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## **EVALUATING ENGLISH LANGUAGE CURRICULUM IN THE FIRST INTERMEDIATE GRADE IN THE LIGHT OF QUALITY STANDARDS**

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### **Abstract**

The present study aims at evaluating the English textbook (English for Iraq student's and activity book) for the first intermediate stage by teachers' perspective in the light of quality standards.

To achieve the objective of the study, the researcher has chosen the descriptive approach and chose a random sample that include (89) male and female English teachers for first intermediate stage. The researcher used a questionnaire since it is the appropriate tool to explore the opinions of the sample members. The questionnaire consisted of (51) item which were divided into (7) categories (textbook introduction, objectives, content, activities, assessment means, textbook Language, and textbook display). Results showed that there are no shortcomings in the English textbook for the 1<sup>st</sup> intermediate stage in all of its domains. In the light of the results, conclusion, and some recommendation putting forward.

**Keywords:** quality standards, 1<sup>st</sup> intermediate.

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## تقويم منهج اللغة الإنجليزية للصف الأول المتوسط في ضوء معايير الجودة

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### ملخص

تهدف الدراسة الحالية إلى تقويم كتاب اللغة الإنجليزية (اللغة الإنجليزية لطالب العراق وكتاب النشاط) للمرحلة المتوسطة الأولى من وجهة نظر المعلمين في ضوء معايير الجودة.

ولتحقيق هدف الدراسة استخدمت الباحثة المنهج الوصفي واختارت عينة عشوائية تضمنت (250) مدرس ومدرسة للمرحلة المتوسطة. استخدمت الباحثة الاستبانة لكونها الأداة المناسبة لاستطلاع آراء أفراد العينة. تتكون الاستبانة من (51) فقرة قسمت إلى (7) مجالات وهي (مقدمة الكتاب المدرسي، الأهداف، المحتوى، الأنشطة، وسائل التقييم، اللغة، الاخراج الفني للكتاب المدرسي). اظهرت النتائج أن كتاب اللغة الانكليزية للصف الاول المتوسط قد توفرت فيه معايير الجودة التي تم قياسها في البحث وفي كافة المجالات. وفي ضوء النتائج قدمت الباحثة عدد من التوصيات والمقترحات.

الكلمات المفتاحية: معايير الجودة , الاول المتوسط.

## I. Introduction

“Iraq is one of the countries that seeks by all possible means to upgrade and improve its educational system. Iraq considers education as an investment for the future and spares no effort or money in supporting human development, which is seen as the key to progress. The Iraqi Ministry of Education provides, among many other programs, the teaching of English as a Foreign Language (EFL) in its schools”.

This study evaluated the textbook that is used in the First intermediate grade of schools in Iraq, considering textbook introduction, objectives, content, activities, assessment means, textbook language artistic, and direction of the textbook. Due to the importance of this textbook for students in first intermediate grade, its' evaluation is a matter of high importance.

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The researcher is that evaluating the first English textbook for Iraqi intermediate schools is a worthwhile project that would lead to the future success of English language programs and help teachers to set its value.

## 1.1 Statement of the Problem

Textbooks are important part of any student's learning, and have an important role in classroom language. They serves for many language inputs that learner acquire in the classroom. A large body of research has proved this many times and in many different context.

The process of evaluating textbooks reflects to the development of curricula and improvement of the content of books through deletion, addition and modification. It may be useful in understanding the content of books, improving the teaching process, and clarifying the means and activities in books in a manner that increases the effectiveness of their employment. The process of evaluating textbooks from time to time is useful in revealing the areas of quality to address weaknesses and shortcomings in order to complete it.

Richards (2001:234) stated that “without textbooks, a program may have no impact; therefore, textbooks should provide structure and support a syllabus. Additionally, the use of a textbook in a program can guarantee that students in different classes will receive similar content and, therefore, can be evaluated in the same way”. In other words, textbooks should provide teaching standards, which should contain a variety of learning resources such as videos, CDs, workbooks, etc., which make learning more fun and interesting for the learner.

As mentioned above evaluating textbook is important, so the researcher means to evaluate the 1st intermediate grade English textbook according to quality standards since the Ministry of Education adopted it for the following reasons:

1. It is a new book series, the evaluation of which was an educational necessity.
2. The importance of the educational textbook, especially English language books, for its role in the educational process

3. The importance of evaluation, which is the right way to detect weaknesses and shortcomings for completing them and strengths to enhance them in order to improve and develop the educational process.

