

**Teachers' Evaluation and Perceptions on Adaptation
of Sunrise Coursebook at Sulaymaniyah
Governorate in Kurdistan Region of Iraq**

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ABSTRACT

This study aims to discover if *Sunrise* coursebook (levels 7, 8, and 9) could fulfill the Kurdistan's Ministry of Educations requirements. What is teacher's perceptions about different elements for this coursebook in these three levels. Also, This research by utilizing some specific attempts to discover possible weak points of *Sunrise* in the basic levels 7, 8, and 9, and whether teachers do any adaptation during their classes. If they do, what kind of adaptations do they do and how they do it? It seeks to know whether teachers do it in correct and authentic ways.

For this study mixed methods are used (qualitative and quantitative), mixed method has been used for approaching the result and getting a positive outcome. The instruments used in this study are a questionnaire and a semi-structured interview. The questionnaire in this study was designed by Litz (2005). The questionnaire is categorized in a number of essential elements such as practical consideration, layout and design, activities, skills, language type, and the last one is subject and contents. For each category there are some questions. Regarding the semi-structured interview, the questions were adapted from (Nguyen, 2015). Participants of this study are teachers who have taught or are teaching (levels 7, 8, and 9) of *Sunrise* coursebook. The participants are from Sulaymaniyah Governorate in Kurdistan Region of Iraq (KRI). In the pilot test, 35 English teachers participated. In the real data collection 70 English teachers participated in the questionnaire while 20 English teachers participated in the interview.

The findings of this study showed that this coursebook is suitable for these three levels and the teachers were happy with using this coursebook. Their responses to the questions indicate that appropriateness of *Sunrise* for these three levels is high. Also, the results show that the teachers' perceptions about each essential element were positive. In addition, all the teachers do adaptation but in different degree; some of them just use one or two types of adaptation just because of the limited time they have in their class but some other teachers apply almost all kinds of adaptations. Finally, the results show that there is a positive relation between experience and adaptation, such that those teachers who have more experience adapt more during their classes.

The present study has some practical implications. The outcomes of this study may provide useful feedback to teachers who use *Sunrise* and help them know more about the strengths and weaknesses of *Sunrise*. It may also help them to find better ways of adapting it. Meanwhile, the results may help Kurdistan's Ministry of Education to review and improve *Sunrise*.

Keywords: Coursebook evaluation, adaptation, Kurdistan *Sunrise* coursebook, Litz's (2000) questionnaire.

ÖZ

Bu çalışma, *Sunrise* adlı ders kitabının (7. 8. ve 9. sınıflara yönelik) Kürdistan Milli Eğitim Bakanlığı gereksinimlerini karşılayıp karşılamadığını bulmayı amaçlamaktadır. Bu üç seviyede bulunan ders kitabı için gerekli olan unsurlar hakkında öğretmenlerin algılarını belirlemeyi hedeflemektedir. Ayrıca bu çalışma, bazı özel girişimleri kullanarak Sunrise 7. 8. ve 9. temel düzeylerdeki olası zayıf noktaları ve ders esnasında öğretmenlerin herhangi bir uyarlama yapıp yapmadığını bulmayı amaçlamaktadır. Eğer uyarlama yapıyorlarsa, ne tür uyarlama yapmakta olduklarını ve nasıl yaptıklarını belirlemek istemektedir. Ayrıca, öğretmenlerin bunu doğru ve özgün yollarla yapıp yapmadığını bulmaya çalışmaktadır.

Bu çalışmada nitel ve nicel olmak üzere karma yöntem kullanılmış olup, pozitif sonuçların elde edilmesinde karma yöntemden yararlanılmıştır. Bu çalışmada kullanılan araçlar anket ve yarı yapılandırılmış görüşmelerdir. Bu çalışmada kullanılan anket Litz (2005) tarafından tasarlanmıştır. Anket, temel unsurlara ayrılmış olup (uygulama, düzen ve tasarım, aktiviteler, beceriler, dil ve son olarak da konu ve içerik), her bir kategoriye ve yarı yapılandırılmış görüşmeye yönelik olarak sorular mevcuttur. Sorular, Nguyen (2015)'den uyarlanmıştır. Bu çalışmanın katılımcıları, *Sunrise* ders kitabını (7. 8. ve 9. sınıf) daha önce kullanmış veya halen kullanmakta olan öğretmenlerden oluşmaktadır. Katılımcılar, Irak Kürdistan Bölgesel Yönetimi Süleymaniye'den seçilmiştir. Pilot çalışmaya 35 İngilizce öğretmeni katılmıştır. Anket olarak yapılan gerçek çalışmaya ise 70 İngilizce öğretmeni katılmıştır. Gerçekleştirilen görüşmelere de 20 İngilizce öğretmeni katılmıştır.

Bu çalışmanın bulguları, bu ders kitabının üç seviye için de uygun olduğunu ve de öğretmenlerin bu ders kitabını kullanıyor olmaktan mutluluk duyduğunu ortaya koymuştur. Sorulan sorulara verilen cevaplar, *Sunrise* kitabının üç seviye için de oldukça uygun olduğunu kanıtlar niteliktedir. Ayrıca sonuçlar, öğretmenlerin gerekli her unsura yönelik algılarının olumlu yönde olduğunu göstermektedir. Ek olarak, tüm öğretmenler farklı derecelerde uyarlama yaptıkları görülmüştür; bazı öğretmenler kısıtlı zamanları olduklarından sınıflarında yalnızca bir ya da iki tür uyarlama yaparken bazılarının da, neredeyse her türlü uyarlamayı yaptıkları saptanmıştır. Son olarak sonuçlar, deneyim ve uyarlama arasında pozitif bir ilişki olduğunu göstermektedir; daha çok deneyimi bulunan öğretmenler sınıf içerisinde daha çok uyarlama yapmaktadır.

Bu çalışmada pratik çıkarımlar mevcuttur. Çalışmanın sonucu *Sunrise* kullanan öğretmenlere faydalı dönütler sağlamakla beraber öğretmenlerin, *Sunrise* kitabının güçlü ve zayıf yönleri hakkında daha fazla bilgi edinmelerini sağlayabilir. Ayrıca, uyarlama konusunda daha iyi çözümler bulmalarına da yardımcı olabilir. Bununla birlikte sonuçlar, Kürdistan Milli Eğitim Bakanlığı'nın *Sunrise* ders kitabını incelemesine ve geliştirmesine de yardımcı olabilir.

Anahtar Kelimeler: Ders kitabı değerlendirmesi, uyarlama, Kürdistan ders kitabı, Litz (2000) anketi.

DEDICATION

Dedicated to my lovely family, my beloved wife (Bakhan) who supported and encouraged me to continue and overcome the obstacles that faced me during this academic study, and dedicated to those who helped me to accomplish this study.

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LIST OF ABBREVIATIONS

KRI	Kurdistan region of Iraq
ELT	English language teaching
ESOL	English for speakers of other languages
EFL	English as a foreign language
CLT	Communicative Language Teaching
T	Teacher

Chapter 1

INTRODUCTION

This chapter consists of four parts. The first part explains the background of the study, which is about the importance of English and of textbook in English language teaching. The next part focuses on the problem statement. The third part explains the purpose of the study, followed by research questions. The fifth part is about significance of this study, and part six is about the definition of terms. The last part presents the summary of the chapter.

1.1 Background of the Study

The importance of English language is given it much recognition in the global community and has arguably become the lingua franca of global communications in the world. Therefore, it is not a surprise that in many countries English language is being taught as a Foreign Language. It has become one of the major subjects in many education systems in the world, especially in private schools. Throughout the world, instructors attempt to help students keep up to date with the progress of science and technology through the medium of English language. Due to the importance of the language, Kurdistan Region of Iraq (KRI) has given special importance to English language as a subject at public and private schools. The focus of this study is therefore on English language in Kurdistan Region of Iraq.

Concerning the importance of course books in the field of language teaching and learning, most of the specialists in asserted that textbooks are useful and should be used in English language teaching (ELT). Tomlinson (1998) asserts that some people are against the use of textbooks for teaching English because the content and applications are limited in meeting the needs of students. On the other hand, some people are more positive about the use of textbooks for teaching English because they think it guides them to have better structure and sequence of the learning process. The views on the use of textbooks are multidimensional, notwithstanding most of the teachers do prefer to have their textbooks when teaching or planning to teach. Also, textbooks are necessary for the daily work of teachers and students in the learning process. Therefore, textbooks have become a common component of ELT (Tomlinson, 1998; Torres & Hutchinson, 1994).

It should be noted that it is only through the use of books languages are taught and practiced. The coursebook provides the content and activities for teaching; it serves as the basis of the lessons being taught; being at the center of the teaching or learning process. Textbooks are therefore seen as an essential element in learning English among teachers and students, as it serves as teaching aids in general. ELT textbooks should meet certain standards, (Tomlinson, 1998) in order to have an impact on English for speakers of other languages (ESOL). Coursebook material for students should increase their attention, interest, and their curiosity. One way to attain this may be through the attractiveness of its presentation; that is, through the use of bright colors, and the inclusion of pictures and interesting topics. In addition, Tomlinson (1998) recommends that students feel comfortable with carefully designed coursebook

that take most of these things into consideration. Students are more comfortable with materials with more white spaces than with materials with a lot of different activities presented on a page.

Regarding the difficulty in selecting materials, Cunningsworth (1995) draws attention to the difficulty in selecting the appropriate language textbooks and teaching aids. It should be noted that there are a lot of different available published materials for English teachers to use in the markets; it therefore becomes difficult to decide on the appropriate course book. Additionally, students are more sophisticated nowadays because of the influence of technology; they therefore expect the best textbooks to make process of learning and teaching easier and more fun for them.

Therefore, for selecting an effective and relevant coursebook, evaluating materials with respect to some criteria and guidelines becomes an inevitable process. A number of checklists have been developed by researchers which may be used in evaluating materials, especially textbooks. Cunningsworth (1995) proposes a checklist of quick reference for evaluating and choosing ELT coursebooks. Just like some other available checklists. He listed key points that should be taken into account when evaluating a textbook like design, approaches, content, language skills, subject and other elements. Also, Skierso (1991) recommends a checklist for evaluation, covering such areas as targets and goals, themes, vocabulary, grammar exercises, teacher's book and some other elements.

About materials, Graves (1996) states that the materials are the backbone of the course of some teachers. Teachers select course materials through different means but

sometimes they might not find a suitable material that suits their course. So, they are likely to improve their materials; however, it rarely can be seen that teachers use their own improved material instead of published materials (Cunningsworth 1984). Another way of choosing materials may be by collecting various materials from published books while other teachers may prefer making changes in the materials they have in order to suit their own purpose. There are numbers of criteria taken into account while a material is chosen, developed or adapted. 'Effectiveness' of the materials in getting the course's goal and "appropriateness" of the materials for the students and the teachers are the two most significant criteria (Graves, 1996).

In language teaching, teachers' beliefs and their perceptions of teaching can play a vital role in their professional progress. Harste and Burke (1997) explain that teachers, based on their knowledge and theories of teaching and learning, can decide about their way of teaching. It is therefore important for teachers to have their own beliefs about teaching because it might affect their role as a teacher, their students, the school they teach and also the materials they decide on and their classes report. In the same vein, Richards and Rodgers (2001) assert that teachers hold assumptions about language and language learning and this influences their approach in instructing language. Therefore, being familiarized with the theoretical side of teaching might determine teachers' act and class instruction, which is always a "reflection of current and pertinent research in the field" (Cummins, Cheek, & Lindsey, 2004, p. 183). Also, the influence of teachers' theoretical beliefs and teaching practices is one of the most frequent subjects in ELT (Burns 1992: Pennington et al 1996: Lockhart 1996; Yim 1993).

1.2 Problems Statement

As it was mentioned in the previous section, textbooks play a vital role in the process of teaching. Every textbook however, has its limitations and through evaluation, researchers can find out those key points for improvement. There are a lot of studies about evaluating textbooks, not withstanding, we need more because textbook designers are creating new textbooks regularly and these new textbooks should be evaluated before being used. KRI, *Sunrise*, a textbook which has been in use since 2007, has already been evaluated but it is not enough to scrutinize all the aspects of this course book. Some researchers worked on the evaluation of the specific level or specific element of it. Ebadi and Hasan (2016) worked on *Sunrise*'s Tasks, and another study by Sultan and Sharif (2013) focused on teaching listening.

On the other hand, Hassan and Ghafor (2014) investigated the suitability of *Sunrise* in the seventh level in Kurdistan's context and they found that *Sunrise* is well designed and suitable for teaching of foreign languages and training programs for this specific level. However, teaching and learning in the KRI is not well suited for the implementation of this coursebook. Sofi-Karim (2015) focused on English language teaching in Kurdistan in general as he mentioned in his study that this coursebook has a few problems because it has been redeveloped based on communicative approaches but did not develop students' communicative skills. Economic and political problems in Iraq make it difficult to develop effective language learning plan. The KRI's *Sunrise* program also fails to meet the needs of English learners in Kurdistan.

1.3 Purpose of the Study

The overall purpose of this study is to discover the problems of *Sunrise*. This study aims to discover if the course book could fulfill the Kurdistan's Ministry of Educations requirements. The main motivation for this study is the reported problems/deficiencies by some researchers (Hassan & Ghafor 2014; Sofi-Karim, 2015). Vernez, Culbertson and Constant (2014), in their books, assert that students' answers on English national tests are lower than expected. For example, in 2008, grade nine's national tests showed that about one-third of the students did not pass English, having grades lower than 50 percent. Less than five percent of the students got higher than 85 percent in English. Also, there is no study on the adaptation of *Sunrise*.

1.4 Research Questions

This research attempts to discover possible weak points of *Sunrise* in the basic levels of 7, 8, and 9, and also inquires whether teachers do any adaptation during their classes. If they do so, it aims to identify what kinds of adaptations they do and how they do them? It seeks to know whether teachers do adaptation in the correct and authentic ways. To these aims, this study attempts to answer the following questions:

- 1- To what degree is *Sunrise* appropriate for grades 7, 8, and 9 as perceived by the teachers?
- 2- What are the teachers' perceptions about the different elements of *Sunrise* coursebook?
- 3- How do the teachers adapt *Sunrise*?
- 4- Is there any correlation between the participants' teaching experience and textbook adaptation practiced?

1.5 Significance of the Study

This study covers the evaluation and adaptation of *Sunrise* coursebook as perceived by the teachers. More specifically, this study was conducted with English teachers who taught or are still teaching *Sunrise* coursebook (levels 7, 8, and 9).

This study is the first attempt to evaluate *Sunrise* coursebook because this coursebook has never been evaluated before. Then, it is an attempt to find out how the coursebook is adapted. It is believed that the findings of this study may provide useful feedback to the teachers who use this coursebook, and the Ministry of Education in KRI alike. Moreover, the findings may help to make possible changes in the coursebook to better address the needs of the students and the teachers. Also, the outcomes of this study may raise teachers' awareness regarding the strengths and weaknesses of the coursebook and its adaptation.

1.6 Definition of Terms

Sunrise Coursebook: The term "Sunrise coursebook" used in this study, is an English language coursebook, designed especially for those who study in KRI (from level 1 to 12). This coursebook has been used in KRI since 2007. The coursebook has teacher's book, student's book, and activity book. Also, it is accompanied by a CD for listening the coursebook's audio and flash cards for beginning levels.

Coursebook and Textbook: While it is possible to make distinctions between the two terms, in this thesis coursebook and textbook will be used interchangeably to refer to books intended by their producers to be used as core teaching materials.

Materials: “Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a paragraph written on a whiteboard: anything which presents or inform about the language being learned” (Tomlinson, 1998, p. xi).

Evaluation: Brown & Rogers (2002) define the term evaluation as “the process of seeking to establish the value of something for some purpose” (p. 289). Also Mertens (2005) defines evaluation as "the process of determining the merit, worth or value of something" (p.47).

Materials Evaluation: The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them (Tomlinson, 1998).

Adaptation: Block (1991) explains ... supplementing or replacing part of the course book with their own contributions allows teachers to respond to the geographical and cultural context of the learners, draw upon the topical in referring to current events, and provide a personal touch.

1.7 Summary

In this chapter the background of the study, the problem statement, the purpose of the study, research questions, the significance of this study, and definition of terms are explained. The next chapter deals with literature review.

Chapter 2

LITERATURE REVIEW

This chapter starts with a brief history of English language in Iraq and Kurdistan. The second part presents the role of material in English language teaching, the third part of this chapter is about textbook evaluation, and then the fourth part explains approaches to textbook evaluation. Another part of this chapter discusses reasons for textbook evaluation; some reasons for textbook evaluation were given. The sixth is about adaptation of ELT materials and reasons for adaptation. The seventh part presents the types of adaptation in ELT materials, the eighth part is about the related studies on materials evaluation, at the end the summary of the chapter is explained.

