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**Evaluation of Headway (Plus)
 Course book of EFL Undergraduate
 Iraqi Students**
A B S T R A C T

Discovering the attitudes of instructors concerning a textbook is an essential procedure for a proper evaluation of that book and the success of the teaching-learning process. Therefore, the current study has been conducted especially to evaluate an English language course being taught in colleges of Education in Tikrit University, particularly, College of Education for Humanities and College of Education for Pure Sciences. It is to figure out the views and attitudes of teachers concerning the English language textbook which is newly adopted for the Iraqi non-departmental students entitled: " **New Headway(Plus) Upper-Intermediate, Student's Book**". A checklist is used as an instrument to collect the required data from a sample of ten EFL teachers who teach Headway in the two colleges. The obtained results show that the evaluated course book is acceptable from the teachers' views. However, a number of obstacles need to be treated in order to grasp higher EFL advantage for non-departmental students. The study ends with a number of conclusions and recommendations

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تقويم مناهج اللغة الانجليزية لطلبة الجامعات العراقية في الاقسام غير الاختصاص

مروان مزهر سحاب / كلية التربية للعلوم الإنسانية / قسم اللغة الإنكليزية

م.م. يزن خلف عبد الجادر / مديرية تربية كركوك

الخلاصة:

إن معرفة آراء المدرسين عن المقرر الدراسي تعد من الخطوات الجوهرية لتقويمه على نحو الصحيح ولبناء أساسية لنجاح العملية التعليمية. لذا فإن هذه الدراسة قد أجريت خصيصاً لطلبة كليات التربية في جامعة تكريت، وعلى وجه الخصوص، طلبة المرحلة الرابعة في كلية التربية للعلوم الإنسانية وكلية التربية للعلوم

الصرفة والمقرر المعنون: " New Headway(Plus) Upper-Intermediate, Student's Book".

تهدف الدراسة الى معرفة آراء المدرسين حول المنهج من عدة جوانب وقد تم اعتماد استبانة تضم ثمانية معايير لجمع بيانات الدراسة التي تستهدف تقييم المقرر الدراسي المذكور والذي تم اعتماده حديثا في الجامعات العراقية كمنهج للغة الانكليزية للطلبة في الاقسام غير الاختصاص وقد تم تحديد الاهداف الاتية:

١. تحديد المعايير المعتمدة لمنهج تدريس اللغة الانكليزية كلغة أجنبية.
٢. الكشف عن مدى مطابقة المنهج موضوع الدراسة لهذه المعايير ومدى ملائمة للطلبة الغير اختصاص من وجهة نظر المدرسين والمختصين.
بعد تحليل البيانات تبين ما يأتي:
١. المنهج موضوع الدراسة يعتبر مقبولا من وجهة نظر المدرسين بحسب هذه الدراسة، ولكن لا يعني هذا انه يلبي حاجة المتعلمين او انه يساعدهم على تعلم اللغة واستخدامها بسلاسة.
٢. يواجه الطلبة متعلمو اللغة الانكليزية مشاكل جمة، وعليه فإن جميع عناصر العملية التعليمية بحاجة الى اعادة النظر واجراء التعديلات التي من شأنها معالجة هذه المشاكل.
٣. على المدرسين ان يكونوا على دراية بمستوى جميع الطلبة في الصف واخذ هذا بعين الاعتبار اثناء التدريس.
٤. لا تتلاءم استراتيجيات التدريس مع مستوى الطلبة، لذلك على المدرسين التركيز بشكل دائم على اتباع الاستراتيجية الاكثر توافق مع مستوى الطلبة حتى لو استغرق ذلك وقتا أكثر.
٥. يعتبر الوقت المتاح لتدريس اللغة الانكليزية للأقسام غير الاختصاص محدودا بشكل لا يتوافق مع الحاجة الفعلية لهكذا مقرر.
٦. يفتقر معظم الطلبة للدافعية في التعلم على الرغم من توفر مصادر للتعلم الغنية المتعلقة بمقررهم الدراسي على شبكة الانترنت.
٧. لا يعوض هذا المقرر احتياجات الطلبة من اللغة الانكليزية للأغراض الخاصة.

