

EVALUATING THE EFFECTIVENESS OF EFL COURSEBOOKS AT KURDISTAN UNIVERSITIES

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ABSTRACT

The study aims to undertake a post-use evaluation on the internal content of four speaking course books used at first and second-level faculty of Basic Education in Salaheddin and Suleimani universities in Iraqi Kurdistan. Also, it attempts to determine the advantages and disadvantages of the speaking materials and to show how effective it is in enabling students to develop their English level. Regarding the sample of the study, four coursebooks in the form of quantitative data were gathered. For data collection, the study has used a materials evaluation checklist. The framework of the checklist is developed for EFL speaking materials evaluation, designed by the researcher after an intensive literature review and from the theories of (Litz, (2005); Cunningsworth, (1995); Tomlinson, (2003) William, (1983),) related to the criteria of the right textbook and learning materials selection. These checklists allow an evaluator with a number of assessing patterns of successful learning and teaching materials in order to make a decision on whether a material is appropriate for a group of learners or not. The quantitative data were analyzed through SPSS Version 26 and JMP-Pro. The findings of the study show that there are some advantages and disadvantages. The basic conclusion drawn was that internal evaluation of the content of speaking significantly influences the process of teaching and learning communication skills, various features of this local context must be considered.

KEYWORDS: Checklist, Coursebook, Evaluating, EFL Materials, Speaking Skills

1. INTRODUCTION

Tomlinson, (1998) believes that anything that is applied to promote language proficiency will be considered materials. Furthermore, course books, textbooks, Discs, cards, and Audio are only some examples. Coursebooks are one of the most important learning materials for students since they give them access to more knowledge and information. Furthermore, learners may access practically all of the materials specified in a course curriculum. As a result, it makes learning more accessible and productive. Additionally, teachers select coursebooks that effectively align with the course syllabus so that learners may establish their studies and their information according to the coursebook. (Cunningsworth,1995.)

Considering the several sorts of resources, Tomlinson (2003) classifies them into four types: 'instructional,' 'experimental,' 'elicitation,' and 'explanatory.' It has been stated that the most of

resources utilized currently are 'instructional resources' such as books, which are items that teach information about a language (Harmer, 2007). Furthermore, Tomlinson (2012) provided samples of experimental resources that offer students the skill of utilizing language, elicitation materials that encourage students to use the language, and explanatory materials that assist learners in discovering the language themselves. It is important to note that the above-mentioned sorts of materials are necessary to first suit the demands of students and then to aid in learning the language.

Picking an appropriate coursebook is crucial for a language classroom because it is usually the main teaching resource. Although teachers can modify the coursebook, or use it exactly as is it still serves as a guide throughout the session. Teachers, students, materials, and evaluation are four essential interrelated aspects of the learning and teaching process. Nowadays, materials play a significant role in English language classrooms.

Regarding the materials, some important aspects should be focused like the selection, development, design, and evaluation of materials. Therefore, evaluating EFL materials is an important issue in the effectiveness of the process of teaching and learning and one of the roles of teachers is to be able to evaluate EFL materials (Tomlinson, 2012).

Statement of the Problems

Students' knowledge of communicative skills is still not up to the expectations, as seen by their struggles in examinations, tests, and job interviews. This difficulty arises because students are still afraid to speak in English; they are still uncertain about their abilities and are scared to try; and they are mostly ashamed to speak throughout the teaching and learning process. Furthermore, because English is not used in daily life, it is difficult for them to improve their speaking skills. There are various factors that have an effect on these issues, selecting the right coursebook for students and teachers' lack of knowledge about evaluating materials are factors that can impact these issues. The choice of a suitable coursebook is important, and teachers need to be equipped with the necessary skills to assess and evaluate the materials effectively. However, the materials should match the student's needs and learning objectives when studying English. Knowing those issues, teachers should select, modify, and develop a coursebook that is appropriate for their learners in the classroom since they require strong teaching material for communicating in order to be prepared to enter the workforce.

The study attempts to answer the following questions:

1. To what extent the learning coursebooks are used in first- and second-year English departments in Kurdistan Universities help learners to improve their language skills?
2. What are the advantages and disadvantages of the speaking coursebooks?

One of the instruments used to collect data for this study is the (Evaluation Checklist). The checklist is essentially a list of items that are "referred to for comparison, identification, or verification" (Collins English Dictionary, 1992).