## 1.2 Aims:

The present study aims at evaluating the English textbook (English for Iraq student's and activity book) for the first intermediate stage by teachers' perspective in the light of quality standards.

To fulfil the aims of the study, the following questions have been asked:

1. To what extent is the textbook effective according to its introduction?
2. To what extent is the textbook effective according to its objectives?
3. To what extent is the textbook effective according to the content?
4. To what extent is the textbook effective according to its activities?
5. To what extent is the textbook effective according to the assessment means used.
6. To what extent is the textbook effective according to its language?
7. To what extent is the textbook effective according to its display?

## II. Literature review

### 2.1 Evaluation

Evaluation is “the act of ascertaining or judging the value or amount of some things using an external criterion or test.” As stated by Good (1973: 220).Banks (1977:489-490) considers evaluation as “a technical aspect of instruction and a part of the teaching/learning process that gives continuous feedback of data to keep system in adjustment”. According to Ten Brink (1974:7), it is the process of obtaining the information required for arriving at judgments through which decisions can be made.

For Weir and Roberts (1994:34) there are two reasons to evaluate a teaching material “first, it provides evidence, which can inform theoretical disputes about directions to be followed in language teaching or in teacher education. Second, it is a tool for indicating the suitability of approaches or techniques under given conditions and determining whether they meet the claims made for them”. The main purpose of evaluation is to obtain useful information for improving the curriculum and the textbooks not merely to evaluate as stated by sawin (1990:231).

There are several types of evaluation:

- a. **Formative evaluation:** “the purpose of this type is to evaluate what is effective and what is not which meet the students’ needs, to give them a role in their learning, and to present information for the course designer” Graves(2002:215)
- b. **Summative evaluation:** the aim of this type is to make decision about the worth or value of different curriculum aspects. Richards(2001:292)
- c. **Illuminative evaluation:** evaluation purpose not to change the course necessity but to find out the work of different aspects of the program and how they are implemented. Richards (2001:289).

Evaluation is a necessary process for each textbook, and indeed for each of its chapters. A continuous process goes with the whole book as an integral part of it. By evaluating textbook, we mean to judge the degree of student growth using the book in the light of the objectives.

## 2.2 Quality

Quality is a multi-faceted concept that is difficult to limit in one narrow circle; because it involves different dimensions of artistic concepts, administrative, behavioral and social, most notably equality, effectiveness, relevance and accessibility, acceptance and adequacy .Shaw (1996:11). According to Fisher (1996:5), quality “expresses the degree of outstanding brilliance, the fact that the performance is excellent, and that the characteristics of the product (service or commodity) are superior when compared with the standards set from the perspective of the institution or from the perspective of the customer beneficiary.

“The concept of quality in accordance with what was agreed upon at the UNESCO Education Conference, which was held in Paris in October (1998) states: that the quality of higher education in a multi-dimensional concept should include the functions of education and all of its activities, namely” (Nightingale & Oneil, 1994, p.65-72).: -

- Educational subjects.
  
- Educational programs.
  
- Scientific research.
  
- The students.
  
- Buildings, facilities and tools.
  
- Providing services to the local community.
  
- Internal self-education.
  
- setting internationally recognized comparable standards of quality

In the light of the British project for quality in education, a set of characteristics of air appeared:

- A - Quality is equal to high standards; no matter how different are the differences between students and members of the quality.
  
- B - The focus of quality in the performance of properly through the same level of intellectual capacity higher development, and the development of innovative thinking and critical thinking among students.

C - Quality means compatibility with the purpose that the educational institution seeks to achieve.

D - The quality refers to the transformational process elevate the student's intellectual capabilities to a higher rank, and look at teaching as a facilitator of the educational process, and to the student as an active participant in Education.

Total quality in education should include curriculum components and its elements as the environment of the educational process, and it established to achieve its objectives, so the educational institution, which implements the concept of total quality, should take into account the availability of quality objectives, material, student and teacher, teaching methods and activities.

## 2.3 Standards

Standards are “set of conditions, and provisions that are essentially quantitative or qualitative judgment of the way to compare these conditions, including existing access to the strengths and weaknesses” as stated by Carter (1973: 153). British Standards Organization or BSL define it as “a set of characteristics and features of the product, which bears the burden of satisfying the necessary needs.” D. Deherty (1994: 260)

For Kerr (1968: 16) standards is “a metric taken as a basis for issuing a quantitative and qualitative judgment, or for making a comparison.” According to Fausto (2003:15), it is “Everything done to satisfy the beneficiary, address his needs, and the needs of the employees of the institution, as well as the needs of society”.

## Previous studies

### 1. Yusuf Ahmad K. Alsulami (2021)

“This study aimed to evaluate a textbook called Traveller 4 that is used in the second grade of secondary schools in Riyadh City, Saudi Arabia. The

study considered the general appearance and design, objectives, content, social and cultural contexts, tasks and activities, and usefulness for developing language skills”.

“A questionnaire is employed to investigate teachers’ perspectives. The findings of this study revealed important points relating to the characteristics of a good textbook and identified strengths, weaknesses, and opportunities to modify the book”.

## **2. Tok (2010)**

“This study aimed at evaluating TEFL textbook from teachers’ perspectives used in state primary schools in Turkey .The researcher concluded that it had both positive and negative characteristics. In terms of the positive features, the teacher’s book contained guidance about using the textbook for the greatest benefit of students. The content of the textbook was generally realistic, interesting, challenging, and motivating, with activities incorporating both pair and group work”.

“Tok pointed out that the subject and content of the textbook varied sufficiently, was not culturally biased, and did not contain any negative stereotyping. Despite its strengths, Spot On had many negative characteristics. Most respondents believed that the activities in the textbook did not encourage sufficient communicative practices”.

## **3. Gianna Anglo and Mary Kaplan (1992)**

This study aimed to evaluate four new social studies textbooks used in public schools in Memphis, Tennessee, USA. The study included a number of books (the history of the United States of America, world geography, economics, government in America), and each book was evaluated using criteria that included the following areas:

1. Readability level.



2. Number of presented concepts and their sequence.
3. Focus on developing problem-solving skills.
4. Analysis of book questions in light of Bloom's levels of knowledge.
5. Assessment patterns in each book.

The results of the study indicated that the four books did not take into account the criteria in light of which they were compared.

### III. Methodology

#### 3.1 Population and Sample of the Study

The population of this study included English teachers of intermediate and secondary stages at Baghdad/ AL-Rusafa (1/2) during the academic year (2020-2021) and intermediate and secondary schools at Baghdad/ AL-Rusafa(1/2) during the academic year (2020-2021).

The population of intermediate and secondary schools consisted of (238) school in Baghdad / AL-Rusafa (1/2) according to the statistics provided by the ministry of Education for the academic year (2020-2021) Appendix (1).

The population of intermediate and secondary teachers consisted of (714) according to the statistics provided by the ministry of Education for the academic year (2020-2021).

The sample of intermediate and secondary schools consisted of (48) intermediate and secondary schools in Baghdad /AL-Rusafa (1/2) randomly selected from the whole population of the intermediate and secondary schools, and represent 20% of the whole population .

The Sample of the English teachers consisted of (240) male and female English teachers randomly selected from the whole population of the intermediate, secondary schools, and represent 34% of the whole population.

### 3.2 Instrument of the Study

In order to achieve the objective of the study, the researcher have utilize a questionnaire because it is the appropriate tool to explore the opinions of the sample members. It allows the respondent to express his opinions clearly, gives him freedom and time to think about his answer in suitable circumstances, which reduces pressure and push to scrutinize his information. In addition, the researcher is able to collect data from a large sample in a short period of time, as well as being characterized by the ease of interpretation and analysis of its data.

The researcher relied on the following procedures in preparing the questionnaire:

1. The researcher reviewed the quality assessment tool, which was prepared by the Quality Department in the Curriculum General Directorate, Curriculum Quality Assurance Division.
2. The researcher reviewed different studies that dealt with Evaluation and the quality standards of the textbook, such as the study of Yusuf Ahmed (2021), Tok (2010), Gianna Anglo and Mary Kaplan (1992) and others.
3. Reliance on to sources, books and literature that dealt with quality standards for textbooks.

The questionnaire consisted of (51) item which were divided into (7) categories:

1. Textbook introduction
2. Objectives
3. Content
4. Activities
5. Assessment means
6. Textbook language
7. Textbook display

### 3.3 Validity and Reliability

The researcher relied on face validity in constructing the questionnaire based on the experts' opinions. The agreement percentage of 75% or more between the arbitrators is adopted as evidence of achieving the face validity of the questionnaire based on Bloom (1983:226).

The researcher extracted the questionnaire stability coefficient in its seven domains, where the average reliability coefficient were calculated and amounted to (0.86), this percentage is considered high and indicates the stability of the questionnaire.

### 3.4 Administration

After insuring the validity and reliability of the questionnaire, and after selecting the study sample of male and female teachers who teach English for intermediate stage, the researcher distributed the questionnaire to the sample members from (12/13/2020) to (1/10/2021).

The researcher explained the objective of the study to the participants before introducing the questionnaire, clarify the importance of the study, and that it's accuracy depends on the accuracy of their answers, Also she provides them with the necessary information for their answer by placing a mark (✓) in front of each item in the appropriate place ,the answer for each standard paragraph has five possibilities (always, often, sometimes, rarely, never).

In order to analyze the data, the researcher the used appropriate statistical means, using the SPSS statistical program.

## IV. Results and Discussion

To achieve the objective of the study the researcher followed the following steps:

1. Calculating the frequency of the sample answers for each paragraph of the questionnaire according to the five alternatives.
2. The researcher relied on the weighted mean and the percentage weight to determine the verified and unrealized items in each standard of the questionnaire. The first alternative (very high achieved) was given five degrees, the second alternative (highly achieved) four degrees, the third alternative (averagely achieved) three degrees, the fourth alternative (very little achieved) two degrees, and the fifth alternative (not achieved) one degree.
3. Calculating the average scores for the five-point scale, which is (3) a criterion for separating the achieved and unrealized items, as the item that obtained a weighted mean (3) and above is considered validated , while the item that obtained a weighted average of less than (3) is considered unrealized.
4. The researcher arranged the questionnaire items in descending order from the highest weighted mean and weight percentile to the lowest mean.
5. The researcher adopted a criterion for evaluating the English language book for the first intermediate grade and for each of its fields, with an amount of (80%) after consulting a number of experts in measurement and evaluation who agreed on the validity of this criterion in evaluating previous books according to the quality standards prepared by the researcher.

### - Results Related to the First Standard (Textbook Introduction).

The standard of textbook introduction included (5) criteria, and the results of the study showed that the criteria achieved in this field amounted to (4) criteria, their percentage weights ranged between (77.50) to (89.66).see table (1)

**Table (1)**

#### Means and percentages of the Evaluation

	Indices	mean	Percent (%)	Notes
1.	Include the objectives of teaching material.	4,48	89,66	Verified

2.	Presents a brief idea of its contents.	4.16	83.22	Verified
3.	Includes instructions that help teachers and students.	4,06	85,28	Verified
4.	It is clear and uncomplicated.	4.51	90.32	Verified
5.	Motivates and excites students	2.98	59.66	not Verified
<b>Total score of Textbook introduction domain</b>		<b>4.03</b>	<b>81.62</b>	<b>Verified</b>

It is clear from Table (1) that the percentage of standards achieved in textbook introduction amounted to (81%); this means that English language book for the first intermediate stage has achieved the quality standards in the field of textbook introduction.

The standard (**motivates students and excites them**) obtained the last sequence between the items of the textbook introduction field with a weighted mean of (2, 98), and a percentage weight of (59.66). The study sample believe that the introduction of the book did not motivate and excites the students, and this result is a negative factor and a deficiency in the book, because one of the criteria of a good textbook is that it contains an introduction that motivates students to learn.

The researcher believes that motivation and encouragement increases the student's morale to learn, raises his abilities and makes him able to challenge if he encounters learning difficulties, as he overcomes them with ease.

**- Results Related to the Second Standard (Objectives).**

The standard of the book's objectives included (7) criteria, the results of the study showed that the criteria achieved in this field amounted to (6) criteria, their percentage weights ranged between (85. 8) to (80.64), and the number of unrealized criteria It is (1) standard, and its percentile weight is (3.69.38) to (73.68) as illustrated in table (2).

**Table (2)**

### Means and percentages of the Evaluation

	Indices	mean	Percent (%)	Notes
1.	The objectives are clear.	4.09	81.92	Verified
2.	The objectives help achieving education for all.	4.3	80.64	Verified
3.	The objectives take into consideration the learners' growth levels.	12.4	58.82	Verified
4.	The objectives take into consideration learners' individual differences.	16.4	22.83	Verified
5.	The objectives take into consideration the learning environment.	39.2	82.47	Not Verified
.6	The objectives are achievable	75.4	06.95	Verified
.7	The objectives are measurable	46.4	26.89	Verified
	<b>Total score of Textbook introduction domain</b>	<b>4.08</b>	<b>80.07</b>	<b>Verified</b>

It is clear from Table (2) that the percentage of standards achieved in textbook introduction amounted to (80%); this means that English language book for the first intermediate stage has achieved the quality standards in the field of objectives.

The standard (**take into consideration the learning environment**) obtained the last sequence between the items of objectives field with a weighted mean of (2.39), and a percentage weight of (47.82). The study sample believe that the objectives of the book did not take into consideration the physical and learning environment, and this is a negative factor and a deficiency in the book, because one of the criteria of a good textbook is that to take students' environment into consideration (Republic of Iraq, 2010; 96).

The researcher believes that learning environment is one of the most important factors that influence student learning. An effective learning environment is where students are able to work as a team, celebrate each other's accomplishments and learn from mistakes. It enhances students' ability to learn and productivity.

## - Results Related to the third Standard (Content).

The content included (10) criteria, the results of the study showed that the criteria achieved in this field amounted to (8) criteria, their percentage weights ranged between (80.2) to (95.06), and the number of unrealized criteria is (2), and its percentile weight is (73) to (76.2) as illustrated in table (3).

**Table 3**

	Indices	mean	Percent (%)	Notes
1.	Achieving the general objectives of the material	4.01	80.2	Verified
2.	Takes into account information's sequence and its logical coherence	4.46	89.26	Verified
3.	Sets graphics and illustrations in their proper place	4.51	90.32	Verified
4.	Characterized by modernity and keeping pace with scientific developments	4.75	95.06	Verified
5.	Suitable for the number of lessons designated for study	4.43	88.7	Verified
6.	balances between the cognitive, emotional and skill areas.	4.09	81.92	Verified
7.	Suitable for the mental level of the students	4.03	80.64	verified
8.	Takes into account individual and society needs	2.47	49.56	not Verified
9.	Encourages self-learning	4.43	88.7	verified
10.	Use what is appropriate for students from the local environment.	2.87	57.52	not Verified
<b>Total score of Textbook introduction domain</b>		<b>4.0</b>	<b>80.18</b>	<b>verified</b>

### Means and percentages of the Evaluation

The percentage of standards achieved in the content amounted to (80%); this means that English language book for the first intermediate stage has achieved the quality standards in the field of content.

1. The standard (**Use what is appropriate for students from the local environment.**) obtained the last sequence between the items of content field with a weighted mean of (2.87), and a percentage weight of (57.52). The members of the study sample believe that the content of the book does not contain information and concepts related to the local environment in which the students live, and does not try to find solutions to the problems or difficulties they face. The members of the quality of the book stressed the need for the book to address some contemporary problems and focus on those related to the life of the student and his local community. (Republic of Iraq, 2010:96).
2. The standard (**taking into account individual and society needs**) obtained a weighted mean of (2.47), and a percentage weight of (49.56).

This result indicates that a large percentage of the study sample, believe that the content does not take into account the actual needs of the individual and society. This is a negative side, because One of the basic steps that must be taken into account in choosing the content ,is to study the book in terms of what it contains ( information, ideas ,suitability to the level of students , compatibility with the needs of society, the extent of the book's interest in linking students to their environment, and the era in which they live).

### - Results Related to the fourth Standard (Activities).

The field of activities included (7) criteria, and the results of the study showed that all criteria of this field were met. Its percentage weights ranged from (76.22) to (85.2). See table (4)

**Table 4**

	Indices	mean	Percent (%)	notes
1.	Varied in each lesson	4.0	81.72	Verified
2.	Related to the objectives of the educational unit	4.0	81.44	Verified
3.	Suitable for time limits	3.8	77.96	Verified



4.	Learners emerge in activities in/out class	3.8	76.22	Verified
5.	Contribute students excitement	3.8	77.96	Verified
6.	Applicable and executable in light of the possibilities available in the students' environment	4.2	85.2	Verified
7.	Learners express their opinions through the topics and activities	4.1	83.18	Verified
<b>Total score of Textbook introduction domain</b>		<b>4.02</b>	<b>80.52</b>	<b>Verified</b>

**Means and percentages of the Evaluation**

It is clear from Table (4) that the percentage of standards achieved in the field of activities amounted to (80.52%), this means that the English book for the first preparatory grade achieved the quality standards in the field of activities.

**- Results Related to the Fifth Standard (Assessment means).**

The field of Assessment means included (7) standards, and the results of the study showed that the number of standards achieved in this field amounted to (6) standards. Their percentage weights ranged from Between (73.86) to (95.06), and the number of unfulfilled criteria is (1) criteria. Its percentage weight is (37.28).see table (5)

Table (5)

## Means and percentages of the Evaluation

	Indices	Mean	Percent (%)	Notes
1.	Related to the objectives of the teaching subjects.	4.75	95.06	Verified
2.	Includes questions at the end of each chapter.	1.86	37.28	Not Verified
3.	Suitable to measure cognitive and thinking skills.	4.55	91.9	Verified
4.	Covers all the basic ideas and concepts in the content.	4.48	89.66	Verified
5.	Help teachers to identify the extent to which educational goals have been achieved	4.09	81.92	Verified
6.	Help teachers to know the previous experiences of the students	3.69	73.86	Verified
7.	Develops students curiosity and knowledge	4.51	90.32	Verified
<b>Total score of Textbook introduction domain</b>		<b>3.99</b>	<b>80</b>	<b>Verified</b>

It is clear from Table (5) that the percentage of standards achieved in this field of activities amounted to (80%); this means that the English language book for the first intermediate grade has met the quality standards in the field of assessment means.

The standard (**Includes questions at the end of each chapter.**) obtained the last sequence among the criteria of the book content field with a percentage weight of (37.28), and this result indicates that a large proportion of the study sample members of the English language teachers believe that the book does not achieve this criterion. As there are no questions at the end of each topic for the basic ideas, concepts that were mentioned in the content and that help the learner to gather his ideas and information. This result is a negative point and a shortcoming in the book, because one of the standards of a good textbook is that each chapter or educational unit ends with a set of questions.

The language of the book included (7) criteria. The results of the study showed that all the criteria of this field were achieved, their percentage weights ranged between (77.28) to (87.90). Table (6) illustrates this.

**Table (6)**

**Means and percentages of the Evaluation**

	<b>Indices</b>	<b>Mean</b>	<b>Parent (%)</b>	<b>notes</b>
1.	Empty of grammatical and linguistic errors.	4.38	87.64	Verified
2.	Appropriate to the students' linguistic score.	4.39	87.90	Verified
3.	Presenting the material as related units.	3.86	77.28	Verified
4.	It is distinguished by easiness and clarity	3.86	77.28	Verified
5.	No redundancy and repetition.	4.3	86.16	Verified
6.	Provides element suspense	4.2	84.18	Verified
7.	Taking into consideration integration and cohesion	4.08	81.72	Verified
<b>Total score of Textbook introduction domain</b>		<b>4.15</b>	<b>83.16</b>	<b>Verified</b>

It is evident from Table (6) that the English language book has achieved quality standards in the field of book language.

**- Results Related to the Seventh Standard (Textbook Display).**

The artistic direction of the book included (8) criteria. The results of the study showed that all the criteria of this field were achieved, their percentage weights ranged between (91.1) to (76.54). See table (7)

**Table (7)**

## Means and percentages of the Evaluation

	Indices	Mean	Parent (%)	Notes
1.	The size is appropriate for students age	4.13	82.7	Verified
2.	Has attractive and exciting shape	4.38	87.64	Verified
3.	Showing right font size and color.	4.55	91.1	Verified
4.	Showing main titles and subtitle are in bold.	3.82	76.54	Verified
5.	Having a list of bibliography.	4.14	82.96	Verified
6.	Has margins to help clarify concepts.	3.96	79.24	Verified
7.	Pictures and shapes are presented attractively.	4	80	Verified
8.	Having a Preface addressed to both the teacher and learner	4.62	80.48	Verified
<b>Total score of Textbook introduction domain</b>		<b>4.2</b>	<b>81.7</b>	<b>Verified</b>

It is evident from Table (7) that the English language book has achieved quality standards in the field of artistic direction of the book.