1. Introduction:

The importance of textbooks evaluation for English in Iraq is an important procedure to the future success of the course. The continuous evaluation leads to choose the appropriate textbook to adopt. Choosing which textbook to use is a decision, which will have an impact on entire generation of Iraqi students. Taking in consideration the suitability of the educational needs of the students is one of the educational necessities. Another important necessity is the materials evaluation because it shows the improvement or justification of textbook; such materials have a direct effect on both teaching and learning process. Nunan (1988: 98) confirms that the content is an essential element of the curriculum, and do more than simply lubricate the wheels of learning. Generally, they work as authentic representative for practices in the classroom and act as curriculum models in order to fulfill a teacher development role.

Therefore, the present study tries to evaluate the new English language textbook recently adopted for undergraduate non-departmental college students in the Iraqi universities.

1.1. Statement of the Problem:

The research problem is embodied in the fact that Iraqi students face difficulty in coping with the new authentic syllabuses. On the other hand, even teachers whose responsibility is to bridge between the student and the syllabus may face some obstacles in simplifying the syllabus to be adequate in the eyes of their students. Brown (2007:242) confirms that it is a difficult duty for a non-native speaking teacher to complete a mission of interpreting a curriculum specification into materials and of interpreting materials into operant teaching.

1.2. Aims:

The current study aims at evaluating the prescribed textbook as follows:

1. Identifying the criteria of a reliable EFL textbook.
2. Finding out to what extent the prescribed textbook is suitable to meet these criteria to be taught to non-departmental students and whether or not it meets their needs from the instructors and specialists' perspective.

1.3. Limits:

The study is limited to a sample of ten EFL teachers in the College of Education of Humanities and College of Education of Pure Sciences who are teaching Headway series during the academic year 2019-2020.

1.4. Hypothesis:

It is hypothesized that teachers are not satisfied with the prescribed course book to be taught to non-departmental college students.

1.5. Value:

The study is hoped to be significant to teachers of EFL as well as researchers who will conduct future evaluative studies concerning Headway series, since Headway is a new ELT experience in Iraq.

2. Theoretical Background

2.1 Materials Evaluation:

Banks (1977:489-490) considers evaluation as a technical aspect of instruction and an important indispensable element in the teaching/learning process that gives continuous feedback of data to keep this system in progress. Evaluation refers to the process of delineating, obtaining and providing information in terms of goals, designs, implementation and outcomes of educational activities, and should help to improve educational activities, and should help to improve an educational product during the process of its development, and/or demonstrate the merit of the final product when its development is completed.

Cunningsworth (1995:46) and Ellis (1997:70) suggest that textbook evaluation helps teachers move beyond generalized assessments and it guides them to obtain helpful, precise, systematic, and contextual insights into the overall nature of textbook material. In addition, Mousavi(1999:132) points out that the activity of evaluating a certain textbook is frequently very beneficial, since it is taken by everyone concerned and involved in the teaching and learning process.

Hutchinson (1987:41) defines evaluation as a “matter of judging the fitness of something for a particular purpose”. Considering the evaluation process in language teaching, mostly, the initial analyses are conducted to understand whether the textbook fits into the official curriculum or the intended language program. Moreover, the textbook should meet the needs of the students by addressing their

interests and abilities. It should also be consistent with the teaching style of the prescribed teacher .

2.1 .1Types of Evaluation:

Evaluation in the educational process is classified into three main types:

2.1.1.1. Formative Evaluation:

The purpose of formative evaluation is to evaluate what is effective and to change what is not, so that the course effectively meets the students' needs, to give students a voice in their learning, to provide feedback information for the design of the course (Graves, 2000: 215).

2.1.1.2. Summative Evaluation:

Summative evaluation seeks to make decisions about the worth or value of different aspects of the curriculum. It is concerned with determining its fitness, effectiveness, efficiency and acceptability (Richards, 2001: 292).

2.1.1.3. Illuminative Evaluation:

The purpose of this type of evaluation is not to change the course necessarily, but to find out the work of different aspects of the program and how they are implemented. It is concerned with establishing a deeper understanding of the processes of teaching and learning that occurs in the program and whatever consequences accompany it (ibid, 2001: 289).