The evaluation of English coursebooks in language programs is a challenging procedure. For coursebook assessment, several tools have been used, including a questionnaire, checklist, pro forma, and so on. Cunningsworth (1984) uses a

checklist that includes multiple-choice items, No/Yes questions, and open-ended questions. Cunningsworth (1995) then employs solely yes/no questions in his checklist. Sheldon's (1988) checklist depends on facts information and evaluation criteria. McGrath (2002) employs both open and closed statements, but Rudby (2003) uses questions under the title of generic criterion. The evaluation instrument can be created and modified by the assessor depending on the aim, form of assessment, and other relevant aspects. As a result, any innovation in assessment instruments that is properly justified is permitted, as long as the instruments are utilized to determine what they are supposed to identify.

In terms of the importance of evaluation, Vasiljevic (2011) argues that evaluating learning materials is important since it evaluates their impact on the students who use them. Also, it enables the lecturer, administration, and material developers to identify the learning materials' advantages and limitations. As a result, material evaluation may be said to aid in the development of materials. Materials assessments, according to Richards & Renandya (2002) and Tomlinson (2003), are particularly useful techniques for determining the benefits and shortcomings of learning materials. They recommend assessing materials based on a set of principles. These criteria not only assist the evaluator in making a decision but also explain how the evaluation was completed.

Significance of the Study

This study is important for curriculum designers and developers because it helps identify the strengths and weaknesses of the coursebook being analyzed. It provides valuable insights to determine if the coursebook is suitable for the intended courses and whether it should continue to be used in the future. Furthermore, it provides a valuable starting point for researchers to evaluate other series used in the course and different aspects of the present materials.

2. THEORETICAL BACKGROUND AND RELATED STUDIES

2.1 Theoretical Background

2.1.1 Definition of Key Terms

To ensure a better grasp of the topic, it's crucial to provide precise definitions of the main terms.

the term, “coursebook”, “textbook”, or “materials” to use its interchangeable British synonym, has been defined as a book specifically designed to teach a particular subject and is commonly used in educational institutions such as universities and colleges. It serves as a comprehensive resource for students, providing them with structured content and learning materials to support their studies (The Oxford Advanced Learner’s Dictionary, 2000). Tomlinson defines a coursebook as fundamental materials for learning a language course. It is intended to contain as much information as possible in one book and could be the only one that students must use throughout a course (Tomlinson, 2011). For the purposes of this investigation, the term coursebook has been used and viewed as material that offers courses about a university subject and is utilized by both instructors and learners during the semester. It means that coursebook evaluation aims to provide an objective assessment of teaching materials by using a structured framework, like checklists, to answer specific closed questions. This approach helps in obtaining objective feedback on the effectiveness and suitability of the materials.

Evaluation is the process of gathering, investigating, and interpreting data about the teaching and process of learning in order to make decisions that develop learners' achievement and lead to the success of the educational process or programs of instruction in general through using scientific procedures (Tomlinson 1998).

Coursebook evaluation involves questioning the content, objectives, and tasks of the materials to understand what they include, what their goals are, and what activities they require learners to engage in. This helps in assessing the overall quality and relevance of the materials for effective teaching and learning (Tomlinson, 2003, 2008).

Evaluation is a method or system for determining the possible value(s) of materials for students about their goals. In other words, materials assessment is a fundamental procedure for delivering important information about targeted materials so that they can be chosen and/or developed reliably and effectively (Tomlinson, 2003).

A checklist is a popular tool for systematically analyzing and evaluating a coursebook effectively and practical way. According to Mukundan,

Hajimohammadi, and Nimehchisalem (2011a), a checklist allows for a more advanced evaluation of the coursebook by using a set of criteria that can be applied universally, they can be either qualitative or quantitative, depending on the nature of the evaluation. When a checklist is designed with quantitative scales, it can provide an objective evaluation of a coursebook. On the other hand, qualitative checklists gather subjective information by asking open-ended questions about the quality of the coursebook (Richards, 2001).

2.1.2 The Role of Coursebooks in Language Teaching and Learning

According to Tomlinson (2011), resources and coursebooks are the instruments that teachers or students practice to facilitate language learning. Hutchinson and Torres (1994, p. 315) argued that “no teaching-learning circumstances, it appears, is complete until it has its relevant textbook.” Coursebooks, according to Sheldon (1988, p. 237), “represent the visible heart of any ELT program.” “Materials” is a popular phrase used to represent physical teaching and learning aids utilized by teachers and learners in educational programs, they can be used to help students learn a foreign language, whether print, non-print, digital, course books, films, assessed readers, handouts, puzzles, and internet sites or any combination. They “can take the form of a coursebook, a guidebook, a tape, a Disc, a YouTube clip, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything that gives or tells about the language being learned” (Tomlinson, 2011) and are used in the classroom to enable the teaching and learning process (Michel, 2018, Tomlinson, 2012, 2011).