2.1 A brief history of English language in Iraq and Kurdistan

The English language was taught as a second language in Iraq for the first time in 1873. When the British Empire mandated it in Iraq, English was starting from the first year of school, but it worked just for one year. Then the system changed and students started studying it from the fifth grade. From that time, English has changed from the second language to foreign language. Textbooks were imported from Egypt and all of them were based on the traditional method which were the Grammar Translation Method (Sofi-Karim, 2015). Three series of courses were designed for teaching the English language in Iraq by the British institutes. Those three coursebooks were used in Iraq until early 1970s. The series were: *The Oxford English Course* designed by Oliphant, *The Oxford English Course for the Middle East* designed by Faucett, and

The Oxford English Course for Iraq by Miller and Hakim, (Al-Bettar, 1995). The Ministry of Education in Iraq designed an eight-series textbook English course called the *New English Course for Iraq*. This new coursebook was in use until 2001 when the Ministry of Education in Iraq formed a committee with local specialists in the English language teaching curriculum in Iraq. They designed a new syllabus called “Rafidain English Course for Iraq” which is based on the Communicative Approach.

Kurdistan gained autonomy in 1991, but they used the same English syllabi of Iraq until 2007 when the Ministry of Education in KRI designed a new coursebook with local and international experts called *Sunrise*, but, as Sofi-Karim (2015) mentioned in his study, this new coursebook had several problems because it was designed based on approaches that could not develop students’ communicative competence. The socio-economic and political problems in Iraq and Kurdistan did not let the new coursebook be an effective English language syllabus. *Sunrise* also failed to meet the requirements of English learners in Kurdish, (Sofi-Karim, 2015).

The main objective of *Sunrise* is to teach English as a foreign language (EFL) in public schools in the Regional Government of Kurdistan and to raise Kurdish students’ communicative competence with a great level of accuracy and fluency. This is to ensure students’ success in their future academic and their development in a wide range of areas of global interest and employment. In the education system in Kurdistan as well as in Iraq, the English language is considered an essential subject. Learners are expected to have good grades in English in order to successfully move from one level to another.

The levels of education system in Iraq include three stages which are: *primary* used to specify grade 1 till grade 6, *intermediate* (for 1, 2, & 3 secondary grades) which also means grade 7, 8, and 9, and *high school* (for grades 4, 5, & 6) which also means grades 10, 11, and 12. But educational system in Kurdistan is different. K-12 is used. For the grades 1-9 a term like *basic* is used, and for grade 10-12 a term like *secondary* is used.

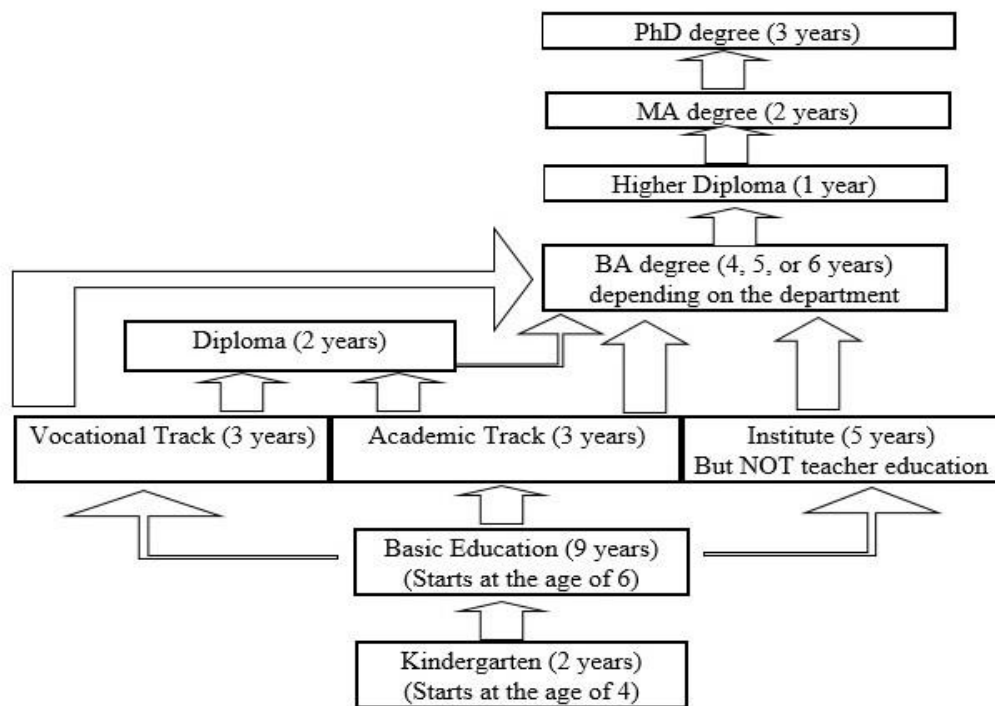


Figure 1: Ministry of Education (2015) – KRI (the original version is in Kurdish)

2.2 Role of Materials in Language Teaching

Teaching a language is not just about the teaching spoken and written aspects of the language. There are also components encompassing a language such as grammar, vocabulary, and pronunciation. These other aspects can be obtained through materials. The relevant materials should include exercises for students to help them practice inside and outside classes. Each textbook has its own aim and goal for each lesson or each subject. Materials language programs use are often dictated and organized by a

syllabus. Each material has some alternative for teachers who want to teach that material (Cunningsworth, 1995).

Cunningsworth (1995) states that textbooks have always not only been the maximum desired instructional material in teaching are also best considered as a source in attaining purposes in relation to learner requirements. Moreover, the other main role of textbooks is the availability of existing knowledge and clear to the learner in a preferred and prepared way. It is posited that the role of the textbook by characterizing the lesson is the interaction between the three components, namely, teacher, learners and materials which, in turn, contributes to facilitate learning processes (Allwright, 1981).

The most important and most common forms of English language teaching materials are textbooks and their complementary resources (workbooks, cassettes, CDs, and teacher's manuals). Crossley and Murby (1994) defines a textbook as "a standard work on a particular subject designed for classroom use with appropriate vocabulary, illustrations, student exercises and teacher aids" (p. 100). Richards (2001) suggests that one of the primary advantages of using textbooks is that they provide structure and can serve as a syllabus for a language program. Most textbooks are made up of carefully planned and balanced language content that enables both teachers and learners to follow the syllabus in a systematic way. One advantage of this is that teachers will find it easy to keep track of what they have done in the classroom, and tell others (like a substitute teacher, or the head of the department) where they have reached.

Regarding the importance of materials for teaching, Kitao and Kitao (1997) argue that materials have frequent effect on both teachers and students in the class in a dynamic way; it helps them in many cases. In using materials, required methods and approaches have been specified for teachers and students to be followed. Also, language teachings' philosophy has been underlined to be transmitted for students during the learning process. Rodgers and Richards (2001) point out that in using materials in language teaching, the functional and informative content should be taken into consideration. The roles of materials are changing and it depends on the methods or approaches which are shown and provided in the material. For each approach, materials have a different role. For example, if the material contains communicative approach then the material's role would be to activate students and guide them on how to practice more.

Regarding framework, Ur (1996) indicates that a clear framework can be provided by textbooks. This framework helps the student to have a clear idea about what they are doing and what their next step in learning would be. Also, she mentioned that textbooks help teachers to save time because the exact methods are already suggested by the authors. She stated that textbooks may also help learners to gain a degree of autonomy.

2.3 Textbook Evaluation

Textbook evaluation has been defined by different researchers. For instance Rosenbusch (1991) defines it as measuring a program to be sure whether it is functioning just like its aim or not. It helps users of that textbook to keep going with it by adjusting, rejecting or modifying some parts of it. Tomlinson (2001) states that evaluating textbooks is an activity according to linguistic rules that enables teachers,

supervisors, administrators and material developer make judgments about the materials' effects on the users or learners. Similarly, Harmers (1996) asserts that coursebook evaluation is an in-class judgment about the effectiveness of a book. In addition, it was argued by Genesee (2001) that evaluation of textbooks is the procedure of collecting, analyzing, and interpreting information.

To insure that data from textbook analysis and evaluation are reliable and consistent, one has to insure that it is accompanied by ethnographic research about how teachers use textbooks in actual classrooms (Hajer et al., 1996). According to Barker and Matveeva (2006), evaluation should address issues like learners' needs, learning styles and preferences, teachers' attitudes, and how the materials support or contradict with their own beliefs about teaching and learning. A number of comparative evaluation studies of textbooks and teaching materials (e.g., DeVoss, Jasken, & Hayden (2002)), though valuable, focus on the content of textbooks without looking over the situation in which they are used. These context factors include teacher preparation and readiness, the overall goal of the course, the classroom environment, and the existing classroom teaching practice (Barker & Matveeva, 2006) and have a huge effect on the extent to which textbooks and materials can aid the learning process. Textbooks might provide the framework, as Finney (2002) explains, but learning ultimately depends on the interaction between teachers and learners in the classroom, and on the "teaching approaches, activities, materials and procedures employed by the teacher" (p. 76). Thus, a comprehensive textbook and materials evaluation study should seek to assess both the textbook and the context in which it is used. It should also involve teachers in evaluating and taking a critical look at the materials they are using.

Another reason for textbook evaluation by teachers is offered by Sheldon (1988) who suggests that it provides teachers and educators with a sense of familiarity with the textbook's content, which in turn will help them in identifying its strengths and weaknesses. This will further assist them in making the best possible use of their textbook's strong points and trying to overcome its deficiencies. Textbook evaluation is also, as Cunningsworth (1995) points out, useful in teachers' professional development since it helps them gain insights into the nature of the materials they are depending on for language instruction.

Downey-Skochdopole and French's (1997) study clearly illustrates how valuable teachers' involvement in textbook and materials' evaluation is, especially when they work collaboratively. Hijab (2006) confirms this view by stating that teachers have to be a central part of curriculum and materials evaluation because only they can expand "the relevance of the curriculum to include the richness and diversity of the students they actually teach" (p. 51). Approaches and methods of materials evaluation that teachers can use in evaluating their textbooks are described in the following section.

2.4 Approaches to Textbook Evaluation

Evaluating textbooks is a complex process and it takes time. A lot of variables may affect textbook's success or failure in a particular context or situation. Someone who wants to evaluate a textbook needs to take so many decisions. The first decision is the choice of criteria he/she should make since there are no perfect general listed criteria for evaluating textbooks. The criteria for evaluation may depend on the teaching context, teachers, and learners.

There are some approaches to textbook evaluation. For example, there are two major stages for textbook evaluation proposed by Ellis (1997) which are predictive evaluation and introspective evaluation. The first stage helps teachers in choosing textbooks. The latter might be used to discover the effects of textbooks on both teachers and learners.

Predictive evaluation is the first impression of the evaluators. It is not very objective and authentic. It could be carried out in two main ways. In the first way, teachers depend on other experts' evaluations that are specialized in textbook evaluation. But the criteria used to evaluate are not very precise and explicit. So teachers should be careful when they use the results of this kind of evaluation.

The second way teachers can have their predictive evaluation is through the use of different kinds of guidelines and checklists which are available in textbook evaluation sources (Cakir, 2004). Ellis (1997) states that evaluation just like science has its limitation on how it should be. He also states that the textbook users are not given a voice. Thus retrospective evaluation is needed to decide the effectiveness of this approach.

Introspective evaluation, which is Ellis' (1997) second approach, can be carried out in two ways too. The first way is whilst-use evaluation and the other way is post-use evaluation. Opposite to predictive evaluation, retrospective evaluation is more objective and authentic as it is built on user feedback. This gives both instructors and users information that can be used to decide if the material is worthy of being reused. McGrath (2002) supports this type of evaluation with the thought that getting feedback

from learners who have been tried with the textbook is the most secure basis for the decision on which textbook to be used.

Another approach is a three-stage process of evaluation which is proposed by Tomlinson (2003). **The first stage** is pre-use evaluation which is based on teachers' first impression. The teacher just looks through a book to get a quick impression of its general purpose based on the book's physical appearance and content pages. He suggested that a book should be evaluated by more than two evaluators. In addition, he asserted that it is better that each evaluator evaluates a textbook individually then for a more accurate, just, systematic and dependable evaluation.

The second stage of the process is called whilst-use. As Tomlinson (2003) states, this stage involves evaluating the materials when it is in use. Then evaluation looks deep into the content of materials involved, classroom observations, and users' feedback are used, so it can be considered to be more reliable than pre-use evaluation. Despite that, Tomlinson perceived that this stage bears controversial problems about what exactly could be measured. He suggested that the solution for this problem is using open-ended questions and observation of access the materials in use. However, focusing on one criterion at a time can achieve greater reliability.

Tomlinson's (2003) approach to material evaluation gives only an overall criterion without indicating a specific point to look for in a textbook criterion and it is not indicated what should be searched for in a textbook to measure the reliability of tasks of the material. Evaluator needs to make more detailed criteria which will be measured with a precise method to evaluate a coursebook for a precise context to evaluate the

content of a textbook. Such criterion should measure the comprehensibility and clarity of the texts, activities, the practicality of the tasks, reachability, and the materials flexibility.

Post-use evaluation is the third stage of Tomlinson's process of evaluation. Evaluations in this stage deal with the impact of the textbook on learners, teachers, and the administrators. According to Tomlinson (2003), the post-use evaluation may be the most important stage because it includes measuring the impacts of the material on users after use. The learners' language familiarity and skills gained from a textbook-based on teaching the course must be evaluated through interviews, examinations, or questionnaires. It is worth mentioning that the extent which teachers are happy with the textbook is involved in evaluating the impact of the textbook in Tomlinson's (2003) approach.

Tomlinson's criteria for evaluating a textbook are general: therefore, they do not tell the evaluators what to look for while measuring each criterion. (e.g., clarity of layout, clarity of instructions). His approach is for overall evaluation; he is not indicate which one is more significant and which one is less. Evaluators may find this as a shortcoming, especially beginner ones. Despite that, the approach would be useful if the researchers use it just like a framework and provide more accurate elements and criteria for other authors. This may help evaluators in providing a more inclusive textbook evaluation for a specific context.

Aanother approach is 'First-glance' evaluation and 'In-depth' evaluation which was proposed by McGrath (2002). This approach is a two-stage process for material

evaluation which is systematic. Each stage has a series of criteria to evaluate a textbook.

First-glance evaluation is a four-stage process. First, evaluators search for the practical considerations, such as availability, cost, and the levels of the book available. If these are judged satisfactory, the evaluation proceeds to step two. The second step is about support for teaching and learning. The teachers' book and how well it is assessed and supporting resources, like cassette recordings, photocopiable worksheets are included in this step. If these meet the criteria, the evaluator can proceed to the next step. Context relevance is the third step. In this stage, the suitability of the textbook regarding syllabus, aims, length, and its suitability for learners' proficiency level, background, and age are assessed. Similarly, the evaluator can proceed to the following step if all these meet the requirements. The fourth step is about learner appeal. The appeal of the book to learners is considered in this step and this is related to the appearance of the book mainly.

Two other approaches proposed by Scheerens et al. (2003, p.29) which are formative and summative. They clarify that the terms formative and summative evaluations were introduced by Scriven (1967). They add that formative evaluation has the function of ongoing assessment during a development process. On the other hand, summative evaluation has the function of the overall, final, assessment of the program or textbook.

Formative evaluation: When a new textbook is being developed, it could be formatively assessed at various stages. Firstly, the overall design or outline could be presented to subject matter and pedagogical experts. Next, parts of the book could be

tried out in practice on a small scale. Finally, a first edition could also be assessed with an eye to its implementation. In such a situation, teachers using the new textbook could be observed during lessons. The results of such a formative evaluation could then be used to modify or elaborate suggested for a proper use of the method for a second edition.

Summative evaluation: The summative evaluation is used for overall and final decision-making, about the continuation of a textbook versus guiding development processes in the case of formative evaluation.

Another three-stage approach for evaluation is proposed by McDonough and Shaw's (1998 & 2003): external evaluation, internal evaluation and overall evaluation. This implies that evaluation is continuous and never static, as the criteria can be changed to suit different teaching and learning contexts.

External evaluation: External evaluation is similar to McGrath's (2002) 'first-glance evaluation', Tomlinson's (2003) 'pre-use evaluation' and Littlejohn's (1998 & 2011) 'level 1 evaluation'. It focuses on the intended audience, the proficiency level, the context, the organization and presentation of units, the author's views and methodology, the learning process and the learner, and the physical appearance. Issues of layout and design and local availability, supporting resources (teacher' book, audio-visual materials, etc.) are also included in this stage.

Internal evaluation: The internal evaluation is concerned with the content, including grading and sequencing. McDonough and Shaw (1998 & 2003) propose the following for the evaluation:

- Where reading/ 'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings 'authentic' or 'artificial'?
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
- The relationship of tests and exercises to (a) learner needs, and (b) what is taught by the course materials.
- Do you feel that the material is suitable for different learning styles? Is a claim and provision made for self-study and is such a claim justified?
- Are the materials sufficiently 'transparent' to motivate both students and teachers alike, or would you foresee a student/teacher mismatch? (Cited in Awasthi, 2006, p.8-9)

Overall evaluation: The overall evaluation takes into account factors of usability, generalizability, adaptability and flexibility of a textbook. Usability is related to the question, 'How far could the materials be integrated into a particular syllabus as core or supplementary?' (McDonough, et al., 2013, p.60). The generalizability factor is evaluated through answering the question, 'Is there a restricted use of 'core' features that make the materials more generally useful?' (McDonough, et al., 2013: 60). The purpose of evaluating adaptability, according to McDonough, et al. (2013), is to see whether parts of the materials can be added/extracted/used in different contexts to suit local circumstances. Flexibility refers to whether the book can be adapted to suit the proficiency level of learners.

