

Evaluating the Content of English Curriculum of Intermediate School from EFL Teachers' Point of View

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Received: 2021-07-13

Accepted: 2021-09-13

Published: 2022-09-15

Doi: <https://doi.org/10.36473/ujhss.v61i3.1612>



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Abstract

This research aimed at evaluating the textbook 'English for Iraq' for the third-year Intermediate grade from the teachers' point of view in the intermediate schools at the center of Mosul city. It also examined the statistical differences between the teachers' responses referring to gender and years of experience. In order to achieve the purposes of this study, the researchers designed a checklist based on the related literature. A checklist consists of four main domains including 32 items. The sample of the study is chosen randomly from intermediate schools at the center of Mosul city. The total number of samples consists of (103) including (46) males and (57) females. The validity of the instrument was tested by six experts in curricula and teaching methods of English Language. In order to analyze the data, different statistical approaches are used such as percentage, means, standard deviation, frequencies, one sample T-test, independent samples T-test and One Way ANOVA. The study results find out the total score of the textbook evaluation is good for all four domains. The findings also show that there are no statistically significant differences between the views of teachers due to gender and years of experience.

Keywords: Evaluation, curriculum, textbook.

1.1. Statement of the Problem

English language has been a spoken language in every corner of the globe. Many learners are aware of the fact that English has become the center of communication over the world due to developments that are moving on a fast pace towards being more digital. In the latest improving, many activities are

accomplished in English including studying abroad, creating a business, reaching the reference of information and learning about new researches. Due to this fact, students expect high standards of production in which different instructional materials can be used to facilitate the process of conveying the information. In order to assist learners to meet the needs of the global world, education systems hoped to be organized systematically and carefully in which curriculum items and teaching programs must be interact with each other.

In teaching English language, like many other fields, a big deal has been given about designing the content of the textbook. Creating syllabus must be related to the subject of what to teach and deals with the content that would be taught in schools. More significantly, the educational system is responsible for integrating English language in the learner's everyday life through various levels stepping from the elementary stages at schools to advanced levels at universities. This can be achieved if there is a well-designed curriculum that corresponds to the needs, thoughts and beliefs of a specific nation (Almazloun and Qeshta,2009:2).

In Iraqi educational system, a number of English language textbooks are adopted but all of them failed in reaching the required level. Several factors have been driving this failure. First is that all the textbooks are not organized in a scientific and systematic way or the curriculum designers and textbooks writers are not qualified enough. Second, these textbooks are designed either for different learners from other countries or for commercial purposes. Lastly, teachers and students are not invited to give inputs on curriculum writing.

Therefore, the researchers intend to evaluate English textbook for the third intermediate stage "English for Iraq " since it was adopted by the Ministry of Education to be taught in the year 2013/2014.

1.2. Significance of the Study

Curriculum evaluation is an important and a necessary factor of any educational system. Textbooks play an important role in teaching and learning process as they convey knowledge to learners in an organized method. The process of evaluation shows how curriculum can be developed according to the present and long-term needs of students. However, the present investigation will be beneficial administrators at the ministry of education to update new curriculum that serves the process of teaching and learning. The study will also give evidence whether the English syllabus for intermediate grade fulfil its objectives and if intermediate stage teachers have positive or negative attitude towards the process of evaluation.

In addition, the calculation in this work might assist the curriculum designers to discover the strength and weakness of "English for Iraq" to be treated in the future. It is hoped that the results will also give teachers an opportunity to be consulted about evaluating the curriculum. As a matter of this fact, teachers have the right to be involved in an evaluation process in order to be provided with the best book for their students.

1.3. The Aims

This study seeks to answer the following intended questions:

- **Q1:** How teachers evaluate 'English for Iraq' in terms of layout and physical appearance, content, objective, and teaching aids?
- **Q2:** Are there any significant differences ($\alpha = 0.05$) between teachers' evaluation of "English for Iraq" in intermediate schools due to gender?
- **Q3:** Are there any significant differences ($\alpha = 0.05$) between teachers' evaluation of "English for Iraq" in intermediate schools due to years of experience?

1.5. The Limits

The findings of this paper are limited to:

1. The content of the English textbook entitled "English for Iraq 3rd Intermediate" in Mosul schools including Students 'Book for the academic year (2020-2021).
1. The teachers who teach "English for Iraq" for third year Intermediate grade in intermediate schools at the center of Mosul city.

1.6. Definition of Basic Terms

Miller, et al. (2009:527) argues that "**evaluation** is concerned with the ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria."

Richards (2001:51) states that the term **curriculum** refers "to a very broad field of inquiry that deals with what happens in schools and other educational institutions, the planning of instruction, and the study of how curriculum plans are implemented". A curriculum in a school context refers to the whole body of knowledge that children acquire in schools.

Hutchinson and Torres (1994:317) describe a **textbook** as "an important means of satisfying the range of needs that emerge from the classroom and its wider context. It is considered as providers of input into classroom lessons in the form of texts, activities, explanations, and so on. They also argue that the textbook has a vital and positive part to play in the day-to-day job of teaching English, and that its importance becomes even greater in periods of change".

2. Review of Literature

2.1. The Role of Textbook in English Language Teaching

Given that textbook is an almost essential element in teaching any language. A textbook can be referred to as "the visible heart of any English Language Teaching program" (Sheldon 1988: .237). It provides the foundations for the content of the materials, the balance of language skills taught and the types of language practice the learners take part in. Therefore, the textbooks should be thoughtfully selected and evaluated before using it in English language teaching. In addition, the textbook plays an important function for being assist teaching staff

select the most suitable lessons available for a particular program. It also helps to determine the strengths and weaknesses points of a textbook in order to treat it later.

According to Hutchinson and Torres, the textbook has an important and a positive role to play in teaching and learning English. They state that textbooks will always survive on the grounds that they match required needs. They also focus on the fact that the textbook “saves time, gives direction to lessons, guides discussions, facilitates giving of homework and making teaching easier, better organized and more convenient” (1994 :315).

However, textbooks become an essential component within school curriculum over the world. They are used to provide teachers and students with the certain knowledge of school materials as well as the preferred skills, attitudes, and behaviors of experts in those fields. “textbooks are also considered as commodities, political objects, and cultural representations and, therefore, they are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them.” (Shannon, 2010:397). In some situations, the textbook can be designed to give cohesion to the language teaching and learning process by providing support, direction, instruction and specific language activities aimed at presenting classroom practice for students. (Lawrence 2011:5).

2.2. The Meaning of Evaluation

A judgment about how good, bad, useful, useless or successful something is called evaluation. In education, the term ‘evaluation’ has been broadly recognized by scholars, researchers, and teachers as one of the most major processes which refers to an examination of something to measure its utility. However, several theories attempt to explain how evaluation works and uses with different names and for different purposes. On the other hand, the term evaluation is defined as the process of delineating, obtaining, and providing useful information for judging decision alternatives (Stufflebeam,1973:129).

In 2016, Scriven published a study in which he states that evaluation refers to the “process of determining the merit, worth, or value of something, or the product of that process”. It is used to find out the part of process including: appraise, analyze, assess, critique, examine, grade, inspect, judge, rate, rank review and test (p. 39). Whereas Patton, in his study, describes evaluation as the systematic collection of data dealing with activities, outcomes and characteristics of program to evaluate or improve certain programs (1997: 23). It is also defined as a process used to determine “what has happened during a given activity or in an institution”. The objective of evaluation is to know if a given program is working, if an institution is successful according to the goals set for it, or if the original intent is being successfully carried out. (Best and Kahn,2006:119).

In another study, Russ-Eft and Preskill performed experimental investigation on identifying the term ‘Evaluation’. They define evaluation as ‘a form of inquiry that

used to address critical questions concerning how well a program, process, product, system, or organization is working” (2009:6). As highlighted by Chen, the term of evaluation is known as the process of gathering empirical and contextual information about an intervention program including answers to some questions (such as what, who, how and why) that will contribute in assessing the effectiveness of a program (2015:6).

2.3. Types of Textbooks Evaluation

Depending on when the evaluation should be accomplished, there are three different types: pre-use evaluation, in-use evaluation and post-use evaluation. Pre-use evaluation is usually accomplished in order to help teachers to discover the values of the materials in the textbooks. The aim of making this type of evaluation is to determine if the materials are adequate for use. As cited in ÖZ (2019:33), pre-use evaluation is defined by Grant (1987) as the initial evaluation, by Ellis (1997) as predictive evaluation, by Harmer (2001) as an assessment, and by Breen (1989) as a workplan. In a similar study, McGrath (2002:14) focuses on the idea that there is a close relation between pre-use evaluation and materials selection noting that the main aim of this process is to establish potential suitability.

In-use evaluation or as it is called whilst-use evaluation, the main goal is to observe and measure materials value while using them. Whilst-use evaluation is more objective and reliable than pre-use evaluation, (Tomlinson 2003: 25-26). On the other hand, this type is used while the material is in use inside the particular course to find out whether the set objectives of the materials are reached or not and how much of the material is successful in meeting those objectives (Ellis,1997:37).

The third type of evaluation, post-use evaluation, is defined as the “evaluation of what happened as a result of using the materials”. It is the most valuable type of evaluation due to its important role in measuring the actual effects of the specific course on the users and provides reliable data. (Tomlinson, 2011: xiv). Ellis identifies the importance of post-use evaluation and states that one can have information about which activities work and how materials can be treated for future practice (1997:38).

2.4. Checklists as Textbook Evaluation Tools

Checklist is one of the most basic methods for evaluating textbooks. It is an instrument that helps teachers evaluate specific textbook in an effective, systematic and practical way. The aim of using checklist is to get different opinions from a large number of evaluators. If different opinions are expressed in a way that is very clear on the checklist, it would be then easier to make comparison between different sets of textbook materials and then facilitate making a decision. There is no standard checklist for English Language Teaching textbook evaluation because many variables of real life affect the process of teaching and learning (Lawrence,2011:15).

Scriven (2007: 1) defines checklists as “a list of factors, properties, aspects, components, criteria, tasks, or dimensions, the presence, referent, or amount of which are to be considered separately, in order to perform a certain task”. It is

important that teachers must form informed and appropriate checklists when evaluating specific coursebooks. The teachers also must be aware when choosing textbooks for their students particularly in today's computer age where learners need high standards in materials and presentation (Stern 1992: 352).

As in most decision making, the key lies in asking the right question first and then evaluating the answers which result from this process. Cunningsworth, in his basic quick reference checklist for evaluation and selection, relies on a large number of questions such as: Do the aims of the course book correspond closely with the aims of teaching programme and with the needs of the learners? How is the content organized? (According to the structures, functions, topics, skills, etc.) Are all four skills adequately covered? Are the books strong and long lasting? Are the books attractive in appearance? what does the whole package cost? (1995:3-4).

3. Research Methodology

3.1. Research Population

The population of this current research consists of two parts: the first part includes 252 intermediate schools located in the center of Mosul city. The second part consists of 432 English language teachers according to the statistics provided by the ministry of Education for the academic year 2020-2021.

3.2. Research Sample

103 English language teachers who teach "English for Iraq" for the third intermediate stage are selected randomly from the whole population of the intermediate schools. As illustrated in Table (1), the sample of the current study was distributed according to two independent variables: gender, and experience.

Table (1): Sample Distribution According to the Gender, and Experience Variables

Variables	Level	Number	Percentage%
Gender	Male	46	44.7%
	Female	57	55.3%
Experience	Less than 5 years	25	24.3%
	From 5-10 years	29	28.1%
	From 10-15 years	25	24.3%
	From 15-20 years	24	23.3%

3.3. Research Instrument

In order to achieve the objectives of this study in a short time, the researchers constructed a checklist as an instrument of the current study. A checklist consists of (32) items including four domains. As shown in table (2), the items are used to collect data needed for determining the suitability of English for Iraq. These items

are adopted after reviewing a number of studies dealing with the subject of the current study as well as with the criteria of evaluating schools' English textbooks such as: Laabidi (2016), Yulia (2014), Khalili and Jodai (2012), Tomlinson (2011), Aytuğ (2007), Almazloum and Qeshta (2009), and Sheldon (1988).

Table (2): Distribution of the Checklist Items

Dimensions	Number of Items	Percentage %
1.Layout and Physical Appearance	9	28.1%
2.Content including:		
a. General Futures	5	15.6%
b. Language Skills	4	12.5%
c. Language Structure	3	9.4%
3. Objectives	6	18.8%
4.Teaching Aids	5	15.6%
Total	32	100%

3.4. Validity of the Instrument

Validity is the most important characteristic of a good research. It determines whether the research accurately measures what it was intended to measure or how truthful the research results are (Heale and Twycross, 2015:66). The checklist was shown to six experts in the field of teaching English as a foreign language who approved the items of the checklist with a few modifications.

3.5. The Scoring Instrument

The checklist consists of 32 items including four major domains. A five-point likert scale is used to collect teachers' responses. A mark is given for each rating scale as follows: very good (5), good (4), neutral (3), poor (2) and very poor (1).

Results and Discussion

The frequencies, mean and standard deviation of each item in the four main domains of the checklist are calculated using the Statistical Package of Social Science (SPSS) version 26. The means are divided as follows: very poor between (1and 1.80), poor between (1.81 and 2.60), neutral between (2.61 and 3.40), good between (3.41 and 4.20), and very good between (4.21 and 5.00).

4.1. Results Related to the First Question

To answer the first research question, 'How teachers evaluate 'English for Iraq' in terms of layout and physical appearance, content, objective, and teaching aids', the researchers use statistical treatments to find out percentage, frequencies, mean,

standard deviation and rating of all items in each domain. The first domain was measured through nine items in the teachers' responses as shown in Table (3).

Table (3): Teachers' Responses on the Layout and Physical Appearance Domain

The Items	Responses					Means	Std.	Rating
	Very Good	Good	Neutral	Poor	Very Poor			
1. The design of the outer cover matches the contents of the book.	5	4	72	17	5	3.33	0.83	neutral
	4.9	3.8	69.9	16.5	4.9			
2.The quality of the textbook paper is reasonably good.	0	68	22	8	5	3.48	0.84	good
	0	66.0	21.4	7.7	4.9			
3.The textbook size is appropriate for the age and level of the student.	26	45	13	11	8	3.67	1.18	good
	25.2	43.7	12.6	10.7	7.8			
4.The main headings and subheadings are clear and well organized.	6	27	49	15	6	3.11	0.93	neutral
	5.8	26.2	47.6	14.6	5.8			
5.The contents are printed clarity and high quality.	35	33	17	15	3	3.79	1.14	good
	34.0	32.0	16.5	14.6	2.9			
6. The units of the textbook are well ordered.	14	63	7	10	9	3.58	1.23	good
	13.6	61.2	6.8	9.7	8.7			
7. The textbook is rich with pictures, tables and examples that facilitate the process of learning.	37	31	15	11	9	3.73	1.29	good
	35.9	30.1	14.6	10.7	8.7			
8. The content is free of any mistakes (whether typographical or grammatical)	16	46	21	12	8	3.48	1.12	good
	15.5	44.6	20.4	11.7	7.8			
9. Illustrations, tables and figures are functionally and scientifically sorted.	26	45	13	13	6	3.45	1.15	good
	25.2	43.7	12.6	12.6	5.8			
Total scores of textbooks layout and physical appearance domain						3.49	1.07	good

The results of Table (3) find out the degree of evaluation for layout and physical appearance domain is good on items (2,3,5,6,7,8,9) whereas the means of these items are (3.48, 3.67, 3.79, 3.58, 3.73, 3.48,3.45). The degree is neutral on item

(1,4) with mean of (3.33, 3.11). The degree of evaluation of this domain is good because the mean is ranging between (3.41-4.20).

Table (4): Teachers' Responses on the Textbook Content Domain

The Items	Responses					Means	Std.	Rating
	Very Good	Good	Neutral	Poor	Very Poor			
1.The content is interconnected with the content of the previous grade book.	17	55	11	10	10	3.57	1.16	Good
	16.5	53.4	10.7	9.7	9.7			
2.Appropriate for the number of lessons to be taught during the academic year.	6	24	25	13	35	3.38	1.15	Neutral
	5.8	23.3	24.3	12.6	34.0			
3.helps students to learn independently.	12	52	14	11	14	3.56	1.09	Good
	11.7	50.4	13.6	10.7	13.6			
4. The content is supported by sources and references	4	17	50	10	22	3.36	1.12	Neutral
	3.9	16.5	48.5	9.7	21.4			
5.Topics are organized hierarchically and coherently.	16	61	10	8	5	3.66	1.07	Good
	15.5	59.2	9.7	7.8	7.8			
6.include strategies to improve reading comprehension.	59	13	10	9	12	3.61	1.06	Good
	57.3	12.6	9.7	8.7	11.7			
7.improve writing skills dramatically.	7	50	9	10	23	3.41	1.11	Good
	6.5	52.4	8.7	9.8	22.3			
8. Pay attention on speaking fluently and confidently through dialogues, role play and communicated activities	9	57	13	12	12	3.42	1.16	good
	8.7	55.3	12.6	11.7	11.7			
9. develop effective listening skills by using an audio-visual method.	10	11	57	11	13	3.37	1.14	neutral
	9.7	10.7	55.3	11.7	12.6			
10.Grammatical rules are designed to be taught inductively.	7	67	12	9	8	3.54	1.01	good
	6.8	65.0	11.7	8.7	7.8			
11.Vocabulary is appropriate for the students' level.	28	54	8	9	4	3.90	1.02	good
	27.2	52.4	7.8	8.7	3.9			
12.Encourages students to improve their pronunciation	14	8	12	45	24	2.44	1.30	poor

through identifying individual sound, word stress and intonation.	13.6	7.8	11.7	43.6	23.3			
The total scores of the textbook content domain						3.52	0.38	good

As noted in the table above, the majority of the teachers evaluate items (1,3,5,6,7,8,10,11) as good whereas the degree of evaluation is neutral on items (2,4,9). Moreover, the table shows that items (1,3,5,6,7,8,10,11) got the means ranging between (3.41 – 4.20) whereas the items (2,4,9,) gained the means ranging between (2.61 – 3.40). The degree of item (12) is poor because it got the mean between (1.81-2.60). However, it is clear that the total degree of evaluation of content domain is good.

Table (5): Teachers' Responses on the Textbook Objective Domain

The Items	Responses					Means	Std.	Rating
	Very Good	Good	Neutral	Poor	Very Poor			
1. pay attention to individual differences among students in the classroom.	7	7	8	51	30	2.12	1.11	Poor
	6.8	6.8	7.8	49.5	29.1			
2. correspond with the students' needs and interests.	10	17	39	20	17	2.83	1.18	neutral
	9.7	16.5	37.9	19.4	16.5			
3. match with the new developments over the world.	46	43	4	9	1	4.21	0.94	Very good
	44.7	41.7	3.9	8.7	1.0			
4. contain various levels of bloom's taxonomy	6	45	21	16	15	3.41	1.18	good
	5.8	43.7	20.4	15.5	14.6			
5. are gradual from easy to difficult.	40	48	4	6	5	4.08	1.04	Good
	38.8	46.6	3.9	5.8	4.9			
6. are clear, specific and realistic.	28	33	14	13	15	3.44	1.39	Good
	27.2	32.0	13.6	12.6	14.6			
The total scores of textbook objective domain						3.84	1.14	Good

The finding of this table reveals that the degree of evaluation is very good on item (3) with the mean of (4.21). The items (4,5,6) got mean scores ranging between (3.41 – 4.20). They fall within the category of good. The results of this domain also show that teachers evaluate the second item as neutral whereas the first item is evaluated as poor. The mean score of the second item is 2.83 while the

mean score of the first item is 2.12. The total score of evaluations of textbook objective domain is good because the mean ranging between (3.41-4.20).

Table (6): Teachers' Responses on the Teaching Aids Domain

The Items	Responses					Means	Std.	Rating
	Very Good	Good	Neutral	Poor	Very Poor			
1. help students increase confidence an self-esteem.	22	52	10	9	10	3.65	1.19	good
	21.4	50.5	9.7	8.7	9.7			
2. relieve anxiety or boredom by presenting topics in a new and exciting way.	29	15	33	13	13	3.41	1.34	good
	28.2	14.6	32.0	12.6	12.6			
3. Some aids such as charts, graphs, flashcards and videos provide students with visual stimulation and the opportunity to access the content easily.	9	12	50	13	9	3.35	1.9	neutral
	8.7	11.7	58.3	12.6	8.7			
4. make the learning environment interesting and engaging.	15	26	45	10	7	3.41	1.05	good
	14.6	25.2	43.7	9.7	6.8			
5. Teaching aids helps to increase the vocabulary of the students.	41	21	10	17	14	3.56	1.48	good
	39.8	20.4	9.7	16.5	13.6			
The total scores of teaching aids domain						3.42	1.39	Good

As shown in Table (6), items (1,2,4,5) got the highest mean score ranging between (3.41-4.20) which meant that the teachers evaluate these items as good. The findings of this domain also reveal that the degree of evaluation is poor on item (3) because it got the lowest mean score which is 2.53. The total degree of evaluation of teaching aids domain is good since it gained the mean score ranging between (3.41-4.20).

4.2. Results Related to the Second Question

To answer the second question of the research, "Are there any significant differences ($\alpha = 0.05$) between teachers' evaluation of "English for Iraq" in intermediate schools due to gender? independent samples T-

test is used to analyze and compare means between teachers' responses from questionnaire as illustrated in Table (7).

Table (7): Results of T-test for the Differences in the Degree of Evaluation Due to Gender

Gender	N	Mean	Std. Deviation	T	Sig.
Male	46	86.7826	23.31610	-2.127	0.438
Female	57	96.8246	24.21785	-2.136	

According to the findings given in table (7), it is clear that the significance is (0.438) which is higher than (0.05). It means that there are no significant differences at ($\alpha=0.05$) level in the degree of the teachers' evaluation of English for Iraq due to variable of gender.

4.3. Results Related to the Third Question

To answer the third question of the research, "Are there any significant differences ($\alpha=0.05$) between teachers' evaluation of "English for Iraq" in intermediate schools according to the years of experience? One Way ANOVA is used to find out if there is any difference between teachers' responses due to variable of experience.

Table (8): Results of ANOVA for the Differences in the Degree of Evaluation Due Years of Experience

Textbook	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3059.868	3	1529.934	2.693	0.73
Within Groups	56815.239	99	568.152		
Total	59875.107	102			

It appears from Table (8) that the significance is (0.73) which is more than (0.05). From this point the researchers conclude that there are no significant differences in the degree of the teachers' evaluation of English for Iraq according to the years of experiences.

5. Conclusion

The current paper has evaluated the English textbook 'English for Iraq' which is currently in use in the third-year intermediate grade. In reference to the results gained from the current study, the 'English for Iraq' is carefully designed to meet the curriculum objective and aims. However, the textbook 'English for Iraq'

would be better if the teachers encourage students to practice all activities which enhance critical and creative thinking that prepare students for the university life.

Finally, the researchers conclude that most items mentioned in the EFL/ESL checklist are evaluated as good, although some teachers evaluate a few items as neutral. It means this study find out there is nothing wrong with designing the textbook 'English for Iraq' in terms of layout and physical appearance, content, objective, and teaching aids.

The suggested study also reveals that there are no significant differences in the degree of the teachers' evaluation of English for Iraq according to gender and the years of experiences.

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تقويم محتوى منهج اللغة الإنجليزية للمرحلة المتوسطة من وجهة نظر معلمي اللغة الإنجليزية

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المستخلص

يهدف هذا البحث إلى تقويم الكتاب المدرسي "اللغة الإنجليزية للعراق" للصف الثالث متوسط من وجهة نظر المعلمين في المدارس المتوسطة الواقعة في مركز مدينة الموصل. كما انه يهدف الى معرفة الفروق الإحصائية بين آراء المعلمين تبعاً لمتغير النوع وسنوات الخبرة. ولتحقيق اهداف هذه الدراسة، صمم الباحثون استبانة اعتماداً على الأدبيات ذات الصلة. حيث تكونت الاستبانة من أربع مجالات رئيسية متضمنة ٣٢ فقرة. تم اختيار عينة الدراسة بشكل عشوائي من المدارس المتوسطة في مركز مدينة الموصل. وبلغ العدد الإجمالي للعينة (١٠٣) عينة منها (٤٦) ذكر و (٥٧) أنثى. تم اختبار صدق الأداة من قبل ستة خبراء في اختصاص المناهج وطرائق تدريس اللغة الإنجليزية. ولغرض تحليل البيانات تم استخدام طرق إحصائية مختلفة مثل النسبة المئوية، والوسط الحسابي، والانحراف المعياري، والتكرارات، والاختبار التائي لعينة واحدة والاختبار التائي لعينتين مستقلتين، وتحليل التباين الاحادي. وقد توصلت نتائج الدراسة إلى أن الدرجة الإجمالية لتقييم الكتاب المدرسي كانت جيدة لجميع المجالات الأربعة. كما اظهرت النتائج عدم وجود فروق ذات دلالة إحصائية بين آراء المعلمين تبعاً لمتغير الجنس وسنوات الخبرة.

الكلمات المفتاحية: التقويم، المنهج، الكتاب المدرسي