As a functional description of teaching resources, it is preferable to limit them to the real things that the instructor does efficiently and effectively in the teaching space. Some instructors will utilize only one form of material, while others will use as many as possible. The most essential factor in both circumstances is not the scope of the description for the instruction resources, but relatively how the resources are used in the class. (Kashoob,2018).

ELT materials serve as the foundation for English language education (Tomlinson & Masuhara, 2017). In many language programs, they serve as the de facto curriculum, defining what to teach, when to teach it, and even the

thickness and tempo of instruction. As a result, they provide a common platform for both teachers and learners in an institution, and in addition to deciding the content, they also determine what and how to teach and test. They govern not just the content of language instruction, but also how it is implemented and realized. Each ELT material is founded on a language teaching philosophy (approach) that governs how its ideas are realized in practical usage through resources. In other words, ELT materials are more than just information; they impose a teaching technique on both teachers and students. When they are implemented, a language teaching approach is also adopted. The effectiveness of a language education program is determined by its alignment with the overall purpose of the language program (Harwood, 2010). Likewise, they are extremely beneficial to new instructors. If they are founded on strong techniques, they are more likely to lead and scaffold teachers to become more effective educators (Isik, 2018).

Learning materials play an important role in supplying essential input in an ESL teaching-learning environment. Ampa et al. (2013) emphasize the importance of learning resources, stating that they are typically the most concrete aspect of the teaching process. They also show the quality of linguistic input and practice in the classroom. The activities given in the classroom, whether for communicative engagement or language practice, are primarily driven by learning materials

Different materials are regarded and used for the promotion and facilitation of English learning; yet, they serve distinct goals. Language learning resources, according to Riazi and Mosalanejad (2010), not only promote language acquisition but also have a significant influence on the other aspects of the instructional situation. These, for example, can adjust the situation's aims or increase or reduce the students' motivation level. According to Tomlinson (2003), another aspect of the influence of learning materials is that they give consistency, systematicity, coherence, continuance, and advancement. According to Ampa et al. (2013), learning materials also act as contextual resources, assisting students in establishing a relationship between the content and the context of life. Hence, learners get the ability to pick meaning in the learning process if it

occurs in appropriate circumstances and use their new information and abilities in relevant contexts. Nevertheless, textbook contents are not often contextual since they do not assist students in processing new information or knowledge in such a manner that it becomes relevant in their own frame of reference (Bajwa,2021).

2.1.3 Coursebook Evaluation

There are several definitions and debates of course-book evaluation by scholars, and each of them makes a different argument. Grant (1987) notes that before moving on to real-life settings, coursebooks provide students with the opportunity to learn and use the target language in a classroom context. Language learners will ultimately benefit from this since they will be able to assess their readiness for real life and determine whether they need additional practice to reach a level of satisfaction. Then, Richards and Rodgers (2001) argue that as course books give out the content and define the breadth of the syllabus, they constitute one of the essential building elements of the curriculum. In this approach, instructors and students may both agree on a system that they can utilize to accomplish their objectives.

Materials evaluation is a challenging concept. According to Allison (1999), it "seeks to identify the benefits, shortcomings, overall usefulness, and influence of a curriculum as it is realized in teaching and learning situations" (p.7). Moreover, Tomlinson (2003) describes it as "a technique involving the evaluation of the value, or potential value, of a group of materials." It includes making decisions concerning the effects of materials on the people who use them (p.15). It is clear that the materials assessment process direction on examining the impact of resources on their users in a specific learning context and making judgments about them.

The checklist approach, which employs a set of criteria for a systematic study of the materials, can be combined with various evaluation techniques in the ideal situation. This technique, according to Tomlinson (2011, p. 26), is more objective and takes less time to compare different materials. In this aspect, checklists offer the benefit of saving time.

1. It is methodical, ensuring that all aspects deemed significant are taken into account.

2. It is inexpensive, allowing for a large amount of data to be captured in a short period.

3. The data are organized in a way that makes it simple to compare various collections of information.

4. It is clear, and it provides a shared framework for decision-making if the categories are fully understood by all parties engaged in the evaluation (Tomlinson, 2011). While checklists are adaptable evaluation tools that allow evaluators to modify the criteria to their own needs, even the best-designed checklist has limitations.