2.5 Reasons for Textbook Evaluation

There are so many different reasons for why textbooks need to be evaluated. First and foremost, it is for adaptation or the needs to adopt new textbooks. Secondly, as Cunningsworth (1995) argues, it is to discover specific strong points and weak points in textbooks which have been used by a specific institute or school. The third reason

for evaluating textbook is that it would be helpful for teaching and learning; it helps the process of learning to go smoothly. Also through evaluation, we will find out whether the coursebook is suitable for that specific purpose or level.

Sauvignon (1983) believes that while searching for materials, one comes to the conclusion that there is not an idea like good or bad textbook which is just a starting point. He asserted that teachers are the one who can give materials value and make it effective. Though, it is only after or during studying the textbook that its success or failure can be determined (Sheldon, 1988). In this regard, one cannot find a perfect textbook “but there are books that are superior to others, given individual requirements” (Inözü, 1996, p. 4). Language teachers attempt to choose a proper textbook that can meet their learners’ specific purpose because having suitable materials can make things easier for them. Accordingly, it can be said that evaluating textbook to improve them can solve this issue. Improving textbooks to increase their effectiveness, in terms of identifying the users and their characteristics, through the process of evaluation have been widely studied by researchers (Ayman, 1997; Chambers, 1997; Çakır, 1996; Demirkan-Jones, 1999; Ellis, 1998; Hutchinson and Torres, 1994; Inözü, 1996). Through evaluation, textbooks can meet learners’ needs and interests. Hutchinson (1987) claims that “materials evaluation is essentially a matching process in which the needs and assumptions of a particular teaching-learning context are matched to available solutions” (p. 41).

It is worth mentioning that evaluation will not only improve the materials and benefit learners, but it can also enable teachers to progress in terms of their professional life. Cunningsworth (1995) and Ellis (1997) recommend that textbook evaluation benefit

teachers in enabling them to go beyond their subjective assessments. Thus, they will comprehend the nature of the materials more accurately, systematically, and contextually. Evaluating materials can be a valuable way to conduct researches and it can be a way to acquire more professional skills. Likewise, textbook evaluation in teacher training programs can be a valuable element because it makes them recognize significant features of materials when they need to select a textbook among a wide range of published materials of language instruction.

Textbooks are generally written for general language learners so they cannot predict all the learners' specific language needs and interests. There is a common belief that "no textbook is likely to be perfect, of course, and practical considerations, such as cost, may have to take precedence over pedagogic merit" (Robinson, 1991, as cited in Jordan, 1997, p. 127). Sheldon (1988) also agrees with this opinion by claiming that "it is clear that coursebook assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid, or system will ever provide a definite yardstick" (p. 245). She agrees that a carefully evaluated textbook can do well in the classroom if it is appraised in terms of its integration with and contribution to specific educational goals. But its success or failure can only be reasonably determined during and after its period of classroom use. So, a perfect book for everyone cannot be found "but there are books that are superior to others, given individual requirements" (Inözü, 1996, p. 4). A lot depends on selecting a suitable textbook. Selecting a more suitable textbook for a particular situation can reduce problems during classroom implementation. Accordingly, in order to select a suitable textbook one should evaluate the textbook.

2.6 Adaptation in ELT Materials and Reasons for Adaptation

According to McDonough and Shaw (2012), there is a direct and strong relationship between adapting and evaluating. The relation can be noticed in reasons for doing them and the used criteria for them. According to Rodrigues (2015), adaptation means “setting” something like a text or activity to make it wider and acceptable. “Adaptation can not be totally denied of the manual and teachers must follow the curriculum offered by the institution for academic purposes” (p.115). Moreover, Allwright (1990) notes that materials should teach learners to learn, to use books as resources for ideas and teaching/ learning activities and teachers should give reasons for what they do. Allwrights’ perception of textbook is that textbooks are too rigid to be used directly as teaching material. Also, Tomlinson (2006) says:

Most materials, whether they are written for a global market, for an institution or even for a class, aim to satisfy the needs and wants of an idealized group of target learners who share similar needs and levels of proficiency No matter how good the materials are, they will not by themselves manage to cater to the different needs, wants, learning styles, attitudes, cultural norms and experiences of individual learners. (p.1)

Researchers define adaptation in different ways. Mısırlı (2010) says “when instructional materials set a barrier to student learning, the teacher can adapt it to allow the learners reach greater success. This can be seen as changing the level, context or additions of activity in order to cover the needs” (p. 5). Teachers have a great role in adaptation. Thus, they have to be aware of what they are doing and how to do it because it is vital for the process of learning, as Madsen and Bowen (1978) point out:

The good teacher is constantly adapting. He adapts when he adds an example not found in the book or when he telescopes an assignment by having students prepare ‘only the even-numbered items’. He adapts even when he refers to an exercise covered earlier, or when he introduces a supplementary picture While a conscientious author tries to anticipate questions that may be raised by his readers, the teacher can respond not merely to verbal questions . . . but

even to the raised eyebrows of his students. (p. vii)

Accordingly, Sikorova (2011) identifies three approaches to textbook use: adhering, elaborating and creating. Adhering considers the textbook and concludes that there will be few or no chance for adaptation. Elaborating adds more resources to the textbook lessons and creating refers to teachers' developing the units of the textbook.

Adaptation is necessary to make textbooks suitable in different contexts. Textbooks can rarely be used without adaptation because different contexts require changes in the textbook. Regarding that, McDonough and Shaw (2003) mention that what is adaptation for: personalizing, individualizing, or localizing the context. Personalizing is related to the enhancement of context relevance according to learners' involvement and needs. Individualizing refers to considering the learning styles of students separately and when working in groups. Localizing considers the geographical side of English teaching that justifies that when a textbook is used effectively in a country like Iran, it may not work well in another country like Moscow, for example. Furthermore, modernizing is added to the list by Madsen and Bowen (1987, cited in McDonough & Shaw, 2003) which refers to updating textbooks because outdated materials may cause misleading and contain incorrect content. While adapting textbooks, learners' needs and interests should be considered. Despite of that, in the curriculum design process, learners should be regarded as well to specify what they want to be added or to know (what they lack) (Allwright, 1981).

There are different reasons for adaption as offered by several scholars. Nation and Macalister (2010), for instance, considered adaptation as conservative top-down pedagogy and mention some reasons for adaptations:

1. The course book does not include all the activities that the teacher has used successfully before.
2. The course book material does not fit comfortably into the time available for the course.
3. The course book contains content that is unsuitable for the learners' level of proficiency or age.
4. The course book does not include language items, skills, ideas, discourse or strategies that the learners need.
5. The course book does not apply principles that the teacher feels should be applied. (p. 161)

Two significant factors for learning process were suggested by Sheikhzadeh Marand (2011) which is the effectiveness in accomplishing the purpose of the course and materials' suitability about learners' comfort and acquaintance with the materials. Henceforth, teachers should not be simply at the service of the content of textbooks; that is, teachers' prophecy is not limited to transmit the content of printed materials, but their role, as the transformer of intellectuality, is to bring changes to their understanding. Cunningsworth (1984) warns teachers that textbooks are good servants but poor masters. Cunningsworth (1984) asserts that teachers whose objectives are enshrined in finishing the textbook are servants of the textbook. Hence, Sheikhzadeh Marand (2001) maintains that teachers' aim should be focused on "what students need to learn" (p. 553). Teachers need to free themselves from the confines of the classroom to recognize students' purpose of using language after they have learned it, (Sheikhzade Marand, 2001).

There is need to have well-defined adaptation objectives for adoption or adaptation of materials that can motivate students to learn, (Islam & Mares, 2003). In order to obtain appropriate criterion, materials should be adapted according to McDonough and Shaw's (2003) list of objectives: personalize, individualize, localize, and modernize. Again the list was expanded by Islam and Mares (2003) to include: adding real choice, accommodate for all sensory styles of learners, providing more learner autonomy, promote a higher level of cognitive skills, making the input of language more accessible and engaging.

Finding a mismatch between the teaching materials and the classrooms' needs and objectives brings forth the need for adaptation of existing materials (McDonough and Shaw, 1993; Cunningsworth, 1995). Classroom materials require adaptation in a principled way to manifest needs within certain contexts of teaching, understanding present second language acquisition, and teaching practices. Regardless of the above-mentioned conditions, selecting materials may result in failure. A careful study should be carried out before the change in existing programs. Whenever information can be collected, program designers should utilize it.

There are a lot of reasons for adaptation as McDonough and Shaw (2012, pp.67-68) listed below:

- Not enough grammar coverage in general.
- Not enough practice of grammar points of particular difficulty to these learners.
- The communicative focus means that grammar is presented unsystematically.
- Reading passages contain too much unknown vocabulary.
- Comprehension questions are too easy because the answers can be lifted directly from the text with no real understanding.
- Listening passages are inauthentic because they sound too much like written material being read out.

- Not enough guidance on pronunciation.
- Subject matter inappropriate for learners of this age and intellectual level.
- Photographs and other illustrative material not culturally acceptable.
- Amount of material too much or too little to cover in the time allocated to lessons.
- No guidance for teachers on handling group work and role-play activities with a large class.
- Dialogues too formal and not representative of everyday speech.
- Audio material difficult to use because of problems to do with room size and technical equipment.
- Too much or too little variety in the activities.
- Vocabulary list and a key to the exercises would be helpful.
- Accompanying tests needed.

2.7 Types of Adaptation in ELT materials

Five different types of adaptation are suggested by McDonough and Shaw (2012).

2.7.1 Addition

It means adding something for the course book. It could be done in two ways, qualitative or quantitative. Teachers can add entirely different exercise to the book, or they can just expand what is already in the coursebook.

Quantitative way: by the technique of extending. For example, the materials contain practice in the pronunciation of minimal pairs (bit/ bet, hat/hate, ship/chip) but not enough examples of the difficulties for learners with a particular pronunciation. Japanese speakers may need more [l/r] practice, Arabic speakers more [p/b], Spanish speakers more [b/v] and so on.

Qualitative way: by the technique of expanding. For example, If there is insufficient coverage of the skill of listening, the reading passage provided may also be paralleled by the provision of listening comprehension material, using the same vocabulary and ideas but presented through a different medium, making sure that it is authentic in terms of the spoken language.

It is worth pointing that additions do not always have to be made onto the end of something. A new facet of material or methodology can be introduced before it appears in the framework of the coursebook. For example, a teacher may prepare the ground for practice in an aspect of grammar or communicative function determined by the syllabus through a ‘warm-up’ exercise involving learners talking about themselves and their everyday lives.

2.7.2 Deletion/Omission

Deletion is completely opposite of adding. Teachers or instructors can delete qualitatively or quantitatively. The teacher may eliminate the whole part of an exercise or just delete some of them.

Subtracting: this is for reducing the length of material as subtracting from it. for example, the same example for pronunciation exercises on minimal pairs contain too much general material. Since our students all have the same mother tongue and do not make certain errors, many of the exercises are inappropriate. Arabic speakers, for example, will be unlikely to have much difficulty with the [l/r] distinction.

Abridged: The changes are greater if material is not only subtracted, but also what we shall term abridged. For example, the materials contain a discussion section at the end of each unit. However, our learners are not really proficient enough to tackle this adequately, since they have learnt the language structures but not fluency in their use. The syllabus and its subsequent examination does not leave room for this kind of training.

2.7.3 Modification/Changing

Modification simply means making some changes in different areas of materials such as linguistic level, assessment system, exercises and so on. “It can be subdivided under two related headings. The first of these is rewriting, when some of the linguistic content needs modification; the second is restructuring, which applies to classroom management” (p.73).

Rewriting: Currently the most frequently stated requirement for a change in focus is for materials to be made ‘more communicative’. This feeling is voiced in many teaching situations where textbooks are considered to lag behind an understanding of the nature of language and of students’ linguistic and learning needs.

Restructuring: For many teachers who are required to follow a coursebook, changes in the structuring of the class are sometimes the only kind of adaptation possible. For example, the materials may contain role-play activities for groups of a certain size. The logistics of managing a large class (especially if they all have the same L1) are complex from many points of view, and it will probably be necessary to assign one role to a number of pupils at the same time.

2.7.4 Simplification

It means making materials more comprehensible and less complicated. If the material seems to be difficult for students or complex for the learner, the material can be simplified to be suitable for them and help the learner achieve their goal better. McDonough and Shaw (2012, p.75) mentioned some examples for simplification:

1-Sentence structure. Sentence length is reduced, or a complex sentence is rewritten as a number of simpler ones, for example, by the replacement of relative pronouns by nouns and pronouns followed by the main verb.

2-Lexical content, so that the number of new vocabulary items is controlled by reference to what students have already learned.

3-Grammatical structures. For instance, passives are converted to actives; simple past tense to simple present; reported on direct speech.

2.7.5 Rearrangement or Re-ordering

It means some parts of a textbook can be arranged in a different sequence or order.

The teacher may reorder something in the textbook to match the learner's aims or give them some information before others when he/she thinks students need them first and understand them more easily. Reordering of material is appropriate in the following kinds of situations: Materials typically present 'the future' by 'will' and 'going to'. However, for many learners, certainly at intermediate level and above, it is helpful to show the relationship between time reference and grammatical tense in a more accurate way. In this example we would probably wish to include the simple present and the present continuous as part of the notion of 'futura', perhaps using 'Next term begins on 9 September' or 'She retires in 2015' as illustrations.

Also, reordering' can include separating items of content from each other as well as regrouping them and putting them together. An obvious example is a lesson on a particular language function felt to contain too many new grammar points for the present proficiency level of the learners.

Adaptation can be done in external or internal sources; it can be some changes inside the coursebook or it can be adding some parts from other sources. As shown in Figure 2, adaptation is necessary for some reasons: localizing, personalizing,

or individualizing the textbook. As mentioned before adaption can be done by using some techniques like adding, deleting, modifying, simplifying, or reordering. Also, adaptation can be done in any part of textbook such as language practice, texts, skills, and classroom management.

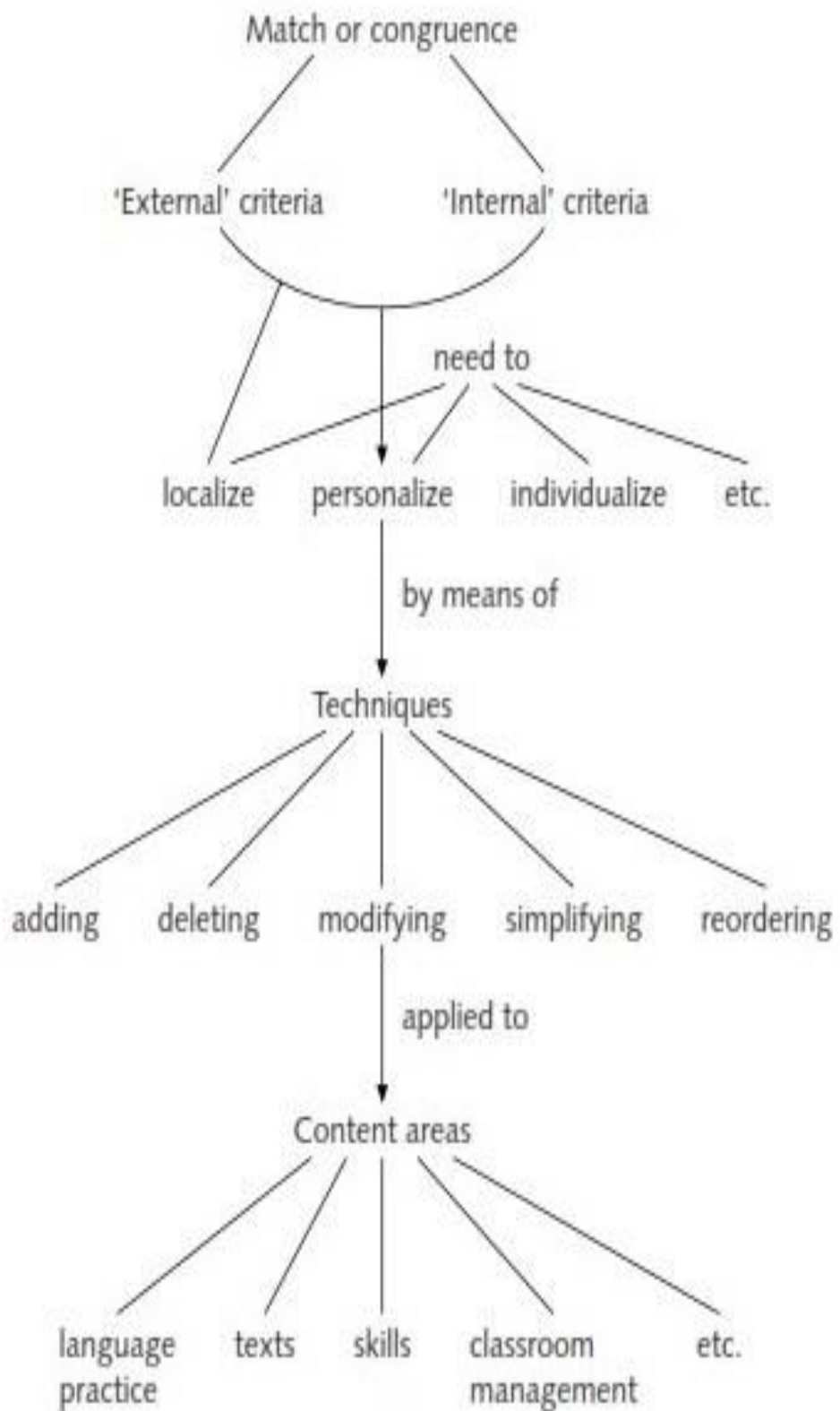


Figure 2: McDonough and Shaw (2012), (p.77) present a framework for adaptation

2.8 Related Studies for Material Evaluation

Different research studies with the use of different checklist were carried out in different context to ascertain that no textbook is totally perfect. Alemi and Hesami (2013) evaluated three English language textbooks (Right Path to English) used at junior high schools in Iran, from teachers' viewpoints. In the result, they found that the textbooks were not satisfactory to the teachers. Thus, they concluded that the textbooks used in high schools could not fulfill teachers' anticipations. In another research, Alemi and Sadehvani (2012) used Litz's textbook evaluation questionnaire to evaluate Pacesetter Series written by Stange and Hall (2005) which has four levels; beginner, elementary, intermediate, and pre-intermediate. Their research results showed that the series fulfilled users' communicative needs. However, two prominent problems were found. The first one was that speaking skill was undervalued. The second one was that the series was culturally related to Europe, which could cause frustration. No matter how good a coursebook is, there is always room for adaption in one way or the other as revealed in these studies.

Furthermore, Abjshir (2011) evaluated "*English for the students of Management*" written by Moshfeghi in Payame Noor universities in Iran. That book was taught in an ESP course for students of management. Two types of linkert scale questionnaires were used among the instructors and users to evaluate the textbook. They discovered that the author's approach to language and methodology had some drawbacks, there was lack of language skill balance, and communicative activities were insufficient.

Similarly, a material evaluation study was carried out by Kanik (2002) on the efficiency of in-house English for Specific Purposes (ESP) about reading resources for courses about English Law at the Baskent's Language School. This study's main goal was to measure the efficiency of materials on the basis of macro and micro levels and nine developed criteria were the basis. They were: Reading skills development, content suitability, selecting and organizing tasks/activities, vocabulary development through reading, tasks/activities and text level, instruction clarity, considering differences in learning styles, development of autonomy of learning, and materials' physical appearance. In this research, 105 students and two instructors of "English for Law" course participated. Questionnaires and interviews were used to assess the material's effectiveness for the evaluation from both students' and instructors' point of view. On the other hand, task description, in-class observation, and student checklist were used in micro evaluation. The results of both macro and micro evaluation on the effectiveness of the materials revealed that the majority of the criteria developed were reading skills development, instruction clarity, and materials physical appearance.

Another evaluation study was carried out by Yakhontova (2001) on EPA coursebook named *Writing Academically* in the Ukrainian University classroom by Swales and Feak for those students who are in graduate level. Yakhontova's (2001) aim was to evaluate the intellectual and emotional reactions of the students toward a new kind of textbook. Twelve students participated in the study whose opinions and reactions were built on 3 sources. The result showed that learners' answers to the textbook were influenced by Ukrainian intellectual context, such as its cultural and historical traits. They suggested that it should be modified so that non-native students who have

different cultural and intellectual backgrounds can master academic English language to achieve international scientific communication.

Likewise, Zacharias (2005) conducted a research to examine teachers' beliefs about internationally-published textbooks. In his study, one hundred teachers participated. Most of them were non-native English teachers. He used checklists, interviews, and classroom observation to analyze the coursebook. The findings of the study revealed that local teachers used internationally published books due to the lack of locally published textbooks. The author therefore concluded that, when such internationally published textbooks are available, teachers are forced to use them. As a result, programs and materials should be developed for local teachers by administrators and EFL specialists.

Regarding teachers' perspective, Riasati and Zare (2010) carried out a study on the EFL teachers' perspectives on the "*New Interchange textbook*". New Interchange series has, Interchange1, Interchange2, Interchange 3 and their own textbook, workbook, cassettes, teacher's manual and CDs. The purpose of their investigation was to find out the appropriateness of the series, and to show whether teachers were satisfied with the series or not. Then, teachers' understandings about the weak and strong points of the series were searched. To this purpose, 35 female and male teachers who had several years of experience in teaching the series participated, and the questionnaire set by Litz (2000) was the study's instrument for data collection. According to the results, it was found that the subjects and the contents of the series satisfied the teachers and all of them thought that the subjects and the contents of the textbook were convincing, interesting, challenging, encouraging, and fulfilled the

students' needs. The teachers' ideas were not positive towards the layout and design of the series. In addition, the layout and design were unsuitable and unclear, and they perceived that textbook was not organized successfully. Finally, some shortcomings of the textbooks were listed by Riassati and Zare (2010) as follows:

1. Lack of supplementary teaching materials;
2. Some items and subjects within the series are not primarily based Iranian learners' culture;
3. Some elements of series are beyond the linguistic capability of the learners;
4. Several testing exercises;
5. Series do not pay enough attention to writing skills therefore; learners do not receive practice in this section;
6. Inappropriate number of teacher's manual (p.59).

Furthermore, Ahmadi and Derakhshan (2015) examined and evaluated Iranian junior high school textbooks "Prospect1" and its old version "RPE1". One hundred Iranian teachers participated in the study and their perceptions were investigated using Razmjoo's (2010) checklist which consists of six criteria which were language components, tasks, activities and exercises, language skills, teacher's manual, general consideration and critical discourse analysis features. The results of the research showed that most of the teachers believe that more attention on communicative approach in Prospect1 which they perceived followed Communicative Language Teaching (CLT), of listening and speaking skills. Additionally, they asserted that grammar is totally ignored. In contrast, RPE1 did not follow the CLT approach.

In conclusion, although coursebook materials are vital in language teaching, the place of adaption cannot be denied because there is no suitable and perfect material for any set of language learner. The main reason for doing this present study is that, *Sunrise*

coursebook has never been evaluated by teachers, and there is no study about the adaptation of *Sunrise* coursebook in KRI.

2.9 Summary

In this chapter a brief history of English language in Iraq and Kurdistan, the role of materials in English language teaching, the importance of textbook in the classroom and teaching are presented. Also, textbook evaluation, and different approaches to textbook evaluation are presented and explained, plus some reasons for textbook evaluation. In addition, adaptation of ELT materials and reasons for adaptation are explained in detail with types of adaptation in ELT materials. Lastly, related studies on materials evaluation are presented. In the following chapter the method of the study is explained.

Chapter 3

METHOD

This chapter consists of six parts. The first part is about the research design. The second part is about the material used in this study which is the *Sunrise* coursebook, which methods used and why they have been used. The third part of this chapter is about data collection instruments used for collecting data for this study. The fourth part is about participants of the study. The fifth part is about data collection procedures and the last part is about data analysis.

3.1 Research Design

A survey was used in this study to collect data from participants. Brown and Rodgers (2002) said that “Surveys are any procedures used to gather and describe the characteristics, attitudes, views, opinions and so forth of students, teachers, administrators or any other people who are important to a study” (p. 142).

Mixed-methods approach was employed for this study. Mixed- method approach was used for triangulating the results in order to get more reliable outcomes. Driscoll, Appiah-Yeboah, Salib, and Rupert (2007) explained the importance of mixed method as:

Mixed methods designs can provide pragmatic advantages when exploring complex research questions. The qualitative data provide a deep understanding of survey responses, and statistical analysis can provide detailed assessment of patterns of responses. However, the analytic process of combining qualitative and survey data by quantizing qualitative data can be time consuming and

expensive and thus may lead researchers working under tight budgetary or time constraints to reduce sample sizes or limit the time spent interviewing. Ultimately, these designs seem most appropriate for research that does not require either extensive, deep analysis of qualitative data or multivariate analysis of quantitative data. (P.26).

Creswell (2013) stated that using two methods namely qualitative and quantitative would be great, and can fill in each other's weakness. Dörnyei (2007) mentioned that in mixed method "words can be used to add meaning to numbers and numbers can be used to add precision to words" (p. 45).

3.2 The Context of the Study

For this study *Sunrise* coursebook was used. It was designed especially for KRI students, and published by Macmillan. This coursebook has been in use in Kurdistan since 2007. It contains 12 different levels; level one to level twelve. Each level has students book, activity book, teachers' book, and CD for audio. In the beginning levels, it has flash cards as well. Three *Sunrise* levels in basic school were chosen for this study. These levels were chosen because the researcher had taught these levels and he was fully aware what the levels are about.

3.3 Participants

The participants of this study were teachers who have taught or are presently teaching of *Sunrise* coursebook (levels 7, 8, and 9). The participants are from Sulaymaniyah Governorate in KRI. Teachers from Sulaymaniyah Governorate have been chosen for this study because it is the biggest Governorate in Kurdistan according to its population. During the time the data were collected, the country was going through some economical and political problems; due to this, students were not in schools and were not able to participate in the study.

For the piloting, 35 English teachers participated while for the main research 70 English teachers participated. Also, for the interviews 20 English teachers participated. All the teachers signed the consent form and participated voluntarily. The participants were from different schools. The questionnaire's participants were 70 teachers, (35 males and 35 females). Their ages ranged from 21 to 48. The average of their ages was 29. They had different years of experience, starting from one year to 16 years with average of 5 years. For the interviews 20 teachers participated (10 males, 10 females). Their ages ranged from 21 to 35, their years of experience are between 1 and 13 years. Also, they have different background because they all graduated from different universities in Iraq and abroad, most of them graduated from English language teaching or English language and literature. Just 5 of them have a diploma in English language teaching and 9 of them have a master degree in English language teaching. For the interview, 20 teachers were randomly chosen, their ages were between 26 to 38. They have different years of experiences between 1 to 18 years.

3.4 Data Collection Instruments

The data collected through questionnaire and semi-structured interview.

3.4.1 Questionnaire

The used questionnaire in this study was designed by Litz (2005) (Appendix A). Nothing has changed in this questionnaire and it was used just as it is. The researcher chose this questionnaire because it is one of the commonly used questionnaires in evaluating textbooks. It has been used by so many researchers in recent years such as Alemi and Sadehvandi (2012), Rezaeian and Zamanian (2014), Ahour, Towhidiyan, and Saeidi (2014), and Rahimi (2015). The questionnaire has 40 (5) Likert scale items, from strongly disagree to strongly agree. The questionnaire categorization of the

materials for essential elements includes (practical consideration, layout and design, activities, skills, language type, and subject and contents), for each category, there are some questions.

3.4.2 Semi-Structured Interview

Also about the semi-structured interview, it was adapted from Nguyen (2015) (Appendix B). Some questions were deleted from the original interview questions because they were not suitable for *Sunrise* coursebook or they were just repeated in different words. Semi-structured interview was chosen because in this kind of interview the questions are more open and new ideas allowed to be added during the interviews. Most of the questions in the qualitative method were related to the categories in the questionnaire. The interview consists of nine categories the first one is the overall evaluation, the second one is on organization and structure, the third on activities, the fourth on vocabulary and Grammar, the fifth is on language level, the sixth one is on supporting resources, the seventh one is on practical considerations, the eighth one is on physical appearance and content pages, and the last one is on adaptation. For each category, there are some different questions.

3.4.3 Piloting

In order to be sure about the validity and reliability of the questionnaire, a pilot test was carried out on the questionnaire. 35 English teachers participated in the pilot test. According to the participants' feedback, the questionnaire was considered valid, all the questions were clear for them and it relates to the content of *Sunrise*. For reliability result showed 0.89 which can be considered an appropriate range for a reliable questionnaire.

3.5 Data Collection Procedure

In order to collect data, some procedures were followed. First of all, getting permission from David Litz (Appendix I) the designer of the questioner to use his questionnaire in this study, then a permission letter was received from general directorate of Sulaymaniyah education (appendix J). After getting this permission, the application to the ethics committee for permission were made. After two months, the necessary permission was obtained and data collection started. (Appendix K).

The teacher questionnaire was administered after taking permission from the one of the supervisors in directorate of sulaymaniyah education and he gathered all the teachers. In the first step the consent form (Appendix C) was given to the teachers and they were explained that they are free whether to participate in the study or not. Those who wanted to participate signed the consent form which was then collected from them. After that the questionnaires were given to them. The questionnaire was administered to the teachers who taught or already teaching *Sunrise* coursebook (levels 7, 8, and 9).

On the other hand, the interviews with the teachers were done online. After finished the questionnaire they were asked if anyone free to participate in 20 minutes interview. With those who wanted to participate. In the first step, they signed the consent form (Appendix D) and send it back to me, then Skype call was used and they were explained that it was an audio-recorded interview. The questions were asked one by one to the teachers. The audio-recorded interview was done by using Camtasia studio 9 program for recording.

3.6 Data Analysis

In this study both qualitative and quantitative data were collected. Quantitative data were collected through closed-items in the questionnaires. The obtained data from the questionnaire were analyzed by using SPSS Program (version 23). Frequencies, means and standard deviations were calculated through descriptive statistics.

On the other hand, the qualitative data were collected from the interviews with English teachers. Content analysis was used. First, the interviews were transcribed and then the data from the interviews were analyzed. The similar answers that were given by different people, the most common responses, were grouped.

3.8 Summary

To sum up, the research design of the study has been explained in this chapter by describing the context of the study, Participants, the data collection instruments, data collection, and data analysis procedures. In the next chapter, the results of the study are presented.

Chapter 4

RESULTS

In this chapter the results of the analysis of the collected data are presented.

4.1 Questionnaire Results

The questionnaire consists of 40 items. These 40 (5) Likert Scales items, but the Scales are limited to 3 to make it easier for analyzing and interpreting them strongly disagree and disagree are combined together and strongly agree and agree also combined together in the tables. The numbers of (strongly disagree, disagree, not sure, agree, and strongly agree) are shown in percentage. The numbers are rounded to the nearest whole number to make it easier to deal with them, because of that change maybe some of them show more or less than one hundred in the total, detailed table shown in (Appendix E). The questions were divided into 7 categories.

4.1.1 Practical Consideration

The first category is about the Practical consideration (price, accessibility, recent publication, .. etc.) for the Sunrise coursebook.

Table 1: Practical Consideration

Item	D	N	A	T	M	St
1-The price of the textbook is reasonable.	16	27	57	100	3.41	.75
2-The textbook is easily accessible.	14	11	74	100	3.60	.73
3-The textbook is a recent publication.	14	29	57	100	3.42	.73
4-A teacher's guide, workbook, and audio-tapes accompany the textbook.	13	13	74	100	3.61	.70
5-The author's views on language and methodology are comparable to mine	19	31	50	100	3.31	.77

D: Strongly disagree or disagree, N: Not sure, A: Agree or strongly agree, T: Total, M: Means, St: Standard deviation.

The first item is about the price of the coursebook. 16% disagree or strongly disagree with this statement. 27% were not sure and the majority of them 57% agree or strongly agree with this statement, they endorsed the price is reasonable. The second item is about the accessibility of the coursebook. 14% strongly disagree or disagree with this statement. 11% chose not sure and majority of them 74%, agree or strongly agree with this statement, they asserted that it is easy to have access to the textbook. The third item is about the publication time of the coursebook, this is to know if the coursebook was recently published or they think it is old. 14%, strongly disagree or disagree with this statement. 29% of them, chose not sure choice and the rest of them (57%), agree or strongly agree with this statement as they perceived that the textbook is new and recently published.

Another item which is item number fourth is about the extra materials attached to the coursebook. The researcher wanted to find out about their ideas regarding these supporting materials. 13% of them, strongly disagree or disagree with this statement. 13% of them chose not sure choice, and the rest of them (74%), agree or strongly agree with this statement. Item five is about the author's point of view and the methods of teaching which used in the coursebook. 19% of them, strongly disagree or disagree with this statement. 31% of them chose not sure choice in the questionnaire. And the rest of them 50%, it means 35 teachers, agree or strongly agree with this statement and they perceived the authors of this textbook are on the same line with them, and they thought like them when they wrote this coursebook. This table show that the highest agreement from the teachers are in items 2 and 4 which it is 74%. On the other hand, the highest disagreement is for item 5 which is 19% of the teachers disagree with that they are on the same line with authors' of this coursebook.

4.1.2 Layout and Design

The second category in the questionnaire is about the layout and design of *Sunrise* coursebook, this part consists of some items as shown below.

Table 2: Layout and Design

Item	D	N	A	T	M	St
6-The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	16	17	67	100	3.51	.75
7-The layout and design is appropriate and clear.	14	13	73	100	3.58	.73
8-The textbook is organized effectively.	23	11	66	100	3.42	.84
9-An adequate vocabulary list or glossary is included.	13	17	70	100	3.57	.71
10-Adequate review sections and exercises are included.	20	4	76	100	3.55	.81
11-An adequate set of evaluation quizzes or testing suggestions is included.	26	30	44	100	3.18	.82
12-The teacher's book contains guidance about how the textbook can be used to the utmost advantage.	13	7	80	100	3.67	.69
13-The materials objectives are apparent to both the teacher and student.	24	24	51	100	3.27	.83

D: Strongly disagree or disagree, N: Not sure, A: Agree or strongly agree, T: Total, M: Means, St: Standard deviation.

Item number six is about each unit's details, if any unit includes overview of functions, vocabulary, and structures to be taught. 16% of them, strongly disagree or disagree with this statement. 17% of them, chose not sure choice in the questionnaire. And the rest of them (67%), it means 47 teachers, agree or strongly agree with this statement and they think each unit in the coursebook includes details about mentioned criteria. Item number seven is about the appropriateness and clearness of the layout and design

of the coursebook. 14% strongly disagree or disagree with this statement and they perceived the layout and design of the coursebook is not appropriate and clear. 13% of them chose not sure choice in the questionnaire. And the rest of them (73%) agree or strongly agree with the appropriateness and clarity of the layout and design of the coursebook. Item number eight is about the organization of the coursebook. 23% strongly disagree or disagree with this statement because they perceived that the coursebook is not organized in an effective way. 12% chose not sure choice in the questionnaire, and the rest of them (66%), it means 46 teachers, agree or strongly agree with this statement and they think this coursebook was organized effectively.

Another item in this category is about the vocabulary in the coursebook. 13% of the teachers strongly disagree or disagree with this statement they perceived that the used vocabulary was not adequately listed or it doesn't have a glossary. 17% of them, chose not sure choice, and the rest of them (70%), it means 49 teachers, agree or strongly agree with this statement and they perceived that vocabulary usage is adequately listed or it has glossary. Item number ten is about the review parts in the coursebook. 20% of the participants strongly disagree or disagree with this statement they perceived this coursebook doesn't have good review parts or does not have exercises in review parts. 4% chose not sure choice, and the rest of them which is 76%, it means 53 teachers agree or strongly agree with this item. They perceived this coursebook has a good review part and there are exercises in this parts.

For the same category there are three more items, item number eleven is about the quizzes and tests in the coursebook. 26% of the teachers strongly disagree or disagree

with this statement. 30% chose not sure, and the rest of them (44%) agree or strongly agree with this statement and they perceived there are some adequate quizzes in the book for evaluating students and for testing. Item number twelve is about the quizzes and tests in the coursebook. 26% strongly disagree or disagree with this statement. 30% chose not sure, and the rest of them (44%) agree or strongly agree with this statement and they perceived there are some adequate quizzes in the book for evaluating students and suggestions for testing.

The last item for this category is about the objective of the material. 34% of the participants strongly disagree or disagree with this statement, they suppose that the objectives of the material were not apparent for teachers or for students or for both. Also, 24% of them chose not sure, and the rest of them (51%) it means 36 teachers agree or strongly agree with this statement and they think the objectives of the material are apparent for teachers or for students or for both. The table shows that the highest agreement is about the guidance in the teacher's book which is item number 12 and 80% of the teachers agree or strongly agree with this item, and the highest disagreement is for item number eleven which is about adequate set of evaluation quizzes or testing suggestions and 26% of teachers are disagree with that.

4.1.3 Activities

Another category is about the activities in the coursebook. The items in this part looked into the teachers' ideas about the coursebook's activities.

Table 3: Activities

Item	D	N	A	T	M	St
14-The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks That focus on both fluent and accurate production).	24	36	40	100	3.15	.79
15-The activities encourage sufficient communicative and meaningful practice.	27	16	57	100	3.30	.87
16-The activities incorporate individual, pair and group work.	23	20	57	100	3.34	.83
17-The grammar points and vocabulary items are introduced in motivating and realistic contexts.	19	9	72	100	3.54	.79
18-The activities promote creative, original and independent responses.	19	27	54	100	3.35	.78
19-The tasks are conducive to the internalization of newly introduced language.	10	34	56	100	3.45	.67
20-The textbook's activities can be modified or supplemented easily.	16	33	51	100	3.35	.74

D: Strongly disagree or disagree, N: Not sure, A: Agree or strongly agree, T: Total, M: Means, St: Standard deviation.

Item number fourteen is about the balance between the activities. 24% of the teachers strongly disagree or disagree with this statement. 36% of them chose not sure choice in the questionnaire, and the rest of them (%40), it means 28 teachers, agree or strongly agree with this statement. Item number fifteen is about the meaningfulness of the activities and how they help students to communicate. 27% of the teachers strongly disagree or disagree with this statement. 16% of them chose not sure choice in the

questionnaire. And the rest of them which is 57%, means 40 teachers agree or strongly agree with this statement. Item number sixteen is about the pair and individual work in the activities. 23% of the answers show strongly disagree or disagree with this statement. Also, 20% of them chose not sure choice in the questionnaire. Moreover, the rest of them (57%) agree or strongly agree with this statement

Item number seventeen is about the motivating students through the activities for vocabulary items and grammar points. 19% of the teachers strongly disagree or disagree with this statement. 9% of them chose not sure choice in the questionnaire. And the rest of them (73%) which it means 51 teachers, agree or strongly agree with this statement. Another item for this category is item number eighteen, it is about the creativity, independency, and originality in the activities. 19% of the teachers strongly disagree or disagree with this statement. 27% of them chose not sure. In addition, the rest of them (54%) agree or strongly agree with this statement which is high and shows teachers positive attitude toward motivation in the activities.

Item number nineteen is about the language in the tasks which is newly introduced in the coursebook. Just 10% of the teachers show their disagreement with this statement. 34% of them chose not sure. And the rest of them (56%) agree or strongly agree with this statement. The last item which is item number twenty is about adaptation in the coursebook. 16% of the teachers strongly disagree or disagree with this statement. Also, 33% of them chose not sure. The rest of them (51%), it means almost half of the teachers are agree or strongly agree with this statement. Item number seventeen has the highest level in agreement which is 72%, it means most of the teachers agree the

introduced grammar points and vocabulary items are motivating and realistic contexts. On the other hand, the highest level of disagreement is for item number fifteen, 27% of the teachers disagree with that the activities encourage sufficient communicative and meaningful practice.

4.1.4 Skills

Another category in the questionnaire is about used skills in the coursebook, just like other categories there are five items in this category.

Table 4: Skills

Item	D	N	A	T	M	St
21-The materials include and focus on the skills that I/my students need to practice.	20	17	63	100	3.42	.80
22-The materials provide an appropriate balance of the four language skills.	24	19	57	100	3.32	.84
23-The textbook pays attention to sub-skills - in. listening for gist, note-taking, skimming for information, etc.	23	29	49	100	3.25	.81
24-The textbook highlights and practices natural Pronunciation (i.e.- stress and intonation).	19	27	54	100	3.35	.78
25-The practice of individual skills is integrated into the practice of other skills.	19	33	49	100	3.30	.76

D: Strongly disagree or disagree, N: Not sure, A: Agree or strongly agree, T: Total, M: Means, St: Standard deviation.

Item number twenty-one is about the needs of the teachers and the students according to skills. 20% of the participants strongly disagree or disagree with this statement. 17% of them chose not sure. Moreover, the rest of them (63%) agree or strongly agree with this statement. Also, item number twenty-two is about balance between the four skills. 24% of them strongly disagree or disagree with this statement. 19% of them chose not sure. And the rest of them (57%) agree or strongly agree with this statement. Item

number twenty-three is about sub-skills. 23% of the teachers strongly disagree or disagree with this statement. 29% of them chose not sure. The rest of them (49%) agree or strongly agree with this statement.

Another item for this category is item number twenty-four is about natural pronunciation. 19% of the teachers strongly disagree or disagree with this statement. 27% of them chose not sure. Also, the rest of them (54%) agree or strongly agree with this statement. The last item is about integration between the skills. 19% of them strongly disagree or disagree with this statement. 33% of them chose not sure. Also, the rest of them (49%) agree or strongly agree with this statement. The highest percentage for agreement in this category is for item twenty-two which is 57%, this item is about the materials provide an appropriate balance of the four language skills. On the other hand, one of the high percentage of disagreement in this category is for item twenty-three which is 23%, this item is about paying attention to sub-skills.

4.1.5 Language Types

Another category in the questionnaire is about language types, this part consists of six items.

Table 5: Language Types

Item	D	N	A	T	M	St
26-The language used in the textbook is authentic - i.e. like real-life English.	20	10	70	100	3.50	.81
27-The language used is at the right level for my (students') current English ability.	27	19	54	100	3.27	.86
28-The progression of grammar points and vocabulary items is appropriate.	19	24	57	100	3.38	.78
29-The grammar points are presented with brief and easy examples and explanations.	13	17	70	100	3.57	.71
30-The language functions exemplify English that I/my students will be likely to use.	23	20	57	100	3.34	.83
31-The language represents a diverse range of registers and accents.	30	37	33	100	3.02	.79

D: Strongly disagree or disagree, N: Not sure, A: Agree or strongly agree, T: Total, M: Means, St: Standard deviation.

Item number twenty-six is about the authenticity of the used language in the coursebook. 20% of them strongly disagree or disagree with this statement. 10% of them chose not sure. The rest of the teachers (70%) agree or strongly agree with this statement. It shows that their agreement for the language's authenticity is really high and they are positive about it. Item number twenty-seven is about the level of the used language in the coursebook. 27% of the teachers strongly disagree or disagree with this statement. 19% of them chose not sure. In addition, the rest of them (54%) agree or strongly agree with this statement. Another item is about appropriateness of vocabulary items and grammar points in the coursebook. 19% of them strongly disagree or disagree with this statement. 24% of them chose not sure. The rest of them

(57%) agree or strongly agree with this statement.

There are three more items for this category, item number twenty-nine is about grammar points in the coursebook. 13% of them are strongly disagree or disagree with this statement. 17% of them are chosen not sure. The rest of them 70% are agree or strongly agree with this statement. It shows that the teachers are satisfy with this statement and their thinking about grammar are positive in the coursebook. Another item is about exemplify the language functions in the coursebook. 23% of them strongly disagree or disagree with this statement. 20% of them chose not sure. The rest of them (57%) agree or strongly agree with this statement. The last item which is item number thirty-one is about the diversity of accents and registers in the coursebook. 30% of the teachers strongly disagree or disagree with this statement. 37% of them chose not sure, compare to disagree and agree for this item, this is considered as high. Also, the rest of them (33%) agree or strongly agree with this statement. The highest disagreement is for item twenty-seven which is 27%, the item is about language level.

4.1.6 Subject and Content

Another category in the questionnaire is about the subject and content of *Sunrise* coursebook, just like other categories, this category has five items in order to access the teachers' ideas about the subject and content of the coursebook.

Table 6: Subject and Content

Item	D	N	A	T	M	St
32-The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).	23	26	51	100	3.28	.81
33-The subject and content of the textbook is generally realistic.	17	26	57	100	3.40	.76
34-The subject and content of the textbook is interesting, challenging and motivating	21	11	67	100	3.45	.82
35-There is sufficient variety in the subject and content of the textbook.	14	23	63	100	3.48	.73
36-The materials are not culturally biased and they do not portray any negative stereotypes.	25	29	46	100	3.20	.82

D: Strongly disagree or disagree, N: Not sure, A: Agree or strongly agree, T: Total, M: Means, St: Standard deviation.

Item number thirty-two is about students' need for subject and content in the coursebook. 23% of them strongly disagree or disagree with this statement. 26% of them chose not sure. The rest of them (51%) agree or strongly agree with this statement. Another item is about the reality of the subject and content in the coursebook. 17% of them strongly disagree or disagree with this statement. 26% of them chose not sure. The rest of them (57%) agree or strongly agree with this statement. Also, another item is about motivation, challenges, and interest in subject and content. 21% of them strongly disagree or disagree with this statement 11% of them chose not sure. The rest of them (67%) agree or strongly agree with this statement.

There are two more items for this category, item number thirty-five is about the subject and content's variety in the coursebook. 14% of the teachers strongly disagree or disagree with this statement. 23% of them chose not sure. The rest of them (62%) agree or strongly agree with this statement. The last item is about culture biasness in the coursebook. 26% of them strongly disagree or disagree with this statement. 27% of them chose not sure. The rest of them (46%) agree or strongly agree with this statement. Teachers answer show that the highest percentage in this category is 67%, which is item thirty-four, this item is about the subject and content of the textbook is interesting, challenging and motivating. On the other hand, the highest disagreement is for item thirty-six 25%. This item is about the cultural background of the coursebook.

4.1.7 Conclusion

The last category in the questionnaire is the concluding part of the questionnaire. This category is just like a summary for the other categories. There are four general items about the coursebook in this category.

Table 7: Conclusion

Item	D	N	A	T	M	St
37-The textbook is appropriate for the language-learning aims of my institution.	20	24	56	100	3.35	.79
38-The textbook is suitable for small-medium, homogeneous, co-ed.	32	29	39	100	3.05	.84
39-The textbook raises my (students') interest in further English language study.	26	21	53	100	3.27	.84
40-I would choose to study/teach this textbook again.	22	19	59	100	3.35	.83

D: Strongly disagree or disagree, N: Not sure, A: Agree or strongly agree, T: Total, M: Means, St: Standard deviation.

Item number thirty-seven is about the coursebooks aim for the teachers' institution. 20% of them strongly disagree or disagree with this statement. 24% of them chose not sure. The rest of them (56%) agree or strongly agree with this statement. Another item is about the suitability of the coursebook for different kind of groups. 33% of them strongly disagree or disagree with this statement. 29% of them chose not sure. The rest of them (39%) agree or strongly agree with this statement.

There are two more items for this category, the first one is about students' interest for English in their future. 26% of them strongly disagree or disagree with this statement. 21% of them chose not sure. The rest of them (53%) agree or strongly agree with this statement. The last item for the questionnaire and for this category as well is about the perception of the teachers regarding choice. If they have a chance to choose between coursebooks, would they choose this coursebook again? 23% of them strongly disagree or disagree with this statement. 19 of them chose not sure. The rest of them (59%) agree or strongly agree with this statement. The highest percentages for this category are for item thirty- seven and item forty, it shows that teachers think this coursebook is appropriate for these levels and if they have chance they would use it again.

4.1.8 Categories Overall

In this part the overall of the categories are shown and explained in detail

Table 8: Categories Overall

No.	Categories	D	N	A	T	M	St
1	Practical Considerations	7	31	61	100	3.543	.6298
2	Layout and Design	7	23	70	100	3.629	.6179
3	Activities	7	46	47	100	3.400	.6232
4	Skills	5	49	46	100	3.400	.5995
5	Language Type	5	49	46	100	3.400	.5995
6	Subject and Content	4	51	45	100	3.400	.5748
7	Conclusion	14	33	53	100	3.386	.7282

D: Strongly disagree or disagree, N: Not sure, A: Agree or strongly agree, T: Total, M: Means, St: Standard deviation.

In the practical considerations, 7% of the teachers strongly disagree or disagree with practical consideration of *Sunrise* coursebook. 31% of them chose not sure, but more than half of them (43 teachers out of 70 means / 65%) agree or strongly agree with the practical consideration of *Sunrise* coursebook. The second overall category is about layout and design. 7% of them strongly disagree or disagree with this category. Also 23% of them chose not sure. However, most of them (70%) agree or strongly agree with the layout and design of *Sunrise* coursebook. Another category is about the activities in the coursebook. In the overall, 7% of them strongly disagree or disagree with the activities in the coursebook. 46% of them chose not sure. However, almost half of the teachers (32/ 47%) agree or strongly agree with the activities in the coursebook. According to skills, which is another category in the questionnaire, 6% of

them strongly disagree or disagree with the variety of skills and the integration of the skills in the coursebook. Also, 49% of them chose not sure. However, the rest of them (46%) agree or strongly agree with the variety of skills in the coursebook. Another category is about used language type in *Sunrise* coursebook, just 6% of them strongly disagree or disagree with used language type in the coursebook. Also, 49% of them chose not sure. But the rest of them (46%) agree or strongly agree with used language type in the coursebook. The subject and content is another category in the questionnaire and the overall of this category showed that 4% of them strongly disagree or disagree with used subjects and contents of the coursebook. Almost half of them (51%) chose not sure. The rest of the teachers (44%) agree or strongly agree with used subjects and contents of the coursebook. The last category consists of some general items about *Sunrise* coursebook. In the overall 14% of them strongly disagree or disagree with those statements in this category. Also, 33% of them chose not sure. The rest of them, almost half of the participant in the questionnaire (37/ 53%) agree or strongly agree with those questions asked in this category.

4.2 Results of the Semi-Structured Interview

The interview consists of nine categories result for each category are presents in this section.

4.2.1 Overall evaluation

For overall evaluation, there are four questions. Question one is (What do you think about *Sunrise* course book?). The teachers answered this question in different ways. 17 of the teachers perceived the coursebook to be great they felt positive toward it. T2 said “I think generally *Sunrise* is a very good coursebook because it covers all four skills and there are enough exercises for most of the unit”. T4 has almost the same idea

and he perceived the coursebook covers all the skills. T14 perceived that the coursebook is good but not suitable for schools in Kurdistan. T19 says “the coursebook is good but compared to other modern coursebooks it is lower than them, and it needs more work and update”. However, one of the teachers perceived this coursebook is good and bad at the same time; it has some positive side along with its negative points. The two teachers said that its negative points are more than its positive points. T5 said “this coursebook is not well organized”, and T11 says “*Sunrise* coursebook is not practical”.

Another question in the same category is (What problems do you have when you use this textbook?). Six of the teachers said that they do not have any problem when they use and teach *Sunrise* coursebook. But the rest have some problems, and some of them mentioned more than one problem. Seven of the teachers talked about class materials especially audio player and the CD, they do not have a suitable situation to use the audio player or they do not have it, and they perceived it makes teaching pronunciation difficult. Five of them gave timing as a problem. They said that they do not have enough time in their class to teach the whole lesson. T3 mentioned another problem about grammar “the grammar points in the book is easy but the same points have been used in the activities and exercises in a difficult way”. T10 talked about another problem, he said, “for me repetition is a big problem, the same exercise has been repeated in the same lesson”. T14 points out another problem, which about the topic and subjects in the lesson, she said at the beginning of the lesson the book talks about something but at the end of the lesson one see a different thing.

The third question for the same category is about encouraging students to study more of English, also about the suitability of the coursebook in their teaching context. This question has two parts, in the first part, the teachers discussed about how well the coursebook encourage their students. Most of them perceived that *Sunrise* coursebook encourages their students to like English language more. Two of the teachers thought that it does not encourage their students at all, and another one said that it encourages them but not too much. Two teachers (T5 and T17) said “if we would have the chance to use supporting materials like flash card and audio then it would encourage our students more”. T9 said “this coursebook just encourages those students whom they already like English language not others”. T19 discussed about another point which encourages students, “there are some exercises which are really easy for students to understand and they can do them without teacher’s help, so it encourages them because they think they have learnt. That is why they can do those kinds of exercises”. One of the teachers had a different idea “It depends on the methodology of the teacher, if the teacher uses a right way to teach, it would help a lot. If the teacher makes it more fun, then this coursebook encourages students a lot”. The second part of this question is about the suitability of *Sunrise* coursebook within teacher’s context. Almost all of them have the same answer for this question. They perceived that this coursebook is suitable for their context. Some of them discussed about the games in the book which they perceived are suitable for their school’s context. Some of them talked about the characters in the coursebook, T7 said “there are different characters in the coursebook and Kurds are among them”. Some other teachers discussed about the readings that are included in the coursebook which are about Kurdistan and they perceived, T14 said “it makes the coursebook more suitable for their context”.

The fourth question in this category is about teacher's fulfillment in their duty and if the coursebook helps them to save time when preparing their lessons. Most of the teachers said that the coursebook fulfills their duties and helps them to teach better, also it helps them to save more time. As T3 said "In the teacher's book there is enough guidance to the teachers to prepare a good lesson, even if the teacher is new or has never taught before, by using the teacher's guidelines, they can start teaching". T16 also said, "Each lesson has its own lesson plan in the book and the lesson plan illustrates the plan step by step, like what the teacher has to do from the first minutes till the end of the lesson and what might be needed for the lesson". Most of them talked about freedom, they perceived the coursebook gives them freedom in teaching. On the other hand, there were three teachers, who perceived it does not help them to fulfill their duties. They did not agree with the coursebooks guideline. T11 said "It is not helpful at all. And the supervisors make it worse, they won't let the teachers be creative; whenever you try to become creative, they tell you to go back to the old methods".

4.2.2 Organization and Structure

Another category in the interview questions is about organization and structure of *Sunrise* coursebook. The question is about organization and linkage between lessons. Almost half of them, 10 teachers think the coursebook is well organized, all the lessons start from easy to difficult. Also they think almost all of the units are connected to each other, every unit starts with a quick review of previous unit then presents new subject and points, even different levels are connected, that is to say level 8 is connect to level 7 and 9, it is just like a complement for level 7 and a starter for level 9. Some other teachers think in both ways, some parts are

well organized and there is linkage between units and lessons but some other parts or units need a lot of editing to be organized and create link between units and lessons. Three of them say levels 7 and 9 are well organized but there are many problems according to organization in level 8. But four of the teachers totally disagree and they think there are a lot of jumps in the coursebook, there are big problems of organization in all these three levels. T18 said “in some units there are no linkage between the new unit and the previous unit, therefore the teachers should be aware and make a link by themselves”.

4.2.3 Activities

There is another part in the interview which is about the coursebook’s activity and their instruction, and the diversity of the activities. Almost all of the teachers have the same idea about diversity in the activities, 16 teachers said that the coursebook was really good according to this point, T 9 said “there are different activities in each lesson, and all the activities help students to understand the same subjects in different ways”. T4 said, “There are a lot of different ways of presenting activities, variety of activity, there is a different idea for each activity”. They said that the variety of the activities help students to develop all the four skills. But three teachers have a different idea and they perceived that the activities are repetitive and can confuse the students. T11 said “They all just repeated, the same kind of exercise can be noticed in almost all the chapters”. Another teacher said it depends on the unit, some unit’s activities are great but some are not good enough for the students. T7 said, “It depends on the chapters and units, in every unit there are some good exercises”. About instruction, almost all of them have the same idea as 17 teachers perceived that they are clear enough for students and teachers to understand. They said that

for each exercise the first one is done in order for students to understand how the rest of the activities should be done. But two of the teachers disagreed and perceived that there are some instruction which are even hard to understand for the teachers. Another part of this question is about the relationship between the activities and real life. Half of the teachers perceived they are related to students' real life, and students can understand them easily. But the other half of them, 10, have different ideas and they perceived that most of the activities are not related to student's real life at all.

4.2.4 Grammar and Vocabulary

Grammar and vocabulary are another part of the interview and there is a part in the interview about these two points in the coursebook. Teachers have different opinions about this question. Most of them perceived grammar is presented in a good way because there is not a rule in the coursebook and grammar is taught through readings, that's to say it is contextualized. As T3 said, "I think the method which the teachers have to use is communicative approach and the grammar should be taught inductively and there is no grammatical rule in the book, the students should learn grammar through reading the passages and exercises which is a good thing". On the other hand, there were a few teachers who disagree with other teachers and they perceived most of the parts are higher than students' levels. T11 said, "The grammar is bulky, there are many irregular rules which ruin the teachers' plan. They are not suitable, because they just make English look like Math, all those rules and memorizations lead to students' dislike towards English subject and they almost fail the tests". Another teacher said, "There are a lot of repetition in grammar parts and those repetitions make students hate English". T20 had different idea and she said, "It

depends on the units, in some units, the level is higher than students' level but in some other units, the level is lower than students' level". Three teachers discussed about levels 7, 8, and 9 in general, they perceived in general level 7 is lower than students level and it is easy for them but levels 8, and 9 are higher than students level and are really difficult for them. The second part of this question is about vocabulary. Almost all of them agreed that vocabulary is wisely chosen for these three levels and are suitable for these three levels. Most of them discussed contextualization in vocabulary as well, they said that there is no vocabulary list to let students memorize, they have to learn vocabulary through context and use them in context as well. T8 said:

There aren't vocabulary lists such as the traditional textbooks, the students learn the vocabularies from the exercises and the readings in the book and then they practice them to learn better, the teacher explains the vocabularies through defining them or giving synonyms to the students

However, two of the teachers disagreed saying that there is a lot of duplication in vocabulary, especially in some parts that are not necessary.

4.2.5 Language Level

Language level is another category in the interview. Almost all of them have the same idea about this question. For language level, they perceived in some parts that it is suitable and students can understand very well, but only if they are provided with a suitable environment. Most of the teachers discussed listening and speaking skills, with the perception that class size can affect these two skills. In one lesson maximum 10 out of 40 students can participate, also for listening they cannot understand well because of the excess number in one class. One of the teachers perceived that it depends on the student's background. T11 said, "I think if the students are prepared well for this level of language in the previous classes, from the 1st class till 6th

class, the language is very good and good enough for the students' level to learn a language for their next classes, and if the students try to learn it, they can use it outside classroom". For authenticity, there were some authentic parts and activities with authentic language but they were not enough for these three levels.

4.2.6 Supporting Recourses

Another category in the interview questions is about supporting resources. There are two questions for this category. The first question is (What do you think about the supporting materials? Do you think they adequately support the teacher in the preparation, instruction, and evaluation processes? Why?). And the second question is (Does the teacher's book help the teachers in preparing the lesson planning?). For the supporting materials, all the teachers agreed that they help teaching a lot, but some of them said "we have problem with class size and lesson time, that's why we cannot use them properly or they don't work properly in our classes". To get the supporting materials, it depends on the place of the school is located, if the teachers teach in the center of the cities, they can get all the materials easily but for the countryside's they cannot get them easily. Most of the teachers said that they have CDs for the audio parts but cannot use them because of class size, lesson time problems, and the environment of their class. About the teacher guide and its help for lesson planning, almost all of them perceived teachers' book helps them, because there are lesson plans for each lesson. And it explains how each lesson should be taught with answers for each exercise. None the less they also perceived class size and time to be a major problem. They said that they cannot follow all those steps which the teacher guide demanded. T15 said, "There are lesson plans about each lesson, the teacher can get benefit from those plans, and even if the teacher is new in teaching. By using those lesson plans,

he/she can manage the class and they know what to do, every step is explained well”.

4.2.7 Practical Considerations

Another category in the interview is about the physical appearance, and practical considerations of *Sunrise* coursebook. Sixteen of the teachers perceived the coursebook is great, and that different colors used are appropriate with suitable pictures for students' ages. T2 said, “It is well designed and most of the students like it because it is colorful and the pictures look more like real. I think the designer of the book focused on design more than content”. But the other four teachers had different comments about physical appearance of the coursebook. One of them said “the pictures are almost repetitive, they are boring for students”. Another teacher said that there is no connection between the pictures and the conversation in some parts of the coursebook. T12 said, “In some of the parts there is no connection between the picture and the words written about them”. In addition, these four teachers perceived that the coursebook is a little heavy for students. The second question in this category is (Are the topics interesting and suitable for your pupils?). About this, 15 teachers said that the topics are interesting for the students “there are a lot of different topics in each level”. On the other hand, 5 teachers have different ideas about it, they perceived the topics from a culture view point, they said “there are a lot of topics in each level which are about different cultures and our students have never heard about such things. They are difficult for them to understand the subjects when they do not have enough information about the topics”.

4.2.8 Adaptation

The last question in the interview is about adaptation, the question is (Do you do any adaptation in your classes? What do you usually adapt? How do you do those adaptations?). For this question, their answers divided them into three groups. Group one are those teachers who have 1 and 2 years of experiences, group two are those who have 3 to 6 years of experiences, and group three are those who have more than 6 years of experiences. Four of the teachers have 1 or 2 years of experiences, these four teachers did not adapt, they only delete some parts because of time constrain if they cannot finish on time. The second group are those teachers between 3 to 6 years of experience, they are 8 teachers. They do almost all the types of adaptation, they focus on important parts first and simplify them, and they add some more examples or exercises whenever their students need. As they explain during the interview, they do some modification just to let their students understand better. T10 said “Sometime I simplify the activities to let my students understand them better”. The last group, who have more than 6 years of experiences, are 8 teachers. Their teaching experiences are between 6 to 18 years. They do just two types of adaptation, the first one is reordering because they started with explaining grammar parts, before going to other parts. In addition, they delete some parts because of time and from their experience, they have learnt that those parts are not important for their students.

4.3 Summary

In this chapter, the results of the study have been presented. The results indicate that generally all the participants had positive attitudes towards *Sunrise* coursebook. However, they indicated some weaknesses of the coursebook. Besides, they talked about some ways they use for adaptation in their classes. In the next chapter, the

research questions are answered by discussing the major results and referring to the recent literature.

Chapter 5

DISCUSSION OF THE RESULTS AND CONCLUSIONS

This chapter is about the discussions of the results and conclusions of the study. It also relates these findings to the literature. Followed is the study implications, plus outlining related research. Lastly some suggestions for teachers and the implications were considered.

5.1 Discussions of the Results

This section is about answering the research questions and discussing them. Also, compare them to other studies

5.1.1 To What Degree is *Sunrise* Appropriate for Grades 7, 8, and 9 as Perceived by the Teachers?

The results show that this coursebook is suitable for these three levels and the teachers were happy with using this coursebook. Their responses for the questions indicate that appropriateness of *Sunrise* for these three levels is high. Overall of the categories shows that perception for the categories are positive, even they have comments about some of them. For example, their response for layout and design are different from their response to subjects and contents. The overall of showing agreement for layout and design is 70% but for subjects and contents is 44%. There is a big difference between these two results but still it looks positive when in subjects and contents the results are compared to those teachers who disagree, only 4% of them disagree.

Similarly, Alamri (2008) did a study about the Sixth Grade English Language Textbook for Saudi Boys' Schools. The result of the study showed that the coursebook satisfies teachers' and supervisors' expectations regarding the overall with some short comings, but still they are happy with the coursebook and they want to use it. In addition, Azizifar and Baghelani (2014) did another study in Iraq that was about Top-Notch textbooks. They found out that that textbook based on English teachers' perception is carefully developed to meet students' needs and interests in improving their English language ability. Although the Top-Notch series satisfies teachers' expectations regarding its general appearance, design and illustrations, objective, and the practice and testing; both a dearth of critical topic that can stimulate students' critical thinking and the writing material do not satisfy the participants' expectations.

5.1.2 What are the Teachers' Perceptions about the Different Elements of *Sunrise* Coursebook?

The results showed that the teachers' response was positive about each category. For example, for practical consideration most of them got the books and other recourse for free from ministry of education, but there were some teachers in the interview who said they couldn't get the teachers' guide easily. The textbook was published in 2007, which is a new publication for most of the teachers as they mentioned in the interview even though the coursebook has been used for 10 years. Also, the government provides the coursebook and the supporting materials. Almost all of the teachers agreed that they can get teacher guide and other materials easily. Likewise, the organization of the coursebook was also one of the good aspects of the coursebook according to the questionnaire's result. Regarding this, Breen and Candlin (1987) pointed out that it is very significant to select and organize the content material. They highlighted the fact

that selecting and organizing the content should be in a way that learners can deal with it. Material organization should start from simple and easy content to more complex subjects gradually.

Regarding layout and design, it should be noticed that the results are like Ayman's (1997) study. In the same way, it was discovered that the teachers were very conscious about the sequence and order of the contents or units of the textbook. Additionally, about clarity of instruction in the coursebook, teachers' insights seemed to be the same in the questionnaire and in the interview. Teachers in the interview said that though most of the activities and tasks did not need teachers' further explanations, students continued to ask for more clarification and teachers confirmation about the instruction. Thus, it can be said that it is one of the 'universal criteria' which can be used for measuring any particular materials (Tomlinson, 1999).

In all sources, it is believed that the attractiveness of the textbooks' physical appearance is an incentive to encourage learners to contribute in the process of learning. Griffiths (1995) also stated that colorful, eye-catching, and well-illustrated materials appearance is students' favorite. Furthermore, Mc Donough and Shaw (1993) pointed out that two significant criteria for textbook evaluation are clarity of layout and visuals such as tables, charts and diagrams.

On the other hand, Özdemir (2007) did a study about *Time for English 4* and she found out that both the teachers and the students found the pictorial design of the book, especially its layout, color, design, print and publication qualities, effective and

motivating. These aspects of the book can be categorized under the title of micro evaluation because they were evaluated in detail and focused on accurately.

According to the activities which it was another category, analyzing the qualitative and quantitative data shows that teachers have positive perceptions about the exercises and activities of the *Sunrise* textbook in general. Also, teachers think that there are fascinating and various exercises and activities in the coursebook. Similarly, Teachers stated that the activities and exercises in the textbook did not fail to increase the students' desire to learn English. They also tended to agree that the activities and exercises in the textbook increase the students' participation in the lesson.

The teachers also found activities and exercises part of the coursebook effective and enjoyable. This is an important point to consider because the fun component is very important in teaching English to young learners. This aspect is also one of the most important innovations in this coursebook. Most of the teachers stated that English was students' favorite subject because of the activities and exercises.

Teachers think that the different activities and tasks in a coursebook contribute to improve the four essential skills like reading, writing, listening, and speaking. Mc Donough and Shaw (1993) illustrate that the developing the four skills is very significant so there should be enough opportunity to students to develop those skills through providing sufficient practice by material developers. In the conclusion, material developers and textbook writers need to consider providing learners with the four skills through sufficient practice.

Accordingly, activities and exercises are among of the main aspects of the coursebooks that need to be assessed. Lots of authors like Hutchinson and Waters (1987) , Zenger (1982), Grant (1987), Skierso (1991) , and Sheldon Sheldon (1987) all involved in their criteria and checklists items which they related to activities and exercises in the textbooks. All of them stressed the acceptability, variety and suitability of the activities and the exercises.

According to skills the result of this study shows that just 4 teachers, which means 6% of them, strongly disagree or disagree with the variety of skills or integrating of the skills in the coursebook. Also, 34 teachers, which means 49% have chosen not sure choice about the skills. But the rest of them who are 32 teachers, which means 46% agree or strongly agree with the variety of skills or integrating of the skills in the coursebook. It means just half of the teachers' perceptions were positive about skills in this coursebook. The teachers answer in the qualitative data it is shows that most teachers observed the textbook's level suits the students' level. They all accepted that the *Sunrise* coursebook is suitable for the language background and level of the 7, 8, and 9's students.

Likewise, Cunninworth (1995) states that textbooks should be checked to know whether the four skills are considered, in accordance with language level. He continues to say that balancing between the four skills and language level of the used passages and the activities should suit students' level. That is to say for whom the materials are intended and the students' language background should be taken in to consideration.

One of the commonly mentioned criteria in evaluating a textbook or a teaching material by researchers is appropriate language level of materials to the students' language level (Breen and Candlin 1987; Cunningsworth, 1995; Dougill, 1987; Grant, 1987; Sheldon, 1987; Skierso, 1991; Zenger, 1982).

Similarly, Rezaeian and Zamanian (2014). Have done a study about *Learning to Read English for Pre-University Students* and their results show that the teachers believed that the activities in comprehension check integrate speaking and writing skills to some extent. Other than that, no traces were found for the integration of different language skills. Learning to read English for Pre-University Students mostly focuses on reading comprehension, grammar, and vocabulary. It does not focus on the skills and their integration into each other.

Regarding to language types the results of this study found out that this particular coursebook was effective in term of performance grammar. Teachers mentioned that the grammar parts in the coursebook were clear and understandable. The particular coursebook provides the learners and the teachers with adequate number and diversity of grammar exercises. However, some of the teacher's state that they needed to use extra materials when they teach grammar. It is mentioned in the literature one of the most significant parts of any courses which related to language is grammar. Cunningsworth (1995) states that textbook writers' first considerations are the selection of grammar items and whether they fulfill learner's needs. He believes if learners are given an effective grammar teaching, they can construct their own sentences and they can use the target language. Thus, textbook designer should

guarantee that any language teaching materials they create involve clarity, effectiveness and necessary grammar to help students use and review them, Skierso (1991) explains. Despite that, adequate and different grammar supplementary materials should be provided to language teachers as well.

In the materials evaluation, many authors note that ‘vocabulary practice’ is very significant and that many evaluators add that as a part in their checklists and guidelines. Skierso (1991) stresses that practicing vocabulary would create a positive attitude to learners toward the textbook if it is written according to learners’ needs and interests, load suitability, level, context, enough control of performance, balanced word distribution among the units and recycling.

Likewise, Özdemir (2007) in her study, argues about the results she reached. On one hand, Vocabulary presentation and language items are evaluated in detail by teachers containing the aspects of variety of contexts, grammar and vocabulary teaching methods, and suitability of vocabulary level and language items regarding the grade level and age. And they were satisfied with it. On the other hand, they were confused about the presentation of the grammar items.

The last category is about supporting materials. The results of this indicated that teachers felt positive about them. They mentioned that supporting materials provided useful practice to the students. Teachers mentioned that the supporting materials of the textbook provided adequate number of exercises to review the book as well.

Literature showed that ‘supporting materials’ are the most important part of coursebook and it requires evaluation as well. There must be other supporting sources with textbooks like the activity book to provide further practice for the students. Different authors, in their suggested criteria or checklists, such as Zenger (1982), Dougill (1987), Sheldon (1988), Skierso (1991), there is a part about supporting sources. In the results of this study it is indicated that both the students and the instructors do not use the workbook efficiently while it is known to be the primary supplementary source of the particular textbook.

The findings of the current study show that the teachers are satisfied with the teacher’s book content as it provided practical activities and ideas. Another reason for preferring the teacher’s book was that teachers were provided with ways about how to use the activities in the class as well. Then, they recommended that for each unit of the teacher’s book there should be some additional enjoyable ‘contingency’ activities, which instructors can use them if needed. They also emphasize such activities can re-energize the class when it is getting uninteresting. They suppose teacher’s book show different ways for teaching of a lesson, planning, and preparation, plus giving many cultural background evidence, where necessary. Some of the teachers complained that the teacher’s manual gives only answer key to given exercises in the coursebook.

5.1.3 How do the Teachers Adapt *Sunrise*?

There are some choices to consider according to Marand (2011), we either choose a textbook to teach, or we develop our own material or there would be some modification to make it meet the learners’ needs. The validity of each option should be taken into account. Therefore, the criteria for selection, modification and development of materials along with these questions are addressed in this paper. When the actual and

carrier content are match each other, the next stage is drafting the activities. Most new programs are designed either to repair the shortages and drawback in the current ones or to develop and improve them. While surveying the existing materials, there should be questions to improve them as an aid for evaluating them.

The responses to item number 20 (The textbook's activities can be modified or supplemented easily?) in the questionnaire shows that almost half of the teachers answered positively for this question and the rest were not sure or disagreed. This shows that just half of the teachers adapt when they teach or think this coursebook can be adapted. The response for interview questions related to adaptation almost the same like their answer in the questionnaire. Almost half of the teachers adapt during their classes. And the rest don't do it. For example, T4 said "the coursebook is really great, we do not need to use any kind of adaptation, we just follow the instructions, just I delete and shorten some parts because of time limitation". T11 almost has the same idea and said "it is better to follow the coursebooks order. This coursebook is perfect it does not need any change". However, some other teacher thinks differently and experienced different kind of adaptation in her class, she said "No thing is perfect, we have to change some parts in this coursebook to make it easier for our students". There is no relevant study in this field, which provided comparable results.

5.1.4 Is there any Correlation between the Participants' Teaching Experience and Textbook Adaptation Practiced?

For getting more information about adaptation, there were some questions in the interview especially about adaptation. The questions were (Do you do any adaptation in your classes? What do you usually adapt? How do you do those adaptations?).

Their answers divided them into three groups. Group one are those teachers who have 1 and 2 years of experiences, group two are those who have 3 to 6 years of experiences, and group three are those who have more than 6 years of experiences. Four of the teachers have 1 or 2 years of experiences, these four teachers do not adapt during their class or if they do, they just delete some parts because of time. If they cannot finish a part on time, they skip it or delete those exercises or a part of it. T15 said “I try to explain all the parts and all sections in the coursebook exactly the same as it is presented in the coursebook, but if I have time problem, then I will skip or delete some parts”. The second group is those teachers between 3 to 6 years of experience, who 8 teachers. They do almost all types of adaptation, they focus on important parts first and simplify if they need it, and then go to other parts, and they add some more examples or exercises whenever their students need it. As they explain during the interview, they do some modification just to let their students understand better. T19 said “ the order and context of the coursebook is not important, the most important things in teaching is the students, we have to adjust the lesson according to students need not according to the instructions in the coursebook”. Also, T11 said “I change the exercise according to my students’ response, if they could not understand I would simplify it for them, if it would be necessary even I change the orders”. The last group, who have more than 6 years of experiences, are 8 teachers. Their experiences are between 6 to 18 years. They do just two types of adaptation. The first one is reordering because they start with explaining grammar parts first, and then they start with the other parts. T12 said “the most important part in each lesson is grammar sections, I would prefer to start with grammar section and explain it for my students then the other parts”. As he continued “if the students do not understand grammar then how can they

understand the rest of the lesson”. In addition, they delete some parts because of lack of time, and as a part of their experiences they have learnt those parts are not important for their students, that is why they delete them. T17 “usually I delete the last part of each lesson, there are two reasons for deleting those parts. First, because of time. Second, through out of my experience I have learnt which parts are more important than others”.

Similarly, Pennington and Richards (1997) observed that these first-year teachers seemed to completely abandon or ignore many of the principles from their teacher-education program that were “regarded as central to second language teaching” (p. 186). Richards and Pennington (1998) concluded that among other reasons, the context may have played an influential role in the teachers’ preferences for “familiar routines and practices” (p. 187) rather than trying new approaches they had learned in the teacher education program.

5.2 Conclusions

This research by utilizing some specific attempts to discover possible weak points of *Sunrise* (levels of 7, 8, and 9), and whether teachers do any adaptation during their classes. If they do, what kind of adaptations do they do and how? It seeks to know whether teachers do it in correct and authentic ways. This study is based on four research questions.

The results show that *Sunrise* is appropriate for (levels 7, 8, and 9), and the teachers are happy with using this coursebook. Also, the results show that teachers’ perceptions for each essential element are positive. Regarding the adaptation results show that all

the teachers do adaptation but in different degree, some of them just carry out one or two types of adaptation just because of the limited time they have in their class but some other experienced teachers do almost all kinds of adaptations. In addition, the results show that teachers who have less than two years of experience do not do adaptation, but if they do, they just delete some parts because of time. And teachers who have 3 to 6 years of experience focus on important parts first and simplify if it is needed it then go to other parts, and they add some more examples or exercises whenever their students need it. However, teachers who have more than 6 years of experience do just two types of adaptation. The first one is reordering because they start with explaining grammar parts first, then they start with other parts. Also, they delete some parts because of time and as a part of their experiences they have learnt those parts are not important for their students.

5.3 Possible Implications

The outcome of this study provides useful feedback to teachers who use *Sunrise* and helps them to know more about the strengths and weaknesses of *Sunrise*. It helps them to see which element of *Sunrise* is better than others and which requires their improvement. The outcome of this study also helps Ministry of Education in KRI to improve *Sunrise* coursebook. Furthermore, it helps the teachers to find out better ways of adapting and lets them know how other teachers adapt, especially for new teachers.

5.4 Limitations of the Study

Just three levels in basic school have been chosen for this study because it takes a long time to finish if all the levels are chosen, and for this study there was a limited time. Also, teachers from Sulaymaniyah Governorate were chosen for this study because it is the biggest Governorate in Kurdistan according to its population. The present

economic and political problem in KRI is one of the obstacles that affected this research. Because of this problem, students and supervisors do not attend their classes regularly which makes the data collection vary.

5.5 Suggestion for Further Study

This research has some suggestions for those researchers who want to work on this field in future. First, try to collect data from different sources not just from teachers, for example, from students and supervisors, even from Ministry of Education. In addition, working on other levels would be important for future studies, just three levels out of twelve have been chosen for this study. Collecting data from observation would be important for future studies because the researcher will observe by himself/herself how this coursebook is taught.

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APPENDICES

Appendix A: Teacher's Questionnaire

Teachers' Questionnaire

A. Background information

Gender: Female Male

Age:

Years of experience:

Levels you have taught or you are teaching: 7 8 9

Degree: Masters Bachelors Diplomas Other _____

Where did you get your degree: _____

B. Questionnaire

Please rate the following items related to different features of the textbook.

Please choose **one** of the choices for each item (put X or √).

1: Strongly Disagree 2: Disagree 3: Not sure 4: Agree 5: Strongly Agree

No.	Items	1	2	3	4	5
	<i>A. Practical Considerations</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1	The price of the textbook is reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The textbook is easily accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The textbook is a recent publication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	A teacher's guide, workbook, and audio-tapes accompany the textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The author's views on language and methodology are comparable to mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>B. Layout and Design</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7	The layout and design is appropriate and clear.					
8	The textbook is organized effectively.					
9	An adequate vocabulary list or glossary is included.					
10	Adequate review sections and exercises are included.					
11	An adequate set of evaluation quizzes or testing suggestions is included.					
12	The teacher's book contains guidance about how the textbook can be used to the utmost advantage.					
13	The materials objectives are apparent to both the teacher and student.					
	<i>C. Activities</i>					
14	The textbook Provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks That focus on both fluent and accurate production).					
15	The activities encourage sufficient communicative and meaningful practice					
16	The activities incorporate individual, pair and group work.					
17	The grammar points and vocabulary items are introduced in motivating and realistic contexts					
18	The activities promote creative, original and independent responses.					
19	The tasks are conducive to the internalization of newly introduced language.					

20	The textbook's activities can be modified or supplemented easily					
	<i>D. Skills</i>	■	■	■	■	■
21	The materials include and focus on the skills that I/my students need to practice					
22	The materials provide an appropriate balance of the four language skills					
23	The textbook pays attention to sub-skills - in. listening for gist, note-taking, skimming for information, etc.					
24	The textbook highlights and practices natural Pronunciation (i.e.- stress and intonation).					
25	The practice of individual skills is integrated into the practice of other skills.					
	<i>E. Language Type</i>	■	■	■	■	■
26	The language used in the textbook is authentic - i.e. like real-life English.					
27	The language used is at the right level for my (students') current English ability.					
28	The progression of grammar points and vocabulary items is appropriate.					
29	The grammar points are presented with brief and easy examples and explanations.					
30	The language functions exemplify English that I/my students will be likely to use.					
31	The language represents a diverse range of registers and accents.					

<i>F. Subject and Content</i>							
32	The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).						
33	The subject and content of the textbook is generally realistic.						
34	The subject and content of the textbook is interesting, challenging and motivating.						
35	There is sufficient variety in the subject and content of the textbook.						
36	The materials are not culturally biased and they do not portray any negative stereotypes.						
<i>G. Conclusion</i>							
37	The textbook is appropriate for the language-learning aims of my institution.						
38	The textbook is suitable for small-medium, homogeneous, co-ed.						
39	The textbook raises my (students') interest in further English language study.						
40	I would choose to study/teach this textbook again.						

This questionnaire is designed by (Litz 2005)

Thank you so much for your participation

Appendix B: Teacher's Semi-Structured Interview

Semi-structured Interview

Background information

Gender: Female Male

Age:

Years of experience:

Levels you have taught or you are teaching: 7 8 9

Degree: Masters Where _____ Bachelors Where _____

Diplomas Where _____ Other _____

I. Overall evaluation

1. What do you think about *Sunrise* course book?
2. What problems do you have when you use this textbook?
3. Does it encourage your students to study English more? Does it suit the learning and teaching context in your school?
4. To what extent does it help you fulfill your duty and save time to prepare lessons?

II. Organization and structure

1. Are the organization of each lesson and the linkage among lessons good to help you introduce the lesson to your students and get them to review language knowledge easily?
2. Is there any suggestions for improvements of its organization and linkage?

III. Activities

1. What do you think about activities and tasks in the textbook? Is there a diversity of activities and tasks? Are they closely related to real life? Do they tend to develop all language skills? How about the instructions? Are they clear enough for learners to understand?
2. Do you think anything needs to be improved?

IV. Vocabulary and Grammar

1. What do you think about vocabulary and grammar introduced in the textbook? Are they suitable and familiar to learners?
2. Do you think anything needs to be improved?

V. Language level

1. what do you think about language introduced in the textbook? Is it suitable at this level? Is it authentic and close to real life?
2. Do you think anything needs to be improved?

VI. Supporting resources

1. What do you think about the supporting materials? Do you think they adequately support the teacher in the preparation, instruction and evaluation processes? Why?
2. Does the teacher's book help the teachers in preparing the lesson planning?
3. Do you think anything needs to be improved?

VII. Practical considerations, physical appearance and content pages

1. What are your opinions about the physical appearance of the textbook? This includes the attractiveness of the cover sheets, size, paper quality, and artwork.
2. Are the topics interesting and suitable for your pupils?
3. Do you think anything needs to be improved?

VIII. Adaptation

- 1- Do you do any adaptation in your classes? What do you usually adapt? How do you do those adaptations?

Appendix C: Teacher's Consent Form for Questionnaire

Consent form for questionnaire

Research Title: Teachers' Perspective towards Evaluation and Adaptation of *Sunrise* coursebook at Sulaymaniyah Governorate in Iraqi Kurdistan

Researcher: Kochar Ali Saeed, Foreign Language Education Department, Eastern Mediterranean University

Instructions:

I am a master's student in Eastern Mediterranean University, I am conducting a study on evaluation and adaptation of *Sunrise coursebook (levels 7, 8, and 9)*.

You are kindly invited to participate in this research, by completing attached questions. The questions are composed of two sections: background information and forty Likert scale items. It will take around 20 minutes to complete.

Dear participants,

This questionnaire is designed to collect your opinions about *Sunrise coursebook (levels 7, 8, and 9)*. The textbook will be evaluated in terms of its physical appearance, content and impacts on users.

It is absolutely essential that you express your views realistically. Participating in this questionnaire is voluntary and you have the right to withdraw at any stage in this study without giving any reason. The data collected from you will be very valuable in recognizing the strengths and weaknesses of the textbook.

Signature:

Date :

If you have any queries or wish to know more, please feel free to contact me or my Supervisor:

Researcher

Kochar Ali Saeed
Kochar.ku@gmail.com
00905338425949

Supervisor

Assist. Prof. Dr. İlkay Gilanlioglu
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00905428633434

Appendix D: Teacher's Consent Form for Interview

Consent form for interview

Research Title: Teachers' Perspective towards Evaluation and Adaptation of *Suwwise* coursebook at Sulaymaniyah Governorate in Iraqi Kurdistan

Researcher: Kochar Ali Saeed, Foreign Language Education Department, *Eastern Mediterranean University*

Instructions:

I am a master's student, I am conducting a study on evaluation and adaptation of *Suwwise* coursebook (levels 7, 8, and 9).

Dear participants,

This interview is designed to collect your opinions about *Suwwise* coursebook (levels 7, 8, and 9). The textbook will be evaluated in terms of its physical appearance, content and impacts on users.

It is absolutely essential that you express your views realistically. Participation in this interview is voluntary and you have the right to withdraw at any stage in this study without giving any reason. Your interview will be audio-recorded. The data collected from you will be very valuable in recognizing the strengths and weaknesses of the textbook.

Your identity and individual responses in this interview will be kept strictly confidential and will be used for purposes of the study only.

Signature:

Date:

If you have any queries or wish to know more, please feel free to contact me or my Supervisor:

Researcher

Kochar Ali Saeed
Kochar.ku@gmail.com
00905338425949

Supervisor

Assist. Prof. Dr. İlkey Gilanlioğlu
ilkay.gilanlioğlu@emu.edu.tr
00905428633434

Appendix E: Detailed Results for the Questionnaire

Item	SD	D	N	A	SA	M	St
1-The price of the textbook is reasonable	7.1	8.6	27.1	45.7	11.4	3.4571	1.04515
2-The textbook is easily accessible.	2.9	11.4	11.4	62.9	11.4	3.6857	.92537
3-The textbook is a recent publication.	1.4	12.9	28.6	42.9	14.3	3.5571	.94233
4-A teacher's guide, workbook, and audio-tapes accompany the textbook.	7.1	5.7	12.9	34.3	40	3.9429	1.19037
5-The author's views on language and methodology are comparable to mine.	7.1	11.4	31.4	42.9	7.1	3.3143	1.01500
6-The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	1.4	14.3	17.1	48.6	18.6	3.6857	.98603
7-The layout and design is appropriate and clear.	2.9	11.4	12.9	44.3	28.6	3.8429	1.05824
8-The textbook is organized effectively.	5.7	17.1	11.4	48.6	17.1	3.5429	1.13809
9-An adequate vocabulary list or glossary is included.	5.7	7.1	17.1	48.6	21.4	3.7286	1.06215
10Adequate review sections and exercises are included.	8.6	11.4	4.3	55.7	20	3.6714	1.17611
11-An adequate set of evaluation quizzes or testing suggestions is included.	11.4	14.3	30	37.1	7.1	3.1429	1.12012
12-The teacher's book contains guidance about how the textbook can be	7.1	5.7	7.1	51.4	28.6	3.8857	1.11046

used to the utmost advantage.							
13-The materials objectives are apparent to both the teacher and student.	4.3	20	24.3	42.9	8.6	3.3143	1.02918
14-The textbook Provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks That focus on both fluent and accurate production).	8.6	15.7	35.7	32.9	7.1	3.1429	1.05344
15-The activities encourage sufficient communicative and meaningful practice.	5.7	21.4	15.7	47.1	10	3.3429	1.10185
16-The activities incorporate individual, pair and group work.	7.1	15.7	20	41.4	15.7	3.4286	1.14931
17-The grammar points and vocabulary items are introduced in motivating and realistic contexts.	4.3	14.3	8.6	58.6	14.3	3.6429	1.03610
18-The activities promote creative, original and independent responses.	2.9	15.7	27.1	51.4	2.9	3.3571	.88524
19-The tasks are conducive to the internalization of newly introduced language.	0	10	34.3	48.6	7.1	3.5286	.77500
20-The textbook's activities can be modified or supplemented easily.	4.3	11.4	32.9	45.7	5.7	3.3714	.91954
21-The materials include and focus on the skills that I/my students need to practice.	5.7	14.3	17.1	50	12.9	3.5000	1.07339

22-The materials provide an appropriate balance of the four language skills.	4.3	20	18.6	41.4	15.7	3.4429	1.11167
23-The textbook pays attention to sub-skills - in. listening for gist, note-taking, skimming for information, etc.	7.1	15.7	28.6	44.3	4.3	3.2286	1.00968
24-The textbook highlights and practices natural Pronunciation (i.e.- stress and intonation).	2.9	15.7	27.1	42.9	11.4	3.4429	.98739
25-The practice of individual skills is integrated into the practice of other skills.	5.7	12.9	32.9	45.7	2.9	3.2714	.93128
26-The language used in the textbook is authentic - i.e. like real-life English.	14.3	5.7	10	52.9	17.1	3.5286	1.25942
27-The language used is at the right level for my (students') current English ability.	12.9	14.3	18.6	45.7	8.6	3.2286	1.19384
28-The progression of grammar points and vocabulary items is appropriate.	4.3	14.3	24.3	50	7.1	3.4143	.97048
29-The grammar points are presented with brief and easy examples and explanations.	7.1	5.7	17.1	54.3	15.7	3.6571	1.04792
30-The language functions exemplify English that I/my students will be likely to use.	12.9	10	20	44.3	12.9	3.3429	1.21447
31-The language represents a diverse range of registers and accents.	10	20	37.1	31.4	1.4	2.9429	.99106

32-The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).	2.9	20	25.7	44.3	7.1	3.3286	.97388
33-The subject and content of the textbook is generally realistic.	5.7	11.4	25.7	45.7	11.4	3.4571	1.03119
34-The subject and content of the textbook is interesting, challenging and motivating.	4.3	17.1	11.4	60	7.1	3.4857	1.00351
35-There is sufficient variety in the subject and content of the textbook.	5.7	8.6	22.9	60	2.9	3.4571	.91185
36-The materials are not culturally biased and they do not portray any negative stereotypes.	5.7	20	28.6	41.4	4.3	3.1857	.99699
37-The textbook is appropriate for the language-learning aims of my institution.	2.9	17.1	24.3	51.4	4.3	3.3714	.91954
38-The textbook is suitable for small-medium, homogeneous, co-ed.	11.4	21.4	28.6	30	8.6	3.0286	1.15434
39-The textbook raises my (students') interest in further English language study.	7.1	18.6	21.4	40	12.9	3.3286	1.13854
40-I would choose to study/teach this textbook again.	11.4	11.4	18.6	45.7	12.9	3.3714	1.19384

SD: Strongly disagree, D: Disagree, N: Not sure, A: Agree, SA: Strongly agree,
T: Total, M: Means, St: Standard deviation.

Appendix F: Sample Answer for Interview

Semi-structured Interview

Background information

Gender: Female Male

Age: 28 Years of experience: 3

Levels you have taught or you are teaching: 7 8 9

Degree: Masters Where _____ Bachelors Where: College of
Basic Education

Diplomas Where _____ Other _____

I. Overall evaluation

- 1- I think generally *Sunrise* is a very good course book because it covers all four skills and there are enough exercises for most of the unit, but there are some minor problems with the book which the teacher should be aware of them and make them suitable for their classes. Moreover, because there is a teacher guide with the course book, it helps the teachers a lot to know what to do in the lesson. Finally, the activity book helps the students to done the exercises and repeat what they have studied in the class.
- 2- The main problem for me was the time of the lessons which mostly about 35-40 minutes which is not enough for what the lessons in the book and what is mentioned in the teacher's book to be taught. Most of the times I couldn't finish what I prepared for the lesson. Another problem is that

there are some speaking and listening activities to be done in the class, but if the students haven't prepared in their previous levels it will be difficult for the teacher to teach them these two skills.

- 3- I think to some extent there are some exercises which students like them such as games or encourage the students to talk about their daily life or some teachers ask the students to write about themselves which is a good encouragement for the students to express themselves by writing and talking. Moreover, I think the course book is suit the context because most of the characteristics in the book are Kurdish and the conversation mostly about talking about subjects which are familiar with the students, and there are some reading about Kurdish people and places.
- 4- In the teacher's there a enough guidance to the teachers to prepare a good lesson, even if the teacher is new and never taught before, by using the teacher's guideline, they can start teaching. Furthermore, each lesson has its own lesson plan in the book and the lesson plan illustrate the plan step by step, what the teacher has to do from the first minutes till the end of the lesson and what might be needed for the lesson.

II. Organization and structure

- 1- In some unit there are good linkages and from the first lesson of the new unit, there is review if the previous units and let the students to remind what they have studied before and the teacher can make a link between the new lesson and the previous ones. However, in some units there are no linkage between the new unit and the unit before, therefore the teachers should be aware and make a link by themselves.

- 2- -I think there are enough linkage except some unit which can be solved by teachers' awareness, the teachers themselves can make that connection and linkage between the units that lack of enough information about the previous units.

III. Activities

- 1- Generally speaking, they are good and they are relating to the units and lessons, and they are also mostly relating to the students' real life. However, the teachers should help the students to find the right way to get benefit from the activities to their daily real life. Moreover, almost all of the activities and exercises are about improving the four language skills and if the teacher helps the students and the students by themselves try to manage what the teacher ask them. The instructions are clear enough which the students can understand them and they can work on the activities by themselves without teacher's help.
- 2- I think there are enough exercises in the text book, however the students' needs might be different from each other and the exercises from the book might not match their needs, so that, the teacher can adapt activities and tasks according to the students' need.

IV. Vocabulary and Grammar

- 1- I think the method which the teachers have to use is communicative approach and the grammar should be taught inductively and there is no grammatical rule in book, the students should learn grammar through reading the passages and exercises which is good thing. Moreover, there aren't vocabulary lists such the traditional textbooks, the students learn the vocabulary words from the exercises and reading in the book and then they

practice them to learn better, the teacher explain the vocabulary word through defining them or giving synonyms to the students.

- 2- I think generally there are enough vocabulary and grammar about the units and lessons which they can fulfill the needs of the students, but it depends on the teacher, if the teacher think that the vocabulary and grammar do not match the students' need, they can improve them by adapting what they want and like to learn.

V. Language level

- 1- I think if the students prepared well for this level of language in the previous classes, from the 1st class till 6th class, the language is very good and good enough for the students' level to learn a language for their next classes, and they if the students try to learn it, they can use it outside classroom, because the language of the textbook can be a start point to start their language learning, mostly the language is what they will need in their real life.
- 2- I think according to the textbook there is nothing to be improved, the improvement should be started from teachers and the teaching environment, for example, training the teachers and changing the lesson periods so as to the teacher can teach what they planned to.

VI. Supporting resources

- 1- There are enough materials to be used in the classes, such as posters, postcards and CDs, these materials help the teachers to explain the lesson more and there are instructions in the teacher's book about using them and how to be shown.
- 2- There are lesson plans about each lesson, the teacher can get benefit from

those plans, and even if the teacher is new in teaching, by using those lesson plans can manage the class and they can know what to do, every step is explained well.

- 3- I think there should be some improvements in the materials that the teachers have to use them inside their classrooms which can be done by the Ministry of Education and the stakeholders.

VII. Practical considerations, physical appearance and content pages

- 1- I think the student's book is attractive and very good in the cover of the book which has a colorful cover with nice pictures, the quality of the papers is very good, the book is full of colorful pictures and good fonts which can help the student to like the book. However, the size of the book is a little bit big and it's heavy for the students because they have to carry other subjects' books with them.
- 2- Most of the topics are familiar to the students and they heard before and they are talking about students' real life. However, there are some topics which they are new for the students and they might have never heard before but they are interesting and they can be interesting for them while they study them and practice the exercises.
- 3- I think it is better the topics to be familiar with the students and all the topics relate to the students' real life so as to learn better and if they know the subject in their native language, it will be easier to understand the English lessons easier.

VIII. Adaptation

- 1- Most of the times I do adaptation in my classes mostly by deleting exercises or a part of the exercise in the lessons, because of lack time, whenever I couldn't finish what I planned to teach in the limited time, I do adaptation, I show the students how to done the exercises and skip the rest for them to do them at home. Moreover, sometimes I add to the lessons in the book, because I think it is not enough for the students and they need more so as to learn, because if this reason, I search from internet or books and bring what related to the students' needs in a lesson. Generally, I adapt what my students don't know or if they don't understand a subject.

Appendix G: Signed Consent Form for Questionnaire

Consent form for questionnaire

Research Title: Teachers' Perspective towards Evaluation and Adaptation of *Sunrise* coursebook at Sulaymaniyah Governorate in Iraqi Kurdistan

Researcher: Kochar Ali Saeed, Foreign Language Education Department, Eastern Mediterranean University

Instructions:

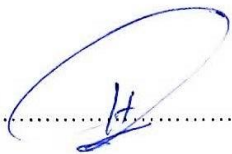
I am a master's student in Eastern Mediterranean University, I am conducting a study on evaluation and adaptation of *Sunrise coursebook (levels 7, 8, and 9)*.

You are kindly invited to participate in this research, by completing attached questions. The questions are composed of two sections: background information and forty Likert scale items. It will take around 20 minutes to complete.

Dear participants,

This questionnaire is designed to collect your opinions about *Sunrise coursebook (levels 7, 8, and 9)*. The textbook will be evaluated in terms of its physical appearance, content and impacts on users.

It is absolutely essential that you express your views realistically. Participating in this questionnaire is voluntary and you have the right to withdraw at any stage in this study without giving any reason. The data collected from you will be very valuable in recognizing the strengths and weaknesses of the textbook.

Signature: 

Date : 20.12.2017

If you have any queries or wish to know more, please feel free to contact me or my Supervisor:

Researcher

Kochar Ali Saeed
Kochar.ku@gmail.com
00905338425949

Supervisor

Assist. Prof. Dr. İlkay Gilanlioğlu
ilkay.gilanlioglu@emu.edu.tr
00905428633434

Appendix H: Signed Consent Form for Interview

Consent form for interview

Research Title: Teachers' Perspective towards Evaluation and Adaptation of *Sunrise* coursebook at Sulaymaniyah Governorate in Iraqi Kurdistan

Researcher: Kochar Ali Saeed, Foreign Language Education Department, *Eastern Mediterranean University*

Instructions:

I am a master's student, I am conducting a study on evaluation and adaptation of *Sunrise* coursebook (levels 7, 8, and 9).

Dear participants,

This interview is designed to collect your opinions about *Sunrise* coursebook (levels 7, 8, and 9). The textbook will be evaluated in terms of its physical appearance, content and impacts on users.

It is absolutely essential that you express your views realistically. Participation in this interview is voluntary and you have the right to withdraw at any stage in this study without giving any reason. Your interview will be audio-recorded. The data collected from you will be very valuable in recognizing the strengths and weaknesses of the textbook.

Your identity and individual responses in this interview will be kept strictly confidential and will be used for purposes of the study only.

Signature: 

Date: 25-12-2017

If you have any queries or wish to know more, please feel free to contact me or my Supervisor:

Researcher

Kochar Ali Saeed
Kochar.ku@gmail.com
00905338425949

Supervisor

Assist. Prof. Dr. İlkay Gilanlioğlu
ilkay.gilanlioglu@emu.edu.tr
00905428633434

Appendix I: Permission from David Litz



David Litz

Emirates College for Advanced Education

PO Box 126662

Tel: 971-2-509-9879

Email: dlitz@ecae.ac.ae

December 15, 2016

Kochar Saeed

kochar.ku@gmail.com

Dear Kochar,

I am writing to inform you and your research committee that you have my permission to use my textbook evaluation questionnaire for your study. I also wish you the best of luck with all of your research endeavors.

Warm regards,


David Litz

Appendix J: Permission from General Directorate of Sulaimani

Education

Kurdistan Region-Iraq Council of Ministers Ministry of Education General Directorate of Sulaimani Education Directorate of Programs	<i>Official Kurdistan Region Government logo</i>	
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No.: 18932

Date: 20-Nov-2016

To/ The Directorate of (West – East – Sharbazher – Dukan – Ranya – Pishdar – Qaradakh – Sharazoor – Said Sadiq – Penjwen – Darbandikhan – Chamchamal) Educations

Subject/ Permission

Permit (Kochar Saeed) the MA student of the title (Teachers' perception toward Evaluation and Adaptation of sunrise coursebook at Sulaymaniyah Governorate in Iraqi Kurdistan) at (EMU) in order to conduct survey for his research with teachers of the grades (7,8,9)

With Regards

[legitimate signature]

Parwin Amin Ahmad

Deputy General Manager

Sworn
trans
Kawo A. Aze


A copy to:

- The Directorate of Programs

- Archive

Ako Abdulmajid Saeed/manager of the programs

E-mail: sul.programakan@yahoo.com

Tel: (053) 319 3841

Appendix K: Permission from Ethical committee in EMU

	Doğu Akdeniz Üniversitesi "Uluslararası Kariyer İçin"	Eastern Mediterranean University "For Your International Career"	P.K. - 99628 Gazimagusa, KÜZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr
Etik Kurulu / Ethics Committee			
Reference No: ETK00-2017-0015			
19.01.2017			
RE: Kochar Saeed (15500142) Department of English Language Teaching			
To Whom It May Concern,			
As part of the 2016-2017 Fall Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Mr. Kochar Saeed (15500142), from the Department of English Language Teaching Master Program, to pursue with his survey entitled <i>Teachers' Perceptions Towards Evaluation and Adaptation of Sunrise Coursebook at Sulaymaniyah Governorate in Iraqi Kurdistan</i> . This decision has been taken by the majority of votes. (Meeting number 2017/38-17)			
Regards,			
			
Assoc. Prof. Dr. Şükrü Tüzmen Director of Ethics Committee			
ŞT/sky.			
www.emu.edu.tr			