general”. It is highly significant for the researcher to use deductive content analysis to elucidate the responses in the interview section so as to be able to obtain and find the results objectively and systematically (Holsti, 1969).

3.7.DATA ANALYSIS

The items in the questionnaires in the current study were all coded into the Statistical Packages for Social Sciences (SPSS). Additionally, to find the results about the teachers’ and students’ opinions, descriptive statistics have been used. Moreover, to find out whether there is a statistically significant difference between the teachers’ and students’ opinions, an independent samples t-test was administered. More importantly, for the teachers’ textbook evaluation questionnaire and the students’ textbook evaluation questionnaire, Cronbach's alpha scores were employed by the researcher as one of the most significant measures for the estimation of the reliability of the questionnaires.

CHAPTER IV

FINDINGS

4.0. PRESENTATION

This chapter aims at analysing the opinions of a number of ninth grade EFL teachers and students on the textbook *SUNRISE 9*. The study attempts to know whether there is a statically significant difference between teachers' and students' opinions with regard to the strengths and weaknesses of the textbook *SUNRISE 9*. The results were gathered using the questionnaires included in the textbook evaluation forms. They were obtained from the teachers' responses and the results were also collected through the students' textbook evaluation forms. Independent sample t-tests were used to analyse the data. To analyse the qualitative data gathered through interviews, deductive content analysis was employed.

4.1. ANALYSES OF RESEARCH QUESTIONS

In this part, percentage, frequency and statistical findings for the three research questions are provided. Additionally, to find the results for research questions 1 and 2 about the teachers' and students' opinions, descriptive statistics have been collected. Independent samples t-tests for research question three are used to unveil whether there is a statically significant difference between teachers' and students' opinions with regard to the strengths and weaknesses of *SUNRISE 9*.

4.2. THE STUDENTS' QUESTIONNAIRE FINDINGS

This section includes findings for research question 1: What are the opinions of 9th grade EFL students with regard to the strengths and weaknesses of *SUNRISE 9*? It is worth mentioning that the reliability of the student's questionnaire was calculated to be .858.

4.2.1. Section 1: Layout and Design

Item 1: The layout and design are appropriate and clear.

Item 2: The textbook is organized effectively.

Table 4.2 below shows the frequencies and percentages of the items on Layout and Design in the textbook.

Table 4.2 *Frequencies and Percentages of the Items on Layout and Design in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 1	51	13.6	97	25.9	138	36.8	65	17.3	24	6.4
Item 2	50	13.3	91	24.3	81	21.6	93	24.8	60	16

F: Frequency %: Percentage

It can be shown in Table 4.2. that the findings show 148 (38.15 %) students think that the layout and design of the textbook are not clear and suitable. 89 (21.7 %) participants have positive attitudes with regard to the related item. 138 (36.8 %) students have not mentioned any views concerning Item 1.

The findings for Item 2 were shown in Table 4.2., 153 (40.8 %) students have supported the idea that the textbook is conveniently organized. 141 (37.6 %) participants believe that the textbook is not organized conveniently. 81 (21.6 %) students are not sure about whether ‘the textbook is organized effectively’.

4.2.2. Section 2: Activities

Item 3: The activities encourage sufficient communicative and meaningful practice.

Item 4: The activities incorporate individual, pair and group work.

Item 5: The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.

Item 6: The activities promote creative, original and independent responses.

Table 4.3 demonstrates the frequencies and percentages of the items on activities in the textbook.

Table 4.3 *Frequencies and Percentages of the Items on Activities in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 3	58	15.5	90	24	91	24.3	89	23.7	47	12.5
Item 4	70	18.7	63	16.8	93	24.8	95	25.3	54	14.4
Item 5	78	20.8	102	27.2	80	21.3	76	20.3	39	10.4
Item 6	90	24	86	22.9	106	28.3	51	13.6	42	11.2

As seen in Table 3, the findings express that 148 (39.5 %) students have negative attitudes towards Item 3. They do not think the activities cover enough practicing skills and discussion fields. 136 (35.12 %) respondents claim that ‘the activities encourage sufficient communicative and meaningful practice’. 91 (24.3 %) students have not shown any views with regard to the related item.

Regarding Item 4 on whether ‘the activities incorporate individual, pair and group work’, the findings clarify that 149 (39.7 %) students have supported the idea that the activities in which include working individually, in pairs or groups. Nevertheless, 133 (34.15 %) participants do not think ‘the activities incorporate working individually, in pairs or groups’. 93 (24.8 %) students are not sure about Item 4 and they have not stated any opinions.

In the light of the findings for Item 5, it can be argued that 180 (47.10 %) students have negative attitudes towards *item five*. They do not agree with the statement that through playing games, songs, and narrating stories, all parts of speech and the grammar points have been explained. While 115 (30.7 %) participants have positive opinions with the related item. 80 (21.3 %) students have not mentioned any views concerning Item 5.

Based on the findings given for Item 6, 176 (46.9 %) students believe that the activities do not bring about constructing, independent and original answers. While 93 (24.8 %) respondents have positive views concerning Item 6. 106 (28.3 %) participants are not sure about whether ‘the activities promote creative, original and independent responses’.

4.2.3. Section 3: Skills

Item 7: The materials include and focus on the skills that I need to practice.

Item 8: The materials provide an appropriate balance of the four language skills.

Item 9: The textbook highlights and practices natural pronunciation (i.e. stress and intonation).

Table 4.4 clarifies the frequencies and percentages of the items on Skills in the textbook.

Table 4.4 *Frequencies and Percentages of the Items on Skills in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 7	77	20.5	73	19.5	105	28	81	21.6	39	10.4
Item 8	40	10.7	83	22.1	89	23.7	99	26.4	64	17.1
Item 9	44	11.7	50	13.3	79	21.1	117	31.2	85	22.7

The significant point to be mentioned in Table 4 considering the findings of the students for Item 7 is that 150 (39.10 %) students do not support the statement in which the materials of the textbook focus on the skills that the students need to improve. 120 (31.10 %) students believe that the materials of the textbook focus more on the skills that the students like to work upon. 105 (28 %) participants have not shown any ideas with the related item.

The findings for Item 8 designate that 163 (43.5 %) students have positively responded. They think that there is a balance amongst all the four language skills (listening, speaking, reading and writing) within the materials of the textbook. 123 (32.8 %) students express negative respond. They explain that the materials do not give a right equivalence of the four language skills. 89 (23.7 %) students are not sure about whether ‘the materials provide an appropriate balance of the four language skills’.

With regard to the findings for Item 9, they demonstrate that 202 (53.9 %) students think that the textbook highlights and works on the natural sounds. While it

can be seen 94 (24.10 %) students have shown negative attitudes towards *item nine*. 79 (21.1 %) respondents are not sure about the related item.

4.2.4. Section 4: Language Type

Item 10: The language used in the textbook is authentic- i.e. like real-life English.

Item 11: The language used is at the right level for my current English ability.

Item 12: The progression of grammar points and vocabulary items are appropriate.

Item 13: The grammar points are presented with brief and easy examples and explanations.

Item 14: The language functions exemplify English that I will be likely to use in the future.

Table 4.5 below gives the frequencies and percentages of the items on Language Type in the textbook.

Table 4.5 *Frequencies and Percentages of the Items on Language Type in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 10	32	8.5	70	18.7	88	23.5	120	32	65	17.3
Item 11	34	9.1	60	16	80	21.3	116	30.9	85	22.7
Item 12	25	6.7	52	13.9	88	23.5	116	30.9	94	25.1
Item 13	29	7.7	53	14.1	88	23.5	118	31.5	87	23.2
Item 14	46	12.3	68	18.1	80	21.3	102	27.2	79	21.1

The findings in Table 5 for Item 10 reveal that 185 (49.3 %) students have positive appreciations and they believe that it is the common English language that is used in the textbook. While 102 (26.12 %) participants do not support the above idea and they think that the language used in the textbook is not authentic or like real-life English. 88 (23.5 %) students have not mentioned any opinions concerning Item 10.

The findings for Item 11 show that 201 (52.16 %) students have supported the statement that the language used in the textbook suits the actual level of their English. 94 (25.1 %) students do not think that the language usage in the textbook is convenient for the students. 80 (21.3 %) students have not shown any views regarding the above statement.

For Item 12, the findings clarify that 210 (55.10 %) students have positively responded. They claim that the subjects, grammar, and vocabularies are convincingly clear. Nonetheless, 77 (19.16 %) respondents have negative viewpoints towards the above statement. 88 (23.5 %) participants are not sure about whether ‘the progression of grammar points and vocabulary items are appropriate’.

The findings for Item 13 demonstrate that 204 (54.7 %) students believe that the grammar topics are clearly and with examples further clarified. 82 (21.8 %) participants have negative opinions with regard to the above statement. 88 (23.5 %) students have not declared any views in relation to the above item.

Concerning the findings for Item 14 in Section 4, the findings show that 181 (48.3 %) students think that the textbook has worked on a specific language that the students like to further their knowledge in. While 114 (30.4 %) students do not believe the textbook has worked on a specific language that the students like to further their knowledge in. 80 (21.3 %) participants are not sure about the related item.

4.2.5. Section 5: Subject and Content

Item 15: The subject and content of the textbook are relevant to my needs as an English language learner.

Item 16: The subject and content of the textbook are generally realistic.

Item 17: The subject and content of the textbook are interesting, challenging and motivating.

Item 18: There is sufficient variety in the subject and content of the textbook.

Table 4.6 indicates the frequencies and percentages of the items on Subject and Content in the textbook.

Table 4.6 *Frequencies and Percentages of the Items on Subject and Content in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 15	38	10.1	68	18.1	78	20.8	108	28.8	83	22.1
Item 16	36	9.6	77	20.5	105	28	88	23.5	69	18.4
Item 17	44	11.7	75	20	101	26.9	93	24.8	62	16.5
Item 18	30	8	74	19.7	87	23.2	108	28.8	76	20.3

Concerning the findings in Table 6 for Item 15, the findings show that 191 (50.9 %) students have positively responded. They think that the subject and the content of the textbook match the students' needs like a learner of English Language. While 106 (28.2 %) participants have negative attitudes towards the above item. 78 (20.8 %) students are not sure about whether the subject and the content of the textbook go with the students' needs like a learner of English Language.

Based on the subject and the content of the textbook, the findings for Item 16 demonstrate that 157 (41.9 %) students believe that 'the subject and content of the textbook are generally realistic'. While 113 (29.11 %) participants think that the subject and content of the textbook are not realistic. 105 (28 %) students are not sure about the related item.

The findings in Section 5 for Item 17 clarify that 155 (40.13 %) students have positive opinions. They think that the materials of the textbook are interesting, indicative and persuading the students' abilities. Nonetheless, 119 (31.7 %) respondents state that the materials are not motivating and/or interesting. 101 (26.9 %) students have not mentioned any opinions with respect to the related item.

For Item 18, the findings show that 184 (48.11 %) students have supported the multitudinous topics in the subject and content of the textbook. 104 (27.7 %) respondents have negative opinions in relation to the above item. 87 (23.2 %) students have not indicated any perspectives concerning Item 18.

4.2.6. Section 6: Conclusion

Item 19: The textbook raises my interest in further English language study.

Item 20: I would choose to study this textbook again.

Table 4.7 demonstrates the frequencies and percentages of the items on Conclusion in the textbook *SUNRISE 9*.

Table 4.7 *Frequencies and Percentages of the Items on Conclusion in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 19	46	12.3	70	18.7	81	21.6	91	24.3	87	23.2
Item 20	70	18.7	86	22.9	72	19.2	83	22.1	64	17.1

With regard to the findings for Item 19, 178 (47.5 %) students state that the textbook further nourishes their enthusiasm to study the English language. While 116 (30.10 %) respondents think that the textbook does not make them interests to study the English language further, 81 (21.6 %) participants have not shown any ideas with the related item.

The findings for Item 20 enunciate that 156 (40.16 %) students have negative opinions. They believe that they would not choose the same textbook again. 147 (39.2 %) participants state that the textbook makes them interest to use it again. 72 (19.2 %) students have not indicated any opinions on whether ‘they would choose to study this textbook again’.

4.3. THE TEACHERS’ QUESTIONNAIRE FINDINGS

This section includes findings for research question 2: What are the opinions of 9th grade EFL teachers with respect to the strengths and weaknesses of *SUNRISE 9*? It can be stated that the reliability of the teacher's questionnaire was calculated to be .895.

4.3.1. Section 1: Layout and Design

Item 1: The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.

Item 2: The layout and design are appropriate and clear.

Item 3: The textbook is organized effectively.

Item 4: An adequate vocabulary list or glossary is included.

Item 5: Adequate review sections and exercises are included.

Item 6: An adequate set of evaluation quizzes or testing suggestions is included.

Item 7: The Teacher's Book contains guidance about how the textbook can be used to the utmost advantage.

Item 8: The materials objectives are apparent to both the teacher and student.

Item 9: The textbook meets the long and short-term goals specific to my learners.

Item 10: The workbook includes appropriate supplementary activities.

Item 11: There is an adequate explanation to enable teachers to understand the cultural differences of the target language.

Table 4.8 gives the frequencies and percentages of the items on Layout and Design in the textbook.

Table 4.8 *Frequencies and Percentages of the Items on Layout and Design in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 1	11	27.5	12	30	5	12.5	8	20	4	10
Item 2	10	25	8	20	5	12.5	12	30	5	12.5
Item 3	5	12.5	9	22.5	12	30	11	27.5	3	7.5
Item 4	3	7.5	7	17.5	11	27.5	14	35	5	12.5
Item 5	6	15	6	15	5	12.5	12	30	11	27.5
Item 6	8	20	6	15	8	20	8	20	10	25
Item 7	6	15	4	10	8	20	13	32.5	9	22.5
Item 8	6	15	8	20	7	17.5	12	30	7	17.5
Item 9	9	22.5	4	10	9	22.5	16	40	2	5
Item 10	5	12.5	8	20	6	15	14	35	7	17.5
Item 11	4	10	7	17.5	7	17.5	11	27.5	11	27.5

In Table 8, the findings for Item 1 clarify that the majority of the teachers 23 (57.5 %) with (Strongly disagree and Disagree) believe that the textbook does not contain a thorough overview of the functions, structures and vocabulary in each unit. 12 (30 %) participants have supported the textbook in which encompasses a thorough overview of the functions, structures and vocabulary in each unit. 5 (12.5 %) teachers have not indicated any opinions about the related item.

Based on the layout and design of the textbook, the findings for Item 2 explain that 18 (45 %) teachers have negative opinions. They do not think the layout and design of the textbook are clear and well designed. 17 (42.5 %) participants have positive attitudes towards the above item. 5 (12.5 %) teachers have not mentioned any ideas in relation to the above statement.

With regard to the textbook organization, the findings for Item 3 indicate that 14 (34.10 %) teachers have negative opinions. They believe that the textbook is not conveniently designed. 14 (34.10 %) participants uphold the convenience of the organization of the textbook. 12 (30 %) teachers have not indicated any opinions with regard to the above item.

Based on whether ‘an adequate vocabulary list or glossary is included in the textbook’. The findings for Item 4 enunciate that the above statement has been agreed upon by 19 (47.5 %) teachers. While 10 (24.10 %) respondents claim that such an efficient and good enough vocabulary list or glossary cannot be found in the textbook. 11 (27.5 %) teachers have not given any views concerning the above statement.

The findings for Item 5 show that 23 (57.5 %) teachers have positive attitudes towards the textbook that carries out enough review sections and exercises. 12 (30 %) teachers have negative views concerning Item 5. They do not think the textbook includes the revision of the sections and the exercises. Only 5 (12.5 %) teachers have not given any opinions with regard to the above item.

For Item 6, the findings show that 18 (45 %) teachers indicate that the textbook is providing considerable evaluation quizzes or testing suggestions. While 14 (35 %) participants find negative appreciation concerning the related item, 8 (20 %) teachers have not stated any opinions in the relation to the above statement.

For Item 7, the findings indicate that 22 (55.10 %) teachers think that the Teacher's Book embodies full guidance to further help the teachers teach properly. 10 (25 %) participants do not think the Teacher's Book encompasses such guidance to provide teachers a useful way of how to teach properly. 8 (20 %) teachers have not indicated any opinions with regard to the above item.

The findings for Item 8 show that 19 (47.5 %) teachers claim that the purpose of the materials is conveniently clear for both teachers and students. Nonetheless, 14 (35 %) participants with (Disagree and Strongly disagree) state that the material objectives and the purposes are not clear for the teachers and students. 7 (17.5 %) teachers have not claimed any opinions.

The findings for Item 9 designate that 18 (45 %) teachers think that the textbook targets the long term and short term outcomes pertaining to the students. 13 (32.5 %) teachers have been unsatisfactory concerning Item 9. 9 (22.5 %) participants have not given any views with regard to the above item.

With regard to the workbook, the findings for Item 10 show that 21 (52.5 %) teachers believe that the workbook embodies enough completing activities. 13 (32.5 %) respondents do not think 'the workbook includes appropriate supplementary activities'. 6 (15 %) teachers have not shown any perceptions in relation to the above item.

In accordance with the final item in Section one, 22 (54.10 %) teachers have positive attitudes and they think that the textbook makes it easier for the teachers to figure out the cultural distinction of the targeted language. Whereas 11 (27.5 %) teachers have negative opinions in relation to the above statement, 7 (17.5 %) teachers have not stated any views.

4.3.2. Section 2: Activities

Item 12: The activities encourage sufficient communicative and meaningful practice.

Item 13: The activities incorporate individual, pair and group work.

Item 14: The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.

Item 15: The activities promote creative, original and independent responses.

Item 16: The tasks are conducive to discovery learning and to the internalization of newly introduced language.

Item 17: The textbook's activities can be modified or supplemented easily.

Item 18: There are interactive and task-based activities that require students to use new vocabulary to communicate.

Table 4.9 below gives the frequencies and percentages of the items on Activities in the textbook.

Table 4.9 *Frequencies and Percentages of the Items on Activities in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 12	7	17.5	6	15	10	25	13	32.5	4	10
Item 13	8	20	9	22.5	5	12.5	13	32.5	5	12.5
Item 14	6	15	9	22.5	7	17.5	11	27.5	7	17.5
Item 15	8	20	9	22.5	8	20	6	15	9	22.5
Item 16	4	10	8	20	6	15	10	25	12	30
Item 17	6	15	8	20	9	22.5	12	30	5	12.5
Item 18	4	10	7	17.5	7	17.5	14	35	8	20

Concerning the activities in the textbook, the findings for Item 12 indicate that 17 (42.5 %) teachers believe that the activities in the textbook encompass enough time for discussion and sensible practice. 13 (32.5 %) participants provide a counter-response. They think that the activities do not provide such meaningful and good enough practice and communication. 10 (25 %) teachers have not stated any opinions with regard to the above statement.

The findings for Item 13 clarify that 18 (44.10 %) teachers have positive opinions concerning individual tasks, pair tasks and group works in the activities. 17 (42.5 %) participants do not believe that the activities include individual work, in pairs or groups. Only 5 (12.5 %) teachers have not given any ideas in relation to the above item.

The findings for Item 14 show that 18 (44.10 %) teachers state that, through playing games, songs, and narrating stories, all parts of speech and the grammar

points have been clarified. 15 (37.5 %) teachers do not think ‘the grammar points and vocabulary items have been explained through playing games, songs, and storytelling’. 7 (17.5 %) teachers have not indicated any opinions concerning the above item.

The findings for Item 15 show that 17 (42.5 %) teachers have been unsatisfied in relation to the activities which bring about essential and crucial solutions and answers. 15 (37.5 %) teachers have been satisfied in relation to the above statement. 8 (20 %) participants have not given any opinions.

For Item 16, the findings demonstrate that 22 (55 %) teachers believe that the exercises lead to producing and introducing new personality in the newly introduced language. 12 (30 %) participants have negative viewpoints in relation to the above item. 6 (15 %) teachers have not indicated any ideas with regard to above statement.

The findings for Item 17 clarify that 17 (42.5 %) teachers state that the activities can be easily changed and updated. 14 (35 %) respondents claim that the activities cannot be modified and easily updated. 9 (22.5 %) participants have not stated any opinions in relation to the above item.

For Item 18, the findings indicate that 22 (55 %) teachers have positive opinions towards the above item. They explain that there are complicated discussions and activities that require advanced vocabulary from the students. 11 (27.5 %) students do not think the textbook encompasses such activities that ask students to use different vocabulary to interact. 7 (17.5 %) teachers have not claimed any views towards the above statement.

4.3.3. Section 3: Skills

Item 19: The materials include and focus on the skills that I/my students need to practice.

Item 20: The materials provide an appropriate balance of the four language skills.

Item 21: The textbook highlights and practices natural pronunciation (i.e. Stress and intonation).

Item 22: The practice of individual skills is integrated into the practice of other skills.

Table 4.10 below demonstrates the frequencies and percentages of the items on Skills in the textbook *SUNRISE 9*.

Table 4.10 *Frequencies and Percentages of the Items on Skills in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 19	4	10	6	15	5	12.5	15	37.5	10	25
Item 20	7	17.5	10	25	7	17.5	12	30	4	10
Item 21	8	20	10	25	10	25	8	20	4	10
Item 22	4	10	6	15	8	20	16	40	6	15

The findings for Item 19 indicate that 25 (62.5 %) teachers claim that the materials of the textbook focus more on the skills that the teachers and students need to improve and practice. 10 (25 %) participants have been unsatisfied about the above statement. 5 (12.5 %) teachers have not given any ideas in relation to the above statement.

For Item 20, the findings enunciate that 17 (42.5 %) teachers believe that there is not a right balance amongst the four language skills in the textbook (listening, speaking, reading and writing). 16 (40 %) teachers have positive viewpoints in relation to the above statement. 7 (17.5 %) participants have not stated any opinions.

With respect to the natural sounds in the textbook, the findings for Item 21 demonstrate that 18 (45 %) teachers do not think the textbook works on the natural sounds and pronunciation. 12 (30 %) participants have been satisfied and they state that ‘the textbook highlights the natural sounds and pronunciation’. 10 (25 %) teachers have not given any ideas about the above statement.

The findings for Item 22 demonstrate that 22 (55 %) teachers have positive opinions. They think that the practice of personal skills is dependent on other skills. The above statement has been disagreed by 10 (25 %) teachers. 8 (20 %) participants have not mentioned any opinions.

4.3.4. Section 4: Language Type

Item 23: The language used in the textbook is authentic - i.e. like real-life English.

Item 24: The language used is at the right level for my (students') current English ability.

Item 25: The progression of grammar points and vocabulary items are appropriate.

Item 26: The grammar points are presented with brief and easy examples and explanations.

Item 27: The language functions exemplify English that I/my students will be likely to use.

Item 28: The language represents a diverse range of registers and accents.

Item 29: The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use.

Table 4.11 shows the frequencies and percentages of the items on Language Type in the textbook.

Table 4.11 *Frequencies and Percentages of the Items on Language Type in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 23	11	27.5	10	25	4	10	10	25	5	12.5
Item 24	11	27.5	12	30	7	17.5	8	20	2	5
Item 25	8	20	15	37.5	5	12.5	9	22.5	3	7.5
Item 26	6	15	6	15	14	35	9	22.5	5	12.5
Item 27	10	25	9	22.5	6	15	10	25	5	12.5
Item 28	4	10	9	22.5	9	22.5	13	32.5	5	12.5
Item 29	2	5	4	10	8	20	17	42.5	9	22.5

Concerning the findings for Item 23, 21(52.5 %) teachers believe that casual English is not used in the textbook. Nevertheless, 15 (37.5 %) teachers claim that 'the language used in the textbook is authentic - i.e. like real-life English'. 4 (10 %) participants have not indicated any opinions in relation to the above statement.

For Item 24, 23 (57.5 %) teachers believe that the language used in the textbook is not compatible with the students' abilities. 10 (25 %) participants think that the language used in the textbook suits the actual level of the students' abilities. 7 (17.5 %) teachers have not given any ideas in relation to the above item.

In accordance with the findings for Item 25, 23 (57.5 %) teachers state that the subjects, grammar, and vocabulary items are not well organized in the textbook. 12 (29.10 %) participants have been satisfied with regard to the above statement. 5 (12.5 %) teachers have not claimed any opinions. Considering the findings for Item 26, 14 (34.10 %) teachers think that the grammar topics are clearly explained with examples. While 12 (30 %) teachers have negative attitudes towards the above statement. 14 (35 %) participants have not given any views in relation to the above statement.

For Item 27, the findings show that 19 (57.5 %) teachers believe that the textbook does not work on a specific language that teachers and students want to use. Nevertheless, 15 (37.5 %) teachers have been satisfied with regard to the above item. They state that 'the language functions exemplify English that teachers and students will be likely to use in the future'. Only 6 (15 %) participants have not claimed any ideas.

Considering the findings for Item 28, 18 (44.10 %) teachers think that the language usage in the textbook represents multitudinous forms of language, grammar, and accent. 13 (32.5 %) participants have negative opinions and they claim that the language in the textbook does not represent multitudinous forms of language, grammar, and accent. 9 (22.5 %) teachers have not given any views about the above statement. For Item 29, the findings demonstrate that 26 (64.10 %) teachers think new vocabulary items are consecutively repeated to make it easier to learn. However, the above statement has not been confirmed by 6 (15 %) participants. 8 (20 %) teachers have not indicated any opinions in relation to the above statement.

4.3.5. Section 5: Subject and Content

Item 30: The subject and content of the textbook are relevant to my (students') needs as an English language learner(s).

Item 31: The subject and content of the textbook are generally realistic.

Item 32: The subject and content of the textbook are interesting, challenging and motivating.

Item 33: There is sufficient variety in the subject and content of the textbook.

Item 34: The materials are not culturally biased and they do not portray any negative stereotypes.

Item 35: Students learn about the customs and cultures of English-speaking countries.

Item 36: The textbook is methodologically in line with the current worldwide theories and practices of language learning.

Item 37: Compared to texts for native speakers, the content includes real-life issues that challenge the reader to think critically about his /her worldview.

Item 38: The subject and content of the textbook are designed in accordance with the theory of Multiple Intelligences.

Table 4.12 indicates the frequencies and percentages of the items on Subject and Content of *SUNRISE 9*.

Table 4.12 *Frequencies and Percentages of the Items on Subject and Content in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 30	6	15	14	35	9	22.5	9	22.5	2	5
Item 31	3	7.5	6	15	15	37.5	9	22.5	7	17.5
Item 32	6	15	9	22.5	4	10	12	30	9	22.5
Item 33	4	10	11	27.5	5	12.5	15	37.5	5	12.5
Item 34	5	12.5	4	10	6	15	14	35	11	27.5
Item 35	4	10	4	10	8	20	14	35	10	25
Item 36	5	12.5	4	10	6	15	11	27.5	14	35
Item 37	4	10	10	25	9	22.5	12	30	5	12.5
Item 38	3	7.3	5	12.5	9	22.5	18	45	5	12.5

For Item 30 in Table 12, the findings show that 20 (50 %) teachers think the subject and the content of the textbook do not match students' needs. Nonetheless, 11 (27.5 %) participants have positive views with respect to the above statement. 9 (22.5 %) teachers have not given any opinions about whether the subject and the content of the textbook is not suitable for students' needs.

For Item 31, the findings enunciate that 16 (39.10 %) teachers state 'the subject and content of the textbook are generally realistic'. However, 9 (22.5 %) participants believe that the subject and the content of the textbook are not realistic. 15 (37.5 %) teachers have not given any opinions.

Considering the findings for Item 32, 21 (52.5 %) teachers believe that the subject and content of the textbook are interesting and reflecting the students' abilities. From another perception, 15 (37.5 %) teachers have been unsatisfied with regard to the above item. 4 (10 %) participants have not claimed any opinions.

Concerning the findings for Item 33, 20 (49.10 %) teachers state that 'there is sufficient variation in the subject and content of the textbook'. Nonetheless, 15 (37.5 %) participants have negative opinions in relation to the above statement. Only 5 (12.5 %) teachers have not given any views.

For Item 34, the findings show that 25 (62.5 %) teachers think that the materials suit the culture and there are not any irregularities in the textbook. However, 9 (22.5 %) participants believe that the materials do not suit the culture. 6 (15 %) teachers have not stated any opinions in relation to the above statement.

The findings for Item 35 demonstrate that 24 (60 %) teachers enunciate ‘students learn about the customs and cultures of English-speaking countries’. Nonetheless, 8 (20 %) participants have negative opinions about the above statement. 8 (20 %) teachers have not given any perceptions with regard to the above item.

In accordance with the findings for Item 36, 25 (62.5 %) teachers state that the textbook is compatible with the international theory of learning. This item has been disagreed upon by 9 (22.5 %) participants. 6 (15 %) teachers are not sure about whether ‘the textbook is methodologically in line with the current worldwide theories and practices of language learning’.

For Item 37, the findings indicate that 17 (42.5 %) teachers have a positive appreciation and they think that the contents are realistic and put in a way that precipitates the idea of questioning and thinking about the world they live in. 14 (35 %) teachers have negative opinions in relation to the above statement. 9 (22.5) participants have not claimed any opinions.

Concerning the last item in Section 5, the findings show that 23 (57.5 %) teachers believe that the subject and the content of the textbook are designed to match the theory of multiple intelligences. Nonetheless, 8 (19.8 %) participants have been unsatisfied with the above statement. 9 (22.5 %) teachers have not stated any views.

4.3.6. Section 6: Conclusion

Item 39: The textbook raises my (students') interest in further English language study.

Item 40: I would choose to study/teach this textbook again.

Table 4.13 below gives the frequencies and percentages of the items on Conclusion in the textbook.

Table 4.13 *Frequencies and Percentages of the Items on Conclusion in the Textbook*

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Item 39	4	10	9	22.5	5	12.5	12	30	10	25
Item 40	7	17.5	8	20	7	17.5	9	22.5	9	22.5

Considering the findings for Item 39, 22 (55 %) teachers think that the textbook increases the students' desire to learn English. Nonetheless, 13 (32.5 %) teachers have negative opinions with regard to the above item. 5 (12.5 %) teachers have not given any opinions.

Concerning the findings for Item 40, 18 (44.10 %) teachers claim that they would choose that textbook again to teach. Nonetheless, 15 (37.5 %) teachers state that they would not choose this textbook again to use. 7 (17.5 %) participants have not indicated any ideas.

4.4. T-TEST FINDINGS

This section includes findings for research question 3: Is there a statistically significant difference between the teachers' and students' responses with regard to the strengths and weaknesses of *SUNRISE 9*?

4.4.1. Section 1: Layout and Design

Table 4.14 *T-test Findings for Section 1: Layout and Design*

Section 1		N	Mean	SD	Df	T	P
Layout and Design	Teachers	40	2.90	1.03280	413	-.097	.923
	Students	375	2.91	.89677			

Note: Difference is significant at $p < .05$

As seen in Table 14, there is not a statistically significant difference between the two groups ($t = -.097$, $df = 413$, $p = .923$ ($p > .05$)). When the mean scores of both groups are compared, (Teachers (Ts) = 2.90, Students (Ss) = 2.91), it can be seen that the two groups have negative opinions and they do not think the layout and design of the textbook are clear and well designed. The two groups have different views

towards the organization of the textbook. Teachers believe that the textbook is not conveniently organized. However, students think that ‘the textbook is organized effectively’.

4.4.2. Section 2: Activities

Table 4.15 *T-test Findings for Section 2: Activities*

Section 2		N	Mean	SD	df	T	P
Activities	Teachers	40	3.01	.95567	44.290	1.183	.243
	Students	375	2.82	.75117			

The T-test findings in Table 15 demonstrate that there is not a statistically significant difference between the two groups ($t = 1.183$, $df = 44.290$, $p = .243$ ($p > .05$)). Considering the mean scores of both groups ($T_s = 3.01$, $S_s = 2.82$), it can be concluded that teachers find positive appreciations that the activities in the textbook meet the teachers’ and students’ needs and expectations. On the other hand, the students have negative attitudes in relation to the activities in the textbook. They claim that the activities do not cover enough practicing skills and discussion fields. The students also state that the activities do not bring about constructing, independent and original answers. The two groups also have similar opinions and they indicate that ‘the activities in the textbook incorporate individual, pair and group work’. In terms of the clarification of the grammar points and vocabulary items, both groups concluded different ideas. Teachers believe that through playing games, songs, and narrating stories, the grammar points, and vocabulary items have been clarified. Nevertheless, the students have stated negative opinions and they claim that the grammar points and vocabulary items have not been explained through games, songs and storytelling.

4.4.3. Section 3: Skills

Table 4.16 *T-test Findings for Section 3: Skills*

Section 3		N	Mean	SD	df	t	p
Skills	Teachers	40	3.05	.90861	413	-.509	.611
	Students	375	3.12	.82463			

It can be seen that in Table 16, there is not a statistically significant difference between the two groups ($t = -.509$, $df = 413$, $p = .611$ ($p > .05$)). The comparison of the mean scores of both groups ($T_s = 3.05$, $S_s = 3.12$) reveals that the two groups have different opinions towards the language skills of the textbook. Teachers claim that the materials of the textbook focus more on the skills that teachers and students need to improve and practice. On the other hand, students state that the materials of the book do not focus more on the skills that students and teachers like to work upon. Teachers demonstrate that there is not a right balance amongst the four language skills in the textbook (listening, speaking, reading and writing). Nonetheless, the students think that ‘the materials provide an appropriate balance of the four language skills’. The two groups have different points of view in relation to the sounds and natural pronunciation. Teachers do not think the textbook works on the ‘natural sounds and pronunciation (i.e. Stress and intonation)’. However, the students state that ‘the textbook highlights and practices natural pronunciation (i.e. Stress and intonation)’.

4.4.4. Section 4: Language Type

Table 4.17 *T-test Findings for Section 4: Language Type*

Section 4		N	Mean	SD	df	t	P
Language Type	Teachers	40	2.71	.70740	413	-5.223	.000
	Students	375	3.40	.80751			

Table 17 indicates that there is a statistically significant difference between the two groups ($t = -5.223$, $df = 413$, $p = .000$ ($p < .05$)). Concerning the mean scores of the groups ($T_s = 2.71$, $S_s = 3.40$), the majority of the teachers think that the language

used in the textbook is not real-life-like and it is not compatible with the students' abilities. They explain that the textbook does not work on a specific language that teachers and students want to use. They also indicate that the subjects, grammar points, and vocabulary items are not well organized in the textbook. Nonetheless, the students find positive attitudes towards the language of the textbook. They believe that it is the common English language that is used in the textbook and the language used in the textbook suits the actual level of their English. The students also state that the textbook has worked on a specific language that the students like to further their knowledge in. The students also claim that the subjects, grammar points, and vocabulary items are convincingly clear. The two groups have similar opinions that the grammar topics are clearly and with examples further clarified.

4.4.5. Section 5: Subject and Content

Table 4.18 *T-test Findings for Section 5: Subject and Content*

Section 5		N	Mean	SD	df	t	p
Subject and Content	Teachers	40	3.08	.85182	413	-1.255	.210
	Students	375	3.25	.84608			

According to Table 18, the mean scores of the two groups reveal that there is not a statistically significant difference between both groups ($t = -1.255$, $df = 413$, $p = .210$ ($p > .05$)). The mean scores of the groups ($T_s = 3.08$, $S_s = 3.25$) show that teachers and students have positive attitudes towards the subject and content of the textbook. They claim that 'the subject and content of the textbook are generally realistic'. The two groups have supported the multitudinous topics in the subject and content of the textbook. Teachers think that the subject and content of the textbook do not match the students' needs, but the students have stated different opinions. They indicate that the subject and content of the textbook go with the students' needs like a learner of English Language.

4.4.6. Section 6: Conclusion

Table 4.19 *T-test Findings for Section 6: Conclusion*

Section 6		N	Mean	SD	df	t	p
Conclusion	Teachers	40	3.25	1.16024	413	.696	.487
	Students	375	3.11	1.14502			

Table 19 demonstrates that there is not a statistically significant difference between both groups ($t = .696$, $df = 413$, $p = .487$ ($p > .05$)). When the mean scores of the two groups are compared, ($T_s = 3.25$, $S_s = 3.11$), it can be seen that the two groups have similar opinions and they think that the textbook increases the students' desire to learn English. Teachers state that they would choose that textbook again to teach. Nonetheless, the students claim that they would not choose this textbook again to use and study.

4.5. THE QUALITATIVE FINDINGS OF THE STUDY

In this study, for the qualitative findings, semi-structured interviews were conducted with 13 EFL teachers as a preferred way of gathering the necessary data. Moreover, to analyse the qualitative data gathered through interviews, a deductive content analysis was employed. Therefore, all the interviews were conducted over a period of time, during which the researcher made repeated visits to the schools to meet the participants at times as a group if the greater detail was necessary to obtain the responses from the participants. It is worth mentioning that pseudonyms are used for the teacher participants in the qualitative part of the study.

In terms of the layout and design of the textbook, the interviewees have negative opinions and they think that the layout and design of the textbook are not clear and the textbook needs to be organized and designed very well that attract the students' attention and attract their interest in the textbook. One of the participants states that:

Alan: In my view, the layout and design of Sunrise 9 are not clear, especially the fonts of the texts and also spaces between the lines. The design of the book is not attractive as well.

In terms of the activities in the textbook, the participants have positive appreciation and claim the textbook provides many activities that encourage the students to interact and communicate with each other properly. The participant claims:

Saman: There can be seen lots of activities in the textbook that help the students to interact properly. For example, we have a section in the textbook ‘To Help You Study’. In this section, the students can find multifarious activities such as speaking activities that the students are able to learn how to communicate and remember more vocabularies.

In terms of the role of games and storytelling as the most important activities to help the students to communicate, the participants believe playing games and storytelling can attract students’ attention and give them a chance to practice and comprehend the grammar and vocabulary in the lesson. Further, they undoubtedly claim that songs and games can be seen as effective and motivational materials in the ELT context. One of the interviewees explains:

Nahro: I do think that in the textbook, there are some important activities such as storytelling and vocabulary activities that help the students work in pairs. Group work also makes the students more active in the classroom and interacts with each other more properly.

They also think that the activities in the textbook encourage the students to work together and the students’ learning styles are also taken into consideration. The interviewee claims that:

Kamal: The textbook contains a lot of activities that the students with different learning styles such as visual, aural and physical (kinesthetic) can easily get the benefit and comprehend the activities.

The interviewees explain that speaking activities are one of the most important activities in the textbook because the students need to speak and use new vocabulary that they have already learned. One of the interviewees states:

Shara: I conceive that the speaking activities in the textbook are the most significant because they require the students to use new vocabulary to interact. Each activity in the Activity Book can easily be modified in order to be able to help the students to communicate and understand the lesson properly.

In terms of the language skills in the textbook, the teacher participants state that there is not a right balance amongst the four language skills in the textbook (speaking, listening, reading and writing). They clarify that the language skills should be included in each unit adequately. The interviewee explicates that:

Chawan: As far as I am concerned, there is not a right balance among the four language skills in the textbook. It can be seen that the four language skills are not included adequately in each unit in the textbook. For instance, in the reading activities, the students are not asked to write and this is true for other activities. I mean, in the speaking activities, the students are not asked to listen.

Moreover, the participants indicate that one of the language skills is studied more than the others. They think that there should be an appropriate balance among the four language skills in order to be able to help the students to improve their language skills adequately. The interviewee claims:

Ari: In my opinion, the four language skills cannot be found at an appropriate level in each unit in the textbook. For instance, the reading and listening skills are studied more than the speaking and writing skills. In unit 5 and 6, one can find that the reading skills are more studied than the other skills. In unit 2, the listening skills are more studied.

The teacher interviewees also claim that the four language skills in the textbook are not clarified. Therefore, they believe that the four language skills in each unit should be adequately included. One of the participants states that:

Kawa: From my point of view, I can say that the four skills (speaking, listening, reading and writing) are not included adequately in each unit. Let me tell you about the language skills in the textbook individually. The listening skills encompass some difficult structures that are beyond the student's abilities. The majority of the teachers believe that the listening skills are more focused on in units 2 and 3 more than the other skills. The listening exercises are not efficient and students do not find them attractive to improve their listening skills. In accordance with the writing skills, I think the writing skills are given as a different part in the textbook units. There are some difficult written tasks that are insufficient in developing the students' written language. With regards to the reading skills, some of the reading topics are not familiar and appropriate for the students owing to difficult words and

complex sentences. Finally, the speaking skills are studied in Unit 1 more than in the others. The speaking skills are not an easy task because it takes time if teachers want all the students to take part in the speaking activities. Teachers only have 40 minutes for each English lesson.

As for the language type, the teacher participants state that the language used in the textbook is not appropriate for the students because it is beyond the students' abilities and their English proficiency levels are not taken into account. They also claim that the language in the textbook is difficult for the teachers as well. In some of the reading activities, teachers find difficult words, expressions, and sentences that the students cannot understand because they are not common or like real-life English. Two of the interviewees explain that:

Raber: I cannot see any examples of authentic language and materials in the textbook.

Omar: I think the language used in Sunrise 9 is not authentic. The 9th grade teachers and students do not have the chance listen to native speakers.

In terms of the subject and content of the textbook, the teacher interviewees think that the subject and the content of the textbook are interesting but they do not go and match with the student's needs as English language learner(s). They also claim that the subject and the content of the textbook are not at a right level of the students. The interviewee states that:

Kocher: I think in the textbook, one can easily find some activities and subjects such as (Syllable stress and Rhyming words); they are not quite closely catering for the students' needs.

The teacher participants believe that the subject and the content of the textbook will be eminently appropriate if the student's interests, needs, and their language proficiency levels are taken into consideration.

In terms of the teachers' overall opinions about using the same textbook, the participants think that the textbook has many drawbacks and they should be modified in a way that suits the actual level of the students. They also state that the language used in the textbook should be compatible with the students' language proficiency level. Two of the interviewees explain that:

Shilan: I think SUNRISE 9 is a good textbook for 9th grade students. It contains a lot of topics and subjects, but the textbook has shortcomings in terms of the language and the grammar points, which are not compatible with the students' abilities.

Hemin: SUNRISE 9 is a good textbook for 9th grade EFL teachers and students in basic schools in the Northern Iraq. However, the textbook also has drawbacks in terms of the vocabulary items and natural pronunciations. New vocabulary items and natural pronunciations should be explained more clearly and make them easier for the students.

4.6. SUMMARY OF THE FINDINGS

The findings of the quantitative part reveal that the teacher and student participants have different opinions about some of the items in the textbook and they also have many similar perspectives about some of the others. Moreover, they have not given any opinions about some of the items as well. In terms of the layout and design of the textbook, there is not a statistically significant difference between both groups. Both participants have negative appreciation about the layout and design of SUNRISE 9. They think that the layout and design of the textbook should be clear and attract students' enthusiasm.

With regard to the activities in the textbook, there is not a statistically significant difference between teacher and student participants. Both participants have different opinions. Teachers think that the activities in the textbook match and go with the students' needs and help the students interact and work together. However, the students claim that they have problems with the activities in the textbook because the activities do not cover enough practicing skills and meaningful practice.

In terms of the language skills in the textbook, there is not a statistically significant difference between the two groups. Teachers think that the materials do not focus on the skills that teachers and students need to improve and there is not an appropriate balance among the four language skills (listening, speaking, reading and writing) in the textbook. Nonetheless, the students have different opinions, they believe that the materials focus on the skills that teachers and students need to

practice. They also state that there is a right balance among the four language skills in the textbook.

There is a statistically significant difference between the two groups in terms of the language type used in the textbook. Teacher participants think that the language used in SUNRISE 9 is not authentic or like real-life English. The language in the textbook is not compatible with students' capacities. On the other hand, the students have positive appreciation about the language of SUNRISE 9. They claim that the language used in the textbook is appropriate and goes with the students' abilities.

In terms of the subject and content of the textbook, there is not a statistically significant difference between teacher and student participants. The two groups state that the subject and content of the textbook are generally realistic. They also indicate that the topics are multitudinous and interesting.

In the qualitative part of the study, the participants have negative opinions about the layout and design of the textbook. They state that the layout and design of SUNRISE 9 are not clear and the textbook is not organized conveniently. They also have negative attitudes towards the language skills that used in the textbook. They believe that there is not a right balance among the four language skills (speaking, listening, reading and writing) in the textbook. They think that one of the language skills is studied more than the others.

In terms of the language of the textbook, the interviewees claim that the language used in SUNRISE 9 is not authentic and it is beyond the students' abilities. Concerning the subject and content of the textbook, they indicate that there are different subjects and topics in the textbook, but they do not match students' needs and requirements.

However, despite the drawbacks in some of the aspects in the textbook, the teacher participants generally have positive attitudes towards the activities of SUNRISE 9. They state that the activities in the textbook encourage the students to communicate with each other. Moreover, they claim that the activities include pair and group works that ignite the light of learning and better comprehension among the students.

CHAPTER V

DISCUSSION

5.0. PRESENTATION

The present study intends to know the opinions of teachers and students on the textbook *SUNRISE 9*. In this chapter, the findings of the quantitative and qualitative part of the study are discussed. Moreover, teachers' and students' responses are compared consecutively.

5.1. DISCUSSION

The findings of the current study have been rigorously obtained from the perspectives of teachers and students. The findings were compared to find the strengths and weaknesses of the textbook *SUNRISE 9*. Therefore, by using the questionnaires and semi-structured interviews, the basic concern of this study is to explain about whether the textbook components such as the *layout and design, activities, skills, language type, subject and content and conclusions* meet 9th grade students' and teachers' expectations and needs. The findings indicated multitudinous views from both respondents about the textbook in question.

It is genuinely worth mentioning that *SUNRISE 9* is designed as a complete English course for the 9th grade students. Garton-Sprenger, Prowse, and McIver (2006) define *SUNRISE 9* and say that "it achieves development of English through a fun approach to learning, using motivational topic-based units, adventure stories that introduce a new language, and a variety of activities including role plays and guided writing tasks" (p. 5).

According to the authors of the Sunrise program, the book:

- Is clear and easy to follow.
- Is motivating and enjoyable.
- Has clear aims and provides regular revision and testing.
- Contains projects to encourage students to work together.
- Can be used for mixed ability teaching. The Teacher's Book provides optional activities to help the teachers adapt to different teaching situations and the Activity Book provides extra practice where needed.
- Contains social, cultural and historical information. (Garton-Sprenger et al. 2006, p. 4)

With regard to the Teacher's Book, the authors of the Sunrise program stated that it includes a teacher's guide to further help the teachers teach properly and different techniques and teaching and learning styles also can be found in the Teacher's Book. With respect to the units and activities, the authors of the Sunrise program claimed that the students' and teachers' abilities and expectations are taken into consideration.

In accordance with the above statements, we can see different opinions by the teacher and student participants in the current study. In terms of the layout and design of the textbook, the analyses of the teachers' and students' questionnaire findings illustrated that the two groups have similar attitudes and find out that the textbook is not clear and well designed. The different results have been found by Hassan and Ghafor (2014). In their study which has been conducted in the North of Iraq, they found that the layout and design of the textbook are clear. Additionally, the teacher and student participants both have negative opinions in relation to the textbook organization. They state that the textbook is not organized conveniently and effectively. It can effortlessly be noticed in the interview findings that the majority of the teacher participants express similar opinions. They claim that the textbook does not meet the teachers' and students' expectations in terms of the layout and design.

In terms of the activities in the textbook, teachers in the interview and students have different views. The current study demonstrates that the teacher participants have positive ideas and they think that the activities encompass enough time for discussion and meaningful practice. The students, on the other hand, have negative attitudes and they believe that the activities do not cover enough practicing skills and discussion fields. The students also think that the activities cannot encourage the students' abilities to communicate and use the language properly. The different results have been found by Hassan and Ghafor (2014). The student participants state

that the activities are suitable that go with the students' needs and abilities. On the other hand, the findings showed that the teacher participants have positive views and they believe that 'the activities incorporate individual, pair and group work'.

In the light of the interview findings, the teacher participants have given similar responses. The majority of the interviewees have shown their satisfactions in terms of the activities in the textbook. They claim that the activities can encourage the students to work together and make them comprehend the lesson properly. They also stated that some of the activities in the textbook such as (Word Order and Crossword) can help students to enrich their vocabularies.

From another perspective, both participants have given different ideas. The teacher participants think that the activities which bring about essential and crucial solutions and answers. The students, on the other hand, have expressed negative attitudes and they believe that the activities do not bring about constructing, independent, and original answers.

It can be concluded that the teacher participants have more knowledge about the activities in the textbook, but the students indisputably do not pay much attention and they are not aware of it as the teachers are.

The language skill is another section that the present study has gathered data about it. Teachers and students have different opinions. The teacher participants think that there is not a right balance amongst the four language skills in the textbook (speaking, listening, reading and writing). On the contrary, the students think that there is a right balance amongst the four language skills in the textbook. In the interview findings, the majority of the teachers have given similar responses. They claim that the four language skills in the textbook are not at a right level. Some of the language skills are studied more than the others.

The two groups also have different views about whether the materials of the textbook focus more on the skills that teachers and students should work upon and need to practice. The teacher participants state that the materials focus on the areas and skills that teachers and students should improve. Nonetheless, the student participants claim that the materials do not focus on the skills that they need to practice and work upon.

In terms of the natural sounds and pronunciations (stress and intonation), teachers argue that the textbook does not work on the natural sounds, but the students find positive appreciation about it. They indicate that ‘the textbook highlights and practices natural pronunciation’. Surprisingly, similar results have been found by Hassan and Ghafor (2014). The student participants explain that there is right balance amongst the four language skills (Speaking, Listening, Reading and writing). They also state that the natural sounds are clearly presented in the textbook.

As for the language type, yet again the two groups have different opinions. Teachers think that the language used in the textbook is not the common and authentic English language i.e. like real-life English. Nonetheless, the students have positive attitudes and they claim that it is the common English language that is used in the textbook. In the interviews, the teachers have reported similar findings. They indicate that the language usage in the textbook is not convenient for the students because it is beyond the students’ abilities and their English proficiency levels are not taken into account.

The two groups also have different opinions about whether the language used in the textbook is compatible and suits the actual level of the students’ abilities. Teachers find negative appreciation about the above statement, but the students have positive views about the above statement. In the interviews, the teacher participants claimed that the language in the textbook is difficult for the teachers as well. In some of the reading activities, teachers find difficult words, expressions, and sentences that the students cannot understand at all because they are not common or like real-life English.

In terms of ‘the progression of grammar points and vocabulary’ in the textbook, teachers in the interview and students have different perspectives. The teacher participants state that the progression of grammar points and vocabularies are not convincingly clear. Surprisingly, the different results have been found by Al-Akraa (2007). In his study, the teacher participants explain that the grammar rules are clearly explained with examples and all the parts of speech have been explained clearly. Some of the interviewees reported that there should be more vocabulary items in the textbook and the grammar points need to be compatible with the students’ abilities. Nonetheless, the student participants think that the grammar topics

and vocabularies are clearly explained with examples and they are well organized in the textbook.

With regard to the clarification of the grammar topics in the textbook, identical findings can be indubitably seen between both groups. That is to say, they have been satisfied with the clarification of the grammar topics with brief and easy examples and explanations in the textbook.

Teachers believe that the textbook does not work on a specific language that students and teachers will be likely to further their knowledge in. However, the students have a different point of view and they claim that ‘the language functions exemplify English that teachers and students will be likely to use in the future’.

In terms of the subject and content of the textbook, the teacher participants think that the subject and the content of the textbook are interesting but they do not go with the student’s needs as English language learners. The same results have been found by Akef (2015). In his study, the teacher participants claim that the contents and subjects of the textbook are not reflecting students’ abilities. Nevertheless, the students have opposing opinions. They explain that ‘the subject and content of the textbook are relevant to the students’ needs as English language learners’. In the interviews, the majority of the teachers expressed similar opinions. The majority of the interviewees claimed that the subject and the content of the textbook are not at a right level for the students.

Teachers also believe that the subject and the content of the textbook will be eminently appropriate if the student’s interests, needs, and their language proficiency level take into consideration. It can be noticed that the two groups have similar attitudes towards the subject and content. They stated that ‘the subject and content of the textbook are generally realistic’.

The student participants also state that the subject and content of the textbook are interesting, indicative, persuading and reflecting the students’ abilities. Similarly, teachers and students indicated that there are multitudinous topics in the subject and content of the textbook. In addition, the similar results have been found by Mohammad and Abdi (2014). In their study, the participants explain that the subject and content of the textbook are clearly presented and also the topics are convincingly realistic. In the interview findings, the teacher participants generally considered that

more suitable topics are needed, which would raise students' interest to learn English. In the shadow of the last section of the questionnaire, the majority of the teachers and students have common ideas that the textbook further nourishes the students' enthusiasm and desire to learn English.

To sum up, the findings enunciated that both teachers and students have different opinions on some of the items and they have similar beliefs as well. They also have not given any opinions to any others. The reader obviously can comprehend that teachers have more knowledge about the English language textbooks because of their teaching experience. Thus, they have critical questions and higher interests about this textbook.



CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.0. PRESENTATION

The present study has set off to seek the opinions of 9th grade EFL teachers and students on *SUNRISE 9* in the Northern Iraq. Moreover, this study aims at finding out whether there is a statistically significant difference between the teachers' and students' responses with regards to the strengths and weaknesses of *SUNRISE 9*. In Chapter 1, introduction, statement of the problem, the purpose and importance of the study and limitations of the study were all presented consecutively.

In Chapter 2, in addition to the literature review, which dominated the first section of the chapter, methods of textbook evaluation, arguments and counter arguments for using a textbook, and criteria for textbook evaluation were illustrated. Chapter 3 covers the methodological side along with the research questions; the participant's background, data collection tool and the data analysis instrument were presented. In the fourth chapter, frequencies, percentages, and statistical findings on teachers' and students' opinions were found. In the fifth chapter, discussion of the study was presented. Finally, in the sixth chapter, conclusion and suggestions were shared.

6.1. CONCLUSION

The main purpose of the present study is to explain the opinions of 9th grade EFL teachers and students concerning the layout and design, activities, skills, language type, subject and content and finally the conclusion. The findings enunciated that the practical users of the textbook *SUNRISE 9* including teachers and

students have different and similar beliefs concerning some criteria in the textbook. The findings indicated that teachers have negative attitudes towards the layout and design of the textbook.

In terms of the activities in the textbook, teachers think that the activities meet the teachers' and students' needs and expectations. They state that 'the activities in the textbook incorporate individual, pair and group work'. Further, concerning the grammar points and vocabulary items of the textbook, teachers expressed negative opinions and they stated that they are not well organized. The textbook seems inadequate and has drawbacks by the teachers in terms of the natural sounds and pronunciations. It can be seen that the textbook has shortcomings with regard to the student's needs and interests. As a result, the teacher participants claim that the subject and the content of the textbook are multifarious, but they do not go with the students' needs like a learner of English Language.

It can be mentioned that the students have negative and positive attitudes towards some of the criteria in the textbook. The students think that the layout and design of the textbook are not clear. The students have more difficulties with regard to the activities in the textbook. They do not find the activities have covered enough practicing skills and discussion fields. They believe that the activities do not bring about constructing, independent and original answers.

With respect to the language skills of the textbook, the students have positive attitudes and they think that one can easily find a right balance of the four language skills in the textbook. The students also find positive appreciation about the natural sounds and pronunciation in the textbook and they claim that 'the textbook highlights and practices natural pronunciation (i.e. Stress and intonation)'.

The subject and content of the textbook are other aspects upon which the students have had different opinions. The students are contented towards the subject and the content of the textbook. They claim that 'the subject and content of the textbook are generally realistic' and they are interesting and reflecting the students' abilities. They also express that the subject and content of the textbook go with the students' needs like a learner of English Language. In terms of the conclusion, the students think that the textbook increases the students' desire to learn English.

To sum up, the research findings show that the teacher participants have negative appreciations towards most of the aspects of the textbook *SUNRISE 9*. The language of the textbook, the grammar points, the layout and design, vocabulary items and the natural sounds and pronunciations can be seen as the most common shortcomings of *SUNRISE 9* by the teacher participants. However, the activities in the textbook can be seen as the strengths section of the textbook by the teacher participants.

The student participants have positive attitudes towards most of the sections of *SUNRISE 9* except the activities that the students have difficulties with it. It is necessary to show that the students appeared to have problems with regard to some of the items of the questionnaire because they do not have enough knowledge and information about the English language textbooks. They do not have experience with similar and different types of ELT textbooks.

6.2. LIMITATIONS OF THE STUDY

This study is conducted in basic schools in Sulaimayah in the North of Iraq. Therefore, the results should be verified by carrying out more studies from the different cities in Northern Iraq. However, another limitation which needs to be mentioned is the limited number of participants who have showed up for the study. Thus, the results cannot be generalized all over the cities in Northern Iraq.

Moreover, another limitation is the limited number of teachers who have been chosen to participate in the interview questions. Only 13 teachers who have been asked questions in the interview, on the other hand, the student participants have not been chosen to participate in the interview questions.

6.3. PEDAGOGICAL IMPLICATIONS

To begin with, the students' and teachers' needs and interests should be taken into account to facilitate the process of learning and teaching. In addition, more activities could be provided in the textbook that make the students raise their enthusiasm and interest to enjoy the English lesson. Significantly, adequate glossaries should be written at the end of the textbook for teachers and students.

Moreover, a class observation can be resorted to as a way to determine the expectations of the teachers and students. More importantly, the training courses for

the ELT teachers should be administered to increase teachers' abilities to improve their teaching style.

Sunrise 9 is written based on the communicative approach, therefore, the Ministry of Education ought to have extra communicative teaching techniques in Sunrise 9. The findings also suggest that the vocabulary items could be presented in a way that different learning styles of the students should be taken into consideration.

Last but not the least, the environment of teaching and learning in the classroom is as essential and should be taken care of, organized and well equipped for further development of teaching and learning.

6.4. SUGGESTIONS FOR FURTHER RESEARCH

The current study provides some suggestions to the reader. One of the most significant ones is to have an 'in-depth method' evaluation, which will be carried out on a large scale of populations to have the detailed or thorough information about the current English textbook which is being used in Northern Iraq.

Further, more studies might be carried out for the other English textbooks that are written for the different levels in the series to find out the cohesiveness amongst the series. In addition, for this English textbook (Sunrise 9), an empirical evaluative study is suggested to be conducted to find out more important results. Moreover, a content analysis study is also required.

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APPENDICES



Appendix I. Teacher Textbook Evaluation Form

TEACHER TEXTBOOK EVALUATION FORM

Dear colleagues,

This questionnaire is designed to identify your perceptions about the English Textbook for grade 9th (*Sunrise 9, Grade 9th*) with a range of issues from *layout and design, activities, skills, language type, subject and content to conclusion*. Your answers to the questionnaire will be kept confidential and used only for research purposes. Read the statements below and put a tick (✓) next to the item which best reflects your perception.

Thanks for your contribution.

BURHAN OMAR MAHMUD

PERSONAL INFORMATION

Teacher's Name (optional): _____

School: (Optional): _____

Qualification: Diploma ☐ B.A ☐ B.Ed ☐ M.A ☐ M.Ed ☐

Experience in teaching English:

First year ☐ 2-5 years ☐ More than 5 years ☐

Textbook Evaluation Form			Strongly disagree	disagree	Not sure	Agree	Strongly agree
A. Layout and Design							
1.	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.						
2.	The layout and design is appropriate and clear.						
3.	The textbook is organized effectively.						
4.	An adequate vocabulary list or glossary is included.						
5.	Adequate review sections and exercises are included.						
6.	An adequate set of evaluation quizzes or testing suggestions is included.						
7.	The Teacher's Book contains guidance about how the textbook can be used to the utmost advantage.						
8.	The materials objectives are apparent to both the teacher and student.						
9.	The textbook meets the long and short term goals specific to my learners.						
10.	The workbook includes appropriate supplementary activities.						
11.	There is an adequate explanation to enable teachers to understand the cultural differences of the target language.						
B. Activities							
12.	The activities encourage sufficient communicative and meaningful practice.						
13.	The activities incorporate individual, pair and group work.						
14.	The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.						
15.	The activities promote creative, original and independent responses.						
16.	The tasks are conducive to discovery learning and to the internalization of newly introduced language.						
17.	The textbook's activities can be modified or supplemented easily.						
18.	There are interactive and task-based activities that require students to use new vocabulary to communicate.						
C. Skills							
19.	The materials include and focus on the skills that I/my students need to practice.						

20. The materials provide an appropriate balance of the four language skills.					
21. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).					
22. The practice of individual skills is integrated into the practice of other skills.					

D. Language Type

23. The language used in the textbook is authentic - i.e. like real-life English.					
24. The language used is at the right level for my (students') current English ability.					
25. The progression of grammar points and vocabulary items is appropriate.					
26. The grammar points are presented with brief and easy examples and explanations.					
27. The language functions exemplify English that I/my students will be likely to use in the future.					
28. The language represents a diverse range of registers and accents.					
29. The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use.					

E. Subject and Content

30. The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).					
31. The subject and content of the textbook is generally realistic.					
32. The subject and content of the textbook is interesting, challenging and motivating.					
33. There is sufficient variety in the subject and content of the textbook.					
34. The materials are not culturally biased and they do not portray any negative stereotypes.					
35. Students learn about the customs and cultures of English-speaking countries.					
36. The textbook is methodologically in line with the current worldwide theories and practices of language learning.					
37. Compared to texts for native speakers, the content includes real-life issues that challenge the reader to think critically about his /her worldview.					

	38. The subject and content of the textbook is designed in accordance with the theory of Multiple Intelligences.					
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F.Conclusion						
	39. The textbook raises my (students') interest in further English language study.					
	40.I would choose to study/teach this textbook again.					



Appendix II. Student Textbook Evaluation Form

STUDENT TEXTBOOK EVALUATION FORM

Dear students,

This questionnaire is designed to identify your perception about the English Language Textbook for grade 9th (*SUNRISE 9, Grade 9th*) you have been using. Your answers to the questionnaire will be kept confidential and used only for research purposes. Read the statements below carefully and put a tick (✓) next to the item which best reflects your perception.

Thanks for your contribution.

BURHAN OMAR MAHMUD

Textbook Evaluation Form							
			Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
A. Layout and Design							
	1. The layout and design is appropriate and clear.						
	2. The textbook is organized effectively.						
B. Activities							
	3. The activities encourage sufficient communicative and meaningful practice.						
	4. The activities incorporate individual, pair and group work.						
	5. The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.						
	6. The activities promote creative, original and independent responses.						
C. skills							
	7. The materials include and focus on the skills that I need to practice.						
	8. The materials provide an appropriate balance of the four language skills.						

	9. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).					
	D. Language Type					
	10. The language used in the textbook is authentic - i.e. like real-life English.					
	11. The language used is at the right level for my current English ability.					
	12. The progression of grammar points and vocabulary items is appropriate.					
	13. The grammar points are presented with brief and easy examples and explanations.					
	14. The language functions exemplify English that I will be likely to use in the future.					
	E. Subject and Content					
	15. The subject and content of the textbook is relevant to my needs as an English language learner.					
	16. The subject and content of the textbook is generally realistic.					
	17. The subject and content of the textbook is interesting, challenging and motivating.					
	18. There is sufficient variety in the subject and content of the textbook.					
	F. Conclusion					
	19. The textbook raises my interest in further English language study.					
	20. I would choose to study this textbook again.					

Appendix III. Interview Questions

1. Do the aims of the coursebook correspond closely with the aims in the teaching program and with the needs of learners?
2. Does the course include examples of authentic language and materials?
3. Is the coursebook flexible? Does it allow different teaching and learning styles?
4. Are all four skills (speaking, listening, reading, writing) adequately covered at an appropriate level?
5. What opportunities exist for children to interact using English?
6. What components does the teacher's book include?
 - A. Are there guidelines for evaluating how well lessons went?
 - B. Does it explain any methodological issues regarding teaching young learners?
7. What is your overall opinion about the textbook you have been using?

CURRICULUM VITAE

Burhan TARKHANI was born in Sulaimanyah in 1987. He is a graduate of Sulaimanyah University - College of languages – Department of English Language and Literature (2009). He also has a 'Certificate in Teaching English as a Foreign Language' (TEFL) obtained from London Humanities College (2013). He worked as an English Teacher at Halgurd High School. He speaks English fluently.

ÖZGEÇMİŞ

Burhan Tarkhani 1987 yılında Süleymaniye'de doğdu. 2009 yılında Süleymaniye Üniversitesinin İngiliz Dili ve Edebiyatı bölümünden mezun oldu. Aynı zamanda 2013 yılında Londra Uygarlık Tarihi kolejinden TEFL sertifikası vardır. Halgurd Lisesinde İngilizce Öğretmeni olarak çalıştı. İngilizceyi akıcı olarak konuşuyor.