2.1.4 Approaches and Tools for Coursebook Evaluation

For coursebook assessment, several tools have been used, including a questionnaire, checklist, pro forma, and so on. Cunningsworth (1984) uses a checklist that includes multiple-choice items, yes/no questions, and open-ended questions. Cunningsworth (1995) then employs solely yes/no questions in his checklist. Sheldon's (1988) checklist is based on factual information and evaluation criteria. McGrath (2002) employs both open and closed statements, but Rudby (2003) uses questions under the title of generic criterion. The evaluation tool can be created and modified by the assessor depending on the aim, form of assessment, and other relevant aspects. As a result, any innovation in assessment instruments that is properly justified is permitted, as long as the instruments are utilized to identify what they are intended to identify.

McDonough and Shaw (1993) propose a two-stage flexible paradigm for comprehensive coursebook review. A quick external evaluation contains criteria that provide a summary of the course-organizational book's structure, as clearly stated by the writer through the cover, introduction, and table of contents lines. Following this, an in-depth internal study of the course book is conducted, to evaluate how far the contents in question line up with what the publisher states as well as the objectives and goals of a certain teaching program (McDonough and Shaw 1993). Their 22-point structure, which is special in its coverage of criteria, is developed both for teachers looking to choose a course book, a predictive assessment and for teachers looking to determine the strengths and weaknesses in coursebooks already used in their working context, a retrospective assessment.

Their model differentiates the objective of the evaluation—whether it is to keep updated with

current advancements or to adopt/select materials for a certain course. Several authors have discussed the benefits and disadvantages of checklists. Checklists are not only methodical and complete; they are also cost and time-effective, and the results are simple to interpret, repeat, and compare. Pre-existing checklists, on the other hand, can grow out of date, and the criteria employed may not be transparent or based on assumptions agreed by everyone (McGrath, 2002).

2.1.5 Types of Coursebooks Evaluation

When the time comes to evaluate the coursebook, it takes time and effort to do it correctly and effectively. Hutchinson and Waters (1987) criticize the selection of books made by a teacher and assert that evaluating a coursebook is done to learn the positive and negative aspects of the book. Every book should be chosen with care, and teachers should be fully knowledgeable about it and aware of its contents before selecting it for a course.

coursebook evaluation can be done in a variety of ways and with a variety of materials. Some are more effective and simpler to use, while others require more experience and a longer time to complete. Materials assessment, according to Tomlinson (2003), is "a method that includes evaluating the value (or potential value) of several learning materials." It includes making decisions concerning the impact of materials on the people who use them." He recommends assessors adapt their assessment principles to the contextual setting of their examination to establish the most reliable and successful techniques. In this area of research, there are numerous sorts of material assessments. Different forms of evaluation exist based on variances in aims, assessors, methods, and time (Tomlinson, 2001).

Macro and Micro Evaluation

When compared to micro assessments, macro evaluations are more inclusive. To put it another way, macro evaluation encompasses a larger scope than micro evaluation. Aside from educational difficulties, it includes administrative issues. Materials, instructors, and student evaluations are all part of the curriculum. McGrath (2002) claims that the macro aspect comprises numerous phases, which he refers to as the method, and that the micro component appears inside each level. This microelement refers to the techniques used. As a

result, assessors can conduct the two assessments individually or simultaneously.

Pre-use, In-use, and Post-use Evaluation

McGrath (2002) uses a cyclical strategy to evaluate educational materials that include the three categories of assessment. Pre-use is cycle one, in-use is cycle two, and post-use is cycle three. According to him, pre-use evaluation is the most common because it takes the least amount of time and effort. The additional two are problematic since time is not accessible or has not been given to them. Tomlinson uses the same three kinds, but instead of in-use, he uses whilst-use (Tomlinson, 2003). Even if it is done against several criterion points, he believes that most pre-use evaluations are impressionistic. To evaluate materials in use, it is necessary to pay great attention to all of the details and tasks that take place in the class. However, it takes longer, the findings help in the production of materials, their enhancement, and the provision of appropriate supplemental texts and assignments. According to Tomlinson, post-use assessment of resources can answer concerns regarding many stakeholders in the educational foundation. It's important to ask students about what they've learned, what they can do now that they couldn't do before, how they can use the material in the future, and how the course has impacted their motivation and confidence.

Lastly, the administrators need to consider if the materials are useful for standardizing teaching at their institutions (Tomlinson, 2017). This can be a challenge in English Foundation Programs. As a result, A new evaluation model that takes both perspectives into account is necessary. The stages mentioned by McGrath and Tomlinson can be integrated into a simple and effective evaluation tool.