Cunningsworth (1995:110) and Ellis (1997:90) agree with (Graves, 2000: 215 and Richards, 2001: 292) and also suggest that there are three different types of material evaluation which are: Pre-use, in-use and post-use evaluation.

They state that the most common form is probably the **pre use** or **predictive** evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the **in-use** evaluation designed to examine material that is currently being used and the **post-use** or **retrospective** (reflective) evaluation of the textbook that has been used(taught) in any respective educational institution.

2.1.2. New Headway (Plus) Upper-Intermediate, Student's Book". Course

2.1.2.1.Components of the Course:

The full title of the prescribed textbook is **New Headway(Plus) Upper-Intermediate, Student’s Book**, authored by John &Liz Soars, published by Oxford University Press. From the back cover of the textbook, it is learnt that Teacher’s Book, a Workbook, two compact discs (CDs) and the student’s textbook. It is a development of the multi-level Headway series. The choice of the activities and materials within the book is hoped to make learning EFL stimulating, entertaining and motivating for both adult and young adult learners. The course combines the best of traditional methods with more recent approaches to help students learn English easily and effectively. It combines solid grammar and practice vocabulary development, integrated skills with communicative role-plays and personalization. Authentic material from a variety of sources enables students to see new language in context and a range of comprehension tasks, activities to practice the four language skills. “Every day English” and “Spoken Grammar” support practicing real-world speaking skills , and a writing section for each unit at the back of the book provides models for students to analyze and imitate. In addition, it includes full teacher support –resources, photocopyables, tests and more, online and in print.

https://elt.oup.com/global/adult_courses/new_headway/upper-intermediate.

2.1.2.2. The Aims of the Course:

The textbook authors have explicitly explained that the aims of **New Headway(Plus) Upper-Intermediate, Student’s Book** are to encourage students to analyze the systems of the language in use, to expose them to a variety of challenging and interesting text-types in the listening and reading activities, and to bring their own experiences and feelings to the fore in order to achieve accurate and confident language use (Liz & Soars.2009).

2.1.2.3. The Organization of the Course :

New Headway(Plus) Upper-Intermediate, Student’s Book include twelve units. Each unit comprise activities in the form of :

1. A Discussion Point, which approaches the theme of the unit by means of a speaking activity with reference to a grammatical focuses.
2. A reading activity, which practices different reading skills and usually, contains significant exponents of the target language.
3. Vocabulary: arising out of the theme of the unit, or the preceding material.
4. A Listening activity, which practices different language skills and which usually, revises the target language.
5. Everyday English: usually in the form of practicing daily social expressions.
6. A Speaking activity related to the theme, either a discussion or a role-play.
7. A Writing activity, which focuses on one aspect of the writing skill.
8. The Language Review, which gives the essential rules of form and use of the target language.
9. Controlled Practice exercises which consist of pair and group work, comparing and contrasting sentences, writing, and sometimes listening.
10. A Revision section, which revises/ introduces areas of the language that students at this level need to be familiar with.

3. Procedures:

3.1 Participants:

The population of the present study covers EFL teachers (male and female) in College of Education for Humanities and College of Education for Pure Sciences in Tikrit University. The sample of this study is limited to 10 EFL teachers (male and female) for the academic year (2019/2020). The experiences of teachers are varying between 1 year up to 20 years, they were randomly chosen.

3.2 Instruments:

A checklist, as an instrument of research, is one of an inquiring form that includes data gathering instruments through which respondents answer questions or respond to statements in writing (Creswell.2012: 142).

The checklist is divided into 8 parts: Arrangement and Design, Difficulty, Language Skills, Teach ability, Content, Methodology, Language Elements, Objectives.

In order to verify its face validity, the initial form of the checklist has been exposed to jury members in ELT and linguistics. They are:

Prof. Dr. Nahida Taha Majeed, Prof Dr. Amra Ibrahim Sultan, Prof Dr. Nagham Qadoory Yahya, Prof Dr. Mdeeha Saif aldeen, Prof Dr. Abdullah Hameed, Asst. Prof Dr. Manal Omer Musa Asst. Prof Dr. Istabraq Tariq , Asst. Prof Dr. Dunia Tahir , Asst. Prof Dr. Najwa Yaseen Ismaeel and Asst. Prof Dr. Hadeel Kamil Ali.

The validity of items in checklist gets 100% because all of the jurors agreed upon items of the checklist. So, the initial form is considered as the final form since no any kind of modifications occurred by jurors. Reliability is “the actual level of agreement between the results of one test with itself” (Davies et al., 1999: 168). Accordingly, the reliability coefficient of the checklist found out to be 0.74 by using Alpha-Cronbach Formula, and this result is considered acceptable.

4.Results:

The obtained results stated below are based on the instructors’ responses to the checklist items.

4.1. Arrangement and Design:

This area concerns the arrangement and design of the textbook. It appears in table (1) that the majority of the respondents 60 % agree and 30 % partially agree, while 10 % only disagree that the design and size are suitable enough. Also, 20% agree and 70% partially agree that the activities enclose different methodologies. This means that the textbook is not stuck to a specific methodology what ensure more learning opportunities. The book includes activities that promote thinking skills, as 40%agree and 40% partially agree that it does so.

Table (1) The percentage of Teachers’ Responses on the Area of Arrangement and Design.

Statements:	Agree		Partially agree		Disagree	
	N.	%	N.	%	N.	%
Arrangement & Design:						

1	Its design and size are suitable enough.	6	60	3	30	1	10
2	The activities enclose Different methodologies and can be fully utilized.	2	20	7	70	1	10
3	Activities that promote higher level thinking skill are included.	4	40	4	40	2	20
4	The contents have been graded in terms of students' needs and background knowledge.	3	30	3	30	4	40
5	Tasks have been graded according to their complexity.	5	50	5	50	0	0
6	All of the students' needs for grammar are fulfilled in the textbook .	2	20	6	60	2	20
7	Exercises and tasks include individual, pair, and group work.	6	60	2	20	2	20
8	The book incorporates a diversity of topics.	6	60	4	40	0	0
9	The general arrangement and order of the topics are logically based.	2	20	6	60	2	20
10	It is flexible and motivating.	6	60	4	40	0	0

The content of the book does not cope with the students' needs and background knowledge, since only 30% agree and 30% partially agree, whereas 40% of the respondents disagree with this statement.

The tasks are graded logically concerning complexity level. This is agreed by 50% and partially agreed by the other 50%. However, the teachers does not have a clear idea of whether the students' needs for grammar are fulfilled in the textbook. Unlike the previous statement, most of the respondents 60% agree that the book comprises individual, pair and group work. 60% also agree that the book

incorporates a diversity of topics. Most of the respondents 60% are not sure whether the general arrangement and order of the topics are logically based or not. Concerning the last statement, 60% agree and 40% partially agree that the textbook is flexible and motivating.

4.2. Difficulty Level:

The answers of teachers concerning the aspects of difficulty show that most of them think that the book is with an acceptable level of difficulty. As it is apparent in table(2), the majority of respondents either completely or partially agree that the activities are set to cope with different learning abilities and styles. This gives the book a sense of flexibility.

Table (2) The percentage of Teachers' Responses on the Area of Difficulty

Statements:		Agree		Partially agree		Disagree	
		N.	%	N.	%	N.	%
11	Activities are set to be convenient with different learning styles and abilities of learners.	4	40	3	30	3	30
12	Topics are too difficult for the students.	3	30	3	30	4	40
13	The language used is at the right level for the students' current English ability.	4	40	1	10	5	50
14	Information and directions are clearly written and explained.	5	50	3	30	2	20
15	It is compatible with the students' background knowledge and level.	0	0	5	50	5	50
16	Tasks are not stimulating.	1	10	7	70	2	20
17	The topics of the course book are clear for the students to follow.	5	50	2	20	3	30
18	The grammar points present with brief and easy examples and explanations.	3	30	4	40	3	30
19	Task objectives are clear and achievable.	5	50	1	10	4	40
20	Time is sufficient to have the whole book taught.	2	20	3	30	5	50

Only 40% agree that the topics are too difficult for the students. 50% of the respondents state that the language used is not at the right level for the students' current English ability. Information and directions are clearly written and explained as 50% of the respondents believe. 50% of the respondents completely disagree that the book is compatible with the students' background knowledge and level. The majority of the respondents do not have a clear view about whether the tasks are stimulating or not. Most of the respondents agree that topics and examples are clear. The time allotted is not enough to have the whole syllabus studied.

4.3. Language Skills:

In the area of language skills, as shown in table (3), 30% of instructors agree and 50% partially agree that the four language skills (listening, speaking, reading and writing) are adequately covered in the book. This reveals that majority of the instructors are quite familiar with the construction of the prescribed textbook.

Table (3) The percentage of Teachers' Responses on the Area of Language Skills

Statements:		Agree		Partially agree		Disagree	
		N.	%	N.	%	N.	%
Language Skills		N.	%	N.	%	N.	%
21	The four skills are adequately covered.	3	30	5	50	2	20
22	There is material for integrated skills work.	4	40	3	30	3	30
23	There is sufficient reading material.	8	80	0	0	2	20
24	Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.	3	30	4	40	3	30
25	Listening materials are pleasant and authentic.	5	50	2	20	3	30
26	There is sufficient material for spoken English e.g. dialogues, role-plays, etc.	4	40	5	50	1	10
27	The writing tasks enhance both formal and informal writing skills.	5	50	5	50	0	0

Concerning integrating the four skills, 40 %agree and 30 % partially agree that the book includes material for integrating the four skills. Reading material is sufficient enough, as 80% of the respondent agree with this statement. 40% of the respondents partially agree that the writing activities are suitable in terms length, accuracy etc., while 30% completely agree and other 30% disagree with this point. This means that there is some kind of discrepancy concerning the suitability of the writing activities in the textbook. 50% agree and 20% are with partial agreement that the listening materials are authentic and pleasant.

Only 10% of the respondents disagree that there is enough material for spoken English such as dialogues , conversations and role plays, etc., on the other hand, 40 % agree and 50 % partially agree with this statement. Similarly, nearly all the respondents(50% agree and 50% partially agree) that the writing tasks enhance both formal and informal writing.

4.4. Teachability:

Teachability has been measured in terms of eight statements as appears in table(4) below. The first statement which is” The book helps teachers to minimize their preparation time.” has got 30% of the respondent agree in addition to 40% who partially agree and the other 30% completely disagree. According to their experience, nearly half of the respondents 40% believe that the book does not help in catering for mixed ability students and classes of different sizes. Like the previous statement, 40% also believe that the accompanying materials (Audio, CDs and sites are supporting enough. Teacher’s Book is precise enough, since only 30% disagree with this. The book does not compensate for ESP materials, as 40% agree and 60 % partially agree while no one disagree with his statement. Inspiring autonomy in learning takes 40% agree and 60 % partially agree while no one disagree. The time allotted copes with the teaching plans of the instructors because only 20% disagree with such a matter. The last statement shows that the original colored copy of the textbook is not available for all the students.

Table (4) The percentage of Teachers' Responses on the Area of Teachability

Statements:		Agree		Partially agree		Disagree	
		N.	%	N.	%	N.	%
Teachability							
28	The book helps teachers to minimize their preparation time.	3	30	4	40	3	30
29	The book helps teachers cater for mixed ability students and classes of different sizes.	3	30	3	30	4	40
30	The accompanying materials (Audio, CDs and sites are supporting enough.	3	30	3	30	4	40
31	Teacher's Book is precise.	4	40	3	30	3	30
32	It does not compensate for ESP.	4	40	6	60	0	0
33	The book inspires autonomy in learning.	4	40	6	60	0	0
34	Time allotted and the teaching plan are in harmony.	2	20	6	60	2	20
35	All the students have the original colored books.	2	20	4	40	4	40

4.5. Content:

Concerning the content of the prescribed book, the teachers do not seem to have clear decisions about the evaluative statements, therefore ; the majority of them tend to tick “partially agree” for most of the statements. However, very few of them disagree with the statements.

As it is shown in table(5), 80% who partially agree that the materials are motivating, explicit and challenging, 20 % completely agree but none of them disagree. None of the respondent disagree that the tasks and exercises are authentic, interesting and Purposeful, 50% agree and the other 50% agree partially. Only 10% do not agree that the subjects cover different aspect from both local and target culture, 30% agree, while the majority 60% agree partially.

Table (5) The percentage of Teachers' Responses on the Area of Content

Statements:		Agree		Partially agree		Disagree	
		N.	%	N.	%	N.	%
Teachability							
36	The materials are motivating, explicit and challenging.	2	20	8	80	0	0
37	Tasks and exercises are authentic, interesting and purposeful.	5	50	5	50	0	0
38	Subjects cover different aspect from both local and target culture.	3	30	6	60	1	10
39	The activates stimulate students' ability to create and express.	2	20	8	80	0	0
40	The contents are beneficial to enrich students' general knowledge and awareness.	6	60	4	40	0	0
41	Activities promote effective communicative practice.	5	50	4	40	1	10
42	Activities apply to a diversity of student abilities, interests and learning styles.	3	30	5	50	2	20

80% of instructors partially agree that the activates stimulate students' ability to create and express, the other 20% agree completely while no one disagree . The contents are beneficial to enrich students' general knowledge and awareness, therefore; 60% agree and 40% agree partially while 0% disagree with this claim. The next statement which is “Activities promote effective communicative practice.” is also supported by respondents, 50% of them agree and 40% partially agree while only 10% disagree with this point. Activities can be considered to apply to a diversity of student abilities, interests and learning styles. This claim is rejected by only 20% of the respondents, while half of them 50% have partial agreement and the 30% agree completely.

4.6.Methodology:

Teachers seem to have different points of view regarding the domain of methodology when teaching **New Headway(Plus) Upper-Intermediate**. As is the case in table(6), 40% of the respondent agree that The dominant method used is student-centered.

Table (6) The percentage of Teachers' Responses on the Area of Methodology

Statements:		Agree		Partially agree		Disagree	
		N.	%	N.	%	N.	%
Methodology		N.	%	N.	%	N.	%
43	The dominant method used is student-centered.	4	40	3	30	3	30
44	Teachers are given techniques for activating students' background knowledge before initiating the lesson.	2	20	6	60	2	20
45	The materials suit different classroom techniques.	5	50	4	40	1	10
46	The teacher's book suggests a clear, concise method for teaching each lesson.	4	40	5	50	1	10
47	Teachers are given adequate examples to make students preview, skim, scan , and to find the main idea.	2	20	6	60	2	20

The majority of the respondent are not sure whether teachers are given techniques for activating students' background knowledge before initiating the lesson. Thus, 60% agree partially, whereas the other 40% are divided into 20% completely agree and 20% completely disagree with this statement. "The materials suit different classroom techniques". This statement is rejected by only 10% , while 50% are completely with it and 40 % agree partially.

40% agree that the teacher's book suggests a clear, concise method for teaching each lesson, those who disagree represent only 10%, while the 50% are those who partially agree. Most of the respondent again seem to lack clear idea about the statement which is "Teachers are given adequate examples to make students preview, skim, scan , and to find the main idea" because 60% give partial agreement, whereas 10% disagree and the other 10% agree with the mentioned statement.

47.Language Elements:

The statements related to language elements are almost agreed wholly, as shown in table (7) below. 70% agree and the other 30% agree partially that grammar in the prescribed textbook is contextualized. Grammar is taught inductively, according to 50% of the respondents who completely agree with this and the other 50% who show partial agreement.

Table (7) The percentage of Teachers' Responses on the Area of Language Elements

Statements:		Agree		Partially agree		Disagree	
		N.	%	N.	%	N.	%
Methodology							
48	Grammar is contextualized.	7	70	3	30	0	0
49	Grammar is taught inductively.	5	50	5	50	0	0
50	The grammatical points are suitable for the student's abilities	2	20	7	70	1	10
51	Vocabularies are contextualized.	5	50	4	40	1	10
52	The new vocabularies in each unit are appropriate to the students' background knowledge.	3	30	6	60	1	10
53	Pronunciation is integrated with other activities such as conversations.	4	40	6	60	0	0

The majority of the respondent seem to prefer expressing partial agreement concerning whether the grammatical points are suitable for the student's abilities. Thus, 70% partially agree with this point, 20% completely agree and only 10% disagree. Regarding vocabulary, 50% of the respondents believe that vocabularies are contextualized, and only 10% disagree with such a claim.