## Conclusions

In reference to the results, which have already been discussed in the present study, the researcher concluded that: there is no lack in English textbook for the 1st intermediate stage in all of its domains such as (textbook introduction, Objectives, Content, Activities, Assessment means, textbook Language, and the artistic direction of the textbook).

## Recommendations

The researcher makes the following recommendations in light of the results of the study:

1. Take into account the opinions of English language teachers and including them in the authoring and development committees.
2. The need to keep abreast of developments in the field of curriculum construction when preparing subsequent editions.
3. Organizing training courses for teachers to learn about the areas of the book and benefit from it.

### Suggestions:

To complement this study, the researcher suggested conducting studies aimed at:

1. Evaluating English language textbooks primary stages in light of quality standards.
2. Evaluating English textbooks according to modern quality standards.
3. Balance between English language books that taught in Iraq and English language books taught in Arab countries in light of quality standards.
4. Evaluating teachers' performance in light of quality standards.

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## Appendix:

### 1. Textbook introduction

	Indices	Always	Often	Sometimes	Rarely	Never
1.	Include the objectives of teaching material.					
2.	Presents a brief idea of its contents.					
3.	Includes instructions that help teachers and students.					
4.	It is clear and uncomplicated.					
5.	Motivates and excites students					

## 2. Objectives

	Indices	Always	Often	Sometimes	Rarely	Never
1.	The objectives are clear.					
2.	The objectives help achieving education for all.					
3.	The objectives take into consideration the learners' growth levels.					
4.	The objectives take into consideration learners' individual differences.					
5.	The objectives take into consideration the physical and learning environment.					
6.	The objectives are achievable					
7.	The objectives are measurable					

	Indices	Always	Often	Sometimes	Rarely	Never
1.	Achieving the general objectives of the material					
2.	Takes into account information's sequence and its logical coherence					

3.	sets graphics and illustrations in their proper place					
4.	characterized by modernity and keeping pace with scientific developments					
5.	Suitable for the number of lessons designated for study					
6.	Balances between the cognitive, emotional and skill areas.					
7.	Suitable for the mental level of the students					
8.	takes into account individual and society needs					
9.	Encourages self-learning					
10.	Use what is appropriate for students from the local environment.					

### 3. Content

	Indices	Always	Often	Sometimes	Rarely	Never
1.	varied in each lesson					
2.	related to the objectives of the educational unit					
3.	Suitable for time limits					



4.	Learners emerge in activities in/out class					
5.	Contribute students excitement					
6.	Applicable and executable in light of the possibilities available in the students' environment					
7.	Learners express their opinions through the topics and activities					

**4. Activities**

	Indices	Always	Often	Sometimes	Rarely	Never
1.	Related to the objectives of the teaching subjects.					
2.	Includes questions at the end of each chapter.					
3.	Suitable to measure cognitive and thinking skills.					
4.	Covers all the basic ideas and concepts in the content.					

5.	Help teachers to identify the extent to which educational goals have been achieved					
6.	Help teachers to know the previous experiences of the students					
7.	Develops students curiosity and knowledge					

### 5. Assessment means

### 6. Textbook Language

	Indices	Always	Often	Sometimes	Rarely	Never
1.	Empty of grammatical and linguistic errors.					
2.	Appropriate to the students' linguistic score.					
3.	Presenting the material as related units.					
4.	It is distinguished by easiness and clarity					
5.	No redundancy and repetition.					
6.	Provides element suspense					
7.	Taking into consideration considers integration and cohesion					

### 7. Textbook Display

	Indices	Always	Often	Sometimes	Rarely	Never
1.	The size is appropriate for students age					
2.	Has attractive and exciting shape					
3.	Showing right font size and color.					
4.	Showing main titles and subtitle are in bold					
5.	Having a list of bibliography.					
6.	Has margins to clarify concepts.					
7.	Pictures and shapes are presented attractively.					
8.	Having a Preface addressed to both the teacher and learner					