External and Internal Evaluation

Independent evaluation is a fast and broad examination of instructional resources. McDonough, Shaw, and Masuhara (2013) emphasize two aspects of external evaluation in their assessment method that encompasses both internal and external feedback: promotional copy, or the statements stated on the cover, as well as the preface and outline, which are the introduction and table of contents, respectively, are all crucial components of the book. This is followed by the second step, which is the formative assessment. The internal assessment involves a comprehensive

evaluation of the textbook contents. The inquiry involves the performance of abilities in the resources, as well as the scoring and ordering of the items. The next stage in this set of criteria is to assess the teaching materials for ease of use, transferability, modifiability, and adjustability. This approach appears to be related to Tomlinson and McGrath's before- and while-use assessment paradigm, which covers subjective and detailed assessments. This structure is also comprehensive; however, it is inconvenient for the English foundation programs' busy practitioners.

The Predictive Evaluation

Predictive assessment is a form of evaluation focused on the teaching resources utilized by the instructors. When a teacher wishes to select a coursebook, they need first determine whether or not it is accessible in their area. The teachers can do this by looking at other teachers' or researchers' assessments of the books. Additionally, individuals can rely on other people's opinions on the book they want to employ. They don't have to be academics; they may simply search for reviews from regular people. Researchers have developed several standards for rating books or selecting appropriate books (Cunningsworth, 1984). Consequently, the criteria used to evaluate the books make it simpler for instructors to choose them for their classes while deciding on a book. The criteria must meet the needs of the learners, align with the subject's goals, and promote learning.

Retrospective Evaluation

In contrast to the previous form of evaluation, this type focuses on books that have already been utilized. When a teacher wishes to pick a book, he or she will select one that has been used in the past and consider how well it meets the requirements of the students. The teacher then selects whether or not to utilize the book in the course they teach based on the book's prior appraisal or use. The instructor will evaluate the resources and exercises used in a course as they are being taught and will determine at the end whether or not they should be utilized again (Ellis, 1997). A micro-assessment is one method of carrying out the retrospective evaluation. Meaning is one of the most essential aspects of micro-assessment, and it assesses how pupils react to the selected text.

2.1.6 Rational for Evaluating Coursebooks

There are several reasons for reviewing a coursebook. While using coursebooks, both the learner and the teacher can benefit from them (Richards, 1993). When analyzing a textbook, we can determine if it is excellent or poor for the subject being studied or whether it is appropriate for that particular level of the course's students. The instructors have the responsibility of selecting a book. They should select a book that has been assessed and determined to be a good and effective book to utilize. Therefore, it's crucial to evaluate a course book to help teachers choose the right one for their topic and meet the demands of their students.

To fulfill the main aim of evaluation, it is required to identify the reasons and purposes for materials evaluation. For example, Cunningsworth identifies two factors for evaluation, one of which is the desire to adopt new coursebooks, another reason for the review is to discover points of weaknesses and strengths. According to Mukundan (2009), evaluation serves two purposes: the first is to choose the coursebook, and the second is to determine the effectiveness of the coursebooks when they are in use. Furthermore, according to Tomlinson and Masuhara (2004), the main goal of evaluation is material redevelopment. It is beneficial to identify the materials' potential strengths and limitations for goals of selection and/or development. Nevertheless, there is another significant reason to evaluate materials. The rationale for this is that it may be possible to determine the potential efficiency of language theories embedded in the materials for various reasons, like choosing suitable materials and/or developing them successfully (Alkhalid,2010).

Evaluating the materials involves considering the participants and their decision-making process regarding the properties of the materials. This evaluation helps us understand how the materials are chosen and how they impact the participants. Being subjective is important for evaluation, no matter how well-structured, criterion-based, referenced, and rigorous. Evaluators, on the other hand, do not evaluate materials at random since they usually have a set of 'principles' that they use as a guideline for their evaluation. As a result, if evaluations are always regarded as simply subjective, they are undervalued. Because there

are some "systematic and standardized principles" that many evaluators follow, this is the case (Tomlinson, 2003 & 2012).

2.2RELATED STUDIES

In their research "Evaluation of the English language coursebooks used at the Turkish public elementary schools" Solhi, Sak, Sahin, and Yilmaz (2020), aimed to evaluate a series of coursebooks used in English courses of the curriculum prepared by the Turkish Ministry of National Education. The sample of the study was 3 coursebooks, and the tools used to collect the data were, Tomlinson and Masuhara's (2013) set of coursebook evaluation universal criteria. The findings indicate that the central focus of the coursebooks is on accuracy and repetition rather than effective outcomes, meaningful communication, and long-term language acquisition. Most activities in all coursebooks contain practice activities, with no place for productivity and autonomy on the part of the students. Additionally, there is no sufficient personalization and the coursebooks fail to make use of what students bring to the classroom.