“The new vocabularies in each unit are appropriate to the students' background knowledge” . This statement has got partial agreement from the majority of respondents 60%. 30% who agree completely and those who disagree represent 10% only. Teachers also do not reject that pronunciation is integrated with other activities such as conversations, so no one of them has ticked disagree but 60% partially agree and 30% agree fully.

4.8. Objectives:

Results in the area of 'objectives' reflect that the respondents have different viewpoints concerning the prescribed textbook. Thus, the first statement in table (8) which states that objectives result in considerable development in the students' competence, has been accepted by 30%, rejected by 40%, then 30% tend to give partial acceptance. Most of the respondent seem to prefer ticking 'partially agree' for most of the statement which reveals that this textbook is not familiar enough for them , and so it needs more investigation.

Table (8) The percentage of Teachers' Responses on the Area of Objectives

Statements:		Agree		Partially agree		Disagree	
		N.	%	N.	%	N.	%
54	Result in considerable development in the students' competence.	3	30	3	30	4	40
55	Cover a wide variety of topics, skills and levels of learning.	4	40	5	50	1	10
56	Clearly stated and can be achieved.	2	20	6	60	2	20
57	Correspond to the students' background knowledge.	1	10	4	40	5	50

The next statement which claims that the objectives “cover a wide variety of topics, skills and levels of learning” has also been accepted partially by 50%, 40% has accepted it completely, while only 10% have rejected this claim. 60% seem to be unsure whether the objectives are Clearly stated and can be achieved, since they partially agree. Those who completely agree represent 20% and those who disagree are 20% as well.

Most of the statements that claim that the textbook copes with the students' background knowledge has been rejected by the majority of the respondents, as is the case with the last statement in table(13). Thus, 50 % of the respondent completely disagree that the objectives of the prescribed textbook can correspond to the students' background knowledge. 40% partially agree, whereas only 10% who decides to completely agree with this statement.

5. Conclusions and Recommendations

5.1. Conclusions:

In the light of the results, it has been concluded that **New Headway(Plus) Upper-Intermediate, Student's Book** is an acceptable EFL textbook because it has met the criteria of a good EFL textbook as it is reflected in the teachers'

viewpoints regarding: arrangement and design, difficulty, language skills, teachability, content, methodology, language elements and objectives.

Non-departmental students in Colleges of Education face difficulties in learning EFL and their performance is below the average level of success. Although the book is designed to inspire learning autonomy and motivation, a very few number of the students are motivated to learn autonomously.

Students' role in the class is considered passive. Although the book is designed to be basically student centered, teachers are urged to lead a lecture in which the classroom situation is merely teacher centered. There is a single reason of this case, which is the allotted time.

The time allotted for EFL lectures in non-departmental schedules is extremely insufficient for a vital subject like English. In addition to the limited time, the classroom environment is not supportive enough, since classers are crowded. With the huge number of students in the class and the very limited time, the majority of students miss the opportunity to participate in the class activities. Thus, with such obstacles, the non-departmental students' weakness in EFL is not ascribed to the textbook.

5.2. Recommendations:

In terms of the obtained results and the stated conclusions, several recommendations are presented below:

1. The time given to EFL should be maximized as much as possible to enable the teachers to cover the material more usefully and effectively.
2. It is recommended that the non-departmental students be taught an EFL textbook that is provided with variety of ESP material in order to meet the needs, interests of the students and foster their reading for the sake of enlightening in their field of study.
3. Teachers are recommended to adopt a variety of teaching aids in order to be able to deal with the individual differences among students in a way that encourages the autonomous language learning more increasingly.
4. Both teachers and students are recommended to be trained to employ modern technology such as websites in order to meet the changing needs of nowadays education circumstances and make English teaching and learning more meaningful, temporary and enjoyable.

5. EFL must be given a sense of importance to a degree that increase the students' integrative motivation and stimulate them to think of themselves as independent learners. This will help them -especially those who are looking forward to studying higher studies- cope with the changing world in which English is the dominantly used means of communication.

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