In their study entitled "An Evaluation of English Coursebooks at Komar University: A Case Study", Saeed, Sabir, and Fatah (2021) focus on the strengths and weaknesses of six coursebooks that are used at Komar University. The purpose of the study is to give a clear image of coursebook evaluation in the English department of Komar University of Science and Technology in Iraqi Kurdistan. The study participants were six instructors and 50 students. The tools used to collect the data were interviews and questionnaires, a checklist, and observations. The results show that teachers and learners were satisfied with the textbooks chosen to teach in the department.

In their research entitled, "Evaluation of Learning Objectives in Iranian High-School and Pre-University English Textbooks Using Bloom's Taxonomy," Riazi & Mosalanejad (2010) focused on evaluating textbooks in Iran. This paper describes research that used Bloom's taxonomy of learning objectives to explore the learning goals represented in Iranian high school and pre-university English textbooks. The study consisted

of three high school books and one pre-university book. Based on Bloom's (1956) taxonomy of learning goals, a coding method was devised to codify the learning objectives. The textbook activities and tasks were coded, and the frequencies and percentages of occurrence of various learning objectives were determined. Also, the results demonstrated that lower-order cognitive skills were more widespread than higher-order cognitive skills across all grade levels.

Kashoob (2018), in his research entitled, "Evaluating ELT Materials with Specific Reference to Colleges of Applied Sciences General Foundation Programme in Oman: Towards a Viable Checklist," The primary goal of this research was to find a long-term solution for constructing an assessment checklist for teaching materials in English language programs. The immediate question is supported by three sub-questions addressing the sources for the list, establishing the design standards, and providing a validation mechanism for the generated checklist. The design-based research technique was used in three major phases: analysis and exploration, design and construction, and evaluation and reflection, with the last step consisting of cycles of formative review of the generated checklist. Participants were randomly chosen from Oman's six Colleges of Applied Sciences and other higher education institutions. After each productive review cycle (expert review, one-on-one, small group, and field testing), a report is generated with the proposed adjustments, resulting in four updates and remodeling of the checklist prototype.

İşik (2018) conducted research entitled; "ELT Materials Evaluation: A System and Criteria ". The study aims to provide a three-stage materials evaluation method and checklists for screening, comprehensive analysis, and efficiency evaluation. The lists were created in two stages: First, they were created by 113 trainees as part of the materials assessment training program, then reviewed by 43 ELT instructors. Later, while implementing ELT materials for their students, 11 ELT instructors piloted and tested both the system and the checklists in the actual world. Questionnaires on a 5-point Likert scale were used to collect data. The findings revealed that the method gives speedy disqualification of unsuitable candidates while also saving time to focus on the

candidates in more depth. The checklists themselves have been confirmed to be accurate and dependable.

3. METHODOLOGY

3.1 Research Design

The present part discusses the methodology and procedures employed in conducting the research. First, it describes the research method, sample of the study, tools, and procedures. Lastly, the section concludes with the validity of the tool used, as well as data analysis. The researcher used descriptive qualitative research with a content analysis design in conducting the research. This descriptive qualitative research aims to gain a holistic picture and depth of understanding of the strengths and weaknesses of English-speaking materials and coursebooks.

3.2 The Sample of the Study

The data of this study was obtained from four English-speaking coursebooks that were approved by the scientific committee of the departments and speaking materials used by first and second-year students at the Faculty of Basic Education in Salaheddin and Suleimani universities during the 2022-2023 academic year. The coursebooks cover various topics, but the course structure for the first semester differs between the two universities. Suleimani University has a 15-week course with 108 contact hours, while Salaheddin University has a 20-week course with three hours of instruction per week. These dissimilarities may impact students' learning outcomes and experiences.

3.3 Data Collection Tool

According to Pandey and Pandey (2015), gathering data techniques are the processes and tools used to gather data and information. The selection of research instruments is an important aspect of the research process because investigators choose tools based on the study's purposes and goals.

One of the instruments used to collect data for this study is the (Material Evaluation Checklist). The framework of the sheet is developed from the different checklist models displayed in this research. The data from the material evaluation was gathered and evaluated via a checklist for the sake of systematization and accuracy. The utilized framework was based on the study of (Litz,

(2005); Cunnings Worth, (1995); Tomlinson, (2003); William, (1983), with minor revisions.

3.4 Procedure

In the first step, the researcher collected all speaking materials and coursebooks that have been taught in the first semester of the academic year 2022-2023 in both universities. The checklist is essentially a list of items that are "referred to for comparison, identification, or verification" (Collins English Dictionary, 1992). Once the presence of an item has been verified, it is checked off the list. A tick is required for the questions. The entire checklist shows that a tick is necessary for the question.

After intensive reading of the literature review, previous checklists, and models for evaluating materials, the criteria to be considered were carefully selected. Then a checklist was conducted to know about the strengths and weaknesses of the speaking materials used by EFL teachers in English departments at the faculty of basic education in Salaheddin and Suleimani universities. The final version of the checklist was sent to six experts from different universities in Kurdistan, in the field of teaching and learning English as jury members. Finally, the materials were evaluated by the present researcher.

3.5 Research Validity

Any academic research must be valid and reliable to meet a basic criterion of research. Validity is defined as the degree to which an idea measures what it is designed to measure. It is most commonly found in quantitative surveys and questionnaires. There are several forms of validity, including content validity, which relates to the subject's content with the evaluating instruments; the validity of criterion, which refers to the method to evaluate a specific circumstance; construct validity, which relates to the acquired scores based on the content being studied; and face validity, which refers to the degree to which the test or measurement meets the objective requirements (Davis, 2004). Face validity was used in this study to assess the content validity.

Before use, the instrument was given to a jury committee of 6 members, senior academics and Ph.D. holders from KR universities specializing in TESOL, applied linguistics, and ELT. This was done to ensure the tool's validity. The jury committee's agreement rating was 85% as a consequence, and all things were kept except suggestions for small phrasing modifications. After, the researcher updated the content tool and modified it. Their feedback was used to improve the framework. The resulting instrument is called the Evaluation Checklist. It has (6) main sections: objectives and learning outcomes domain, the topics and content domain, types of activities, the assessment and evaluation section, learner-related factors, and types of language skills. Each main section has various items. Furthermore, the shortcomings and strengths were identified and discussed in the analysis section. In this study, a 3-point Likert scale (No=1, Somehow=2, Yes=3) was used.

3.6 Research Reliability

Reliability is defined as the degree to which a measurement of a phenomenon delivers consistent, trustworthy, and objective results (Savic, 2008). Testing for reliability is important because it relates to the consistency of the instrument's measurement elements. When the items on a scale "hang together" and measure the same construct, the scale is considered to have great internal consistency and dependability (Taherdoost, 2016).

In Figure 2, we can see the value of Cronbach's alpha, which measures the internal consistency reliability of data. The closer the value is to 1, the more reliable the data is. To use the data for statistical analysis, the reliability coefficient must meet a minimum threshold of 0.70. The results indicate that all items are consistent with each other, with a Cronbach's alpha value of 0.9177 for the entire set and values ranging from 0.9076 to 0.9293 for each scale. It confirms the reliability coefficients of our dataset, allowing us to proceed with statistical analysis and research.

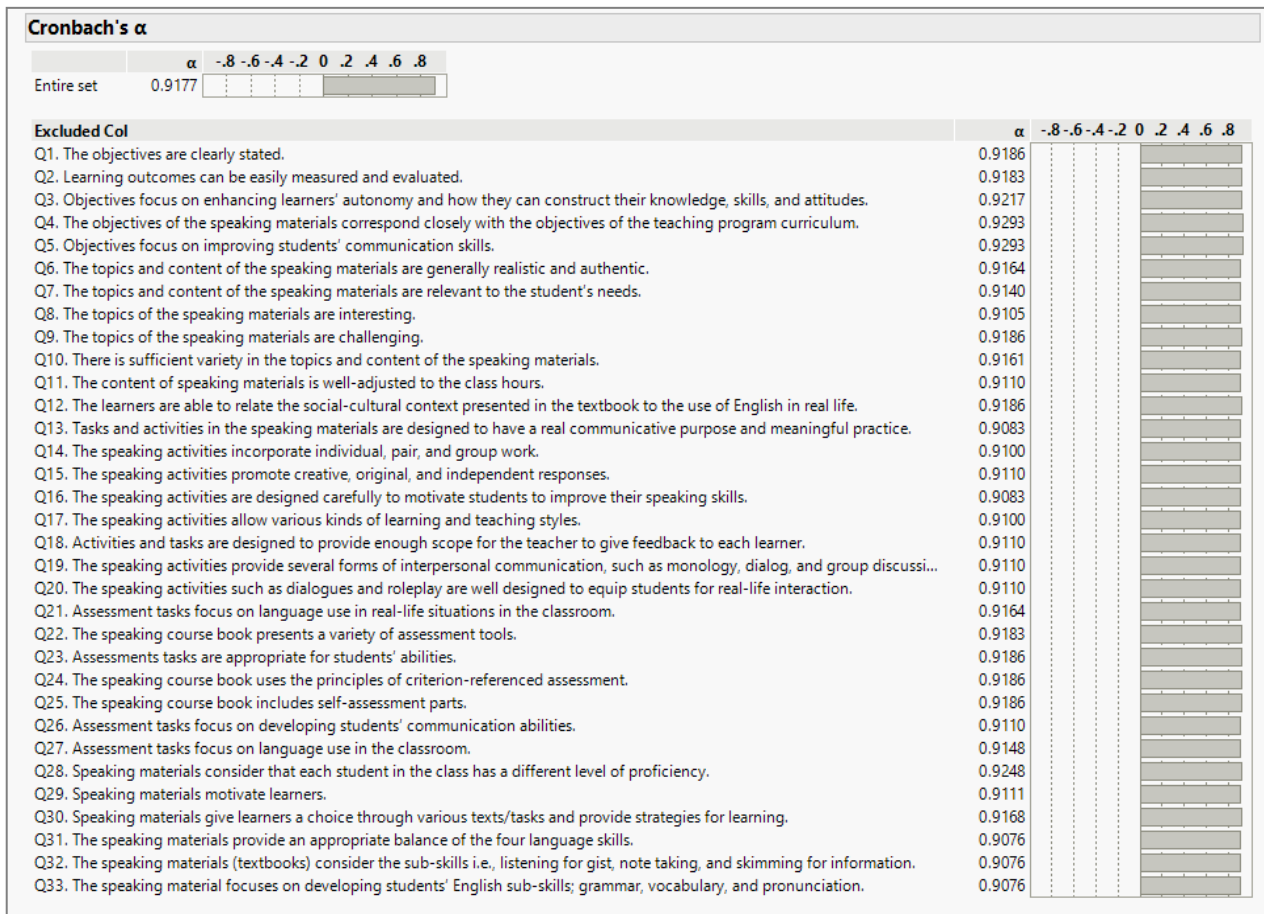


Fig.(2):- The value of the reliability coefficient for the internal consistency of each variable

4. DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Materials and Coursebooks Analysis

This part provides an analysis of the checklist data. A three-point Likert scale was used to evaluate the responses to the checklist questions, with the lower weight of the phrases going to the higher weight of the phrase. No "1", Somehow "2", and Yes "3". Statistical analysis programs

called SPSS Version 26 and JMP-Pro 16 were used to look at the data. It used descriptive statistics, the one-sample t-test, the correlation coefficient, and two-sample t-tests to see the significant difference between both parts. Based on the results, the values of the arithmetic averages reached by the study will be solved to interpret the data as follows:

Table (1): Interpretation score of three-point Likert scale measurements

Weighted Average	Includes Levels
1.00 – 1.66	No
1.67 – 2.33	Somehow
2.34 – 3	Yes

Table(2): Descriptive statistics and a one-sample t-test for Objectives and Learning Outcomes Domain

Variables	Sections	Responses			Statistical Indicators			
		No	Somehow	Yes	Mean	Standard Deviation	t-values	P-value
Objectives and Learning Outcomes Domain	Item1. The objectives are clearly stated.	0	0	4	3	0	-	-
	Item 2. Learning outcomes can be easily measured and evaluated.	2	2	0	1.5	0.577	5.196	0.014*
	Item 3. Objectives focus on enhancing learners' autonomy and how they can construct their knowledge, skills, and attitudes.	1	3	0	1.75	0.5	7	0.006*
	Item 4. The objectives of the speaking materials correspond closely with the objectives of the teaching program curriculum.	1	3	0	1.75	0.5	7	0.006*
	Item 5. Objectives focus on improving students' communication skills.	0	1	3	2.75	0.5	11	0.002*
	Overall Objectives and Learning Outcomes Domain					2.15	0.191	22.456

The overall weighted mean of the Table 2 which depicts the descriptive statistics and one-sample t-test for all five items of the objectives and learning outcomes domain variable is 2.15, and the standard deviation is 0.191 with a significant p-value of 0.0001, which is less than 0.05, indicating that the speaking coursebooks somehow include all the phrases of the objectives and learning outcomes domain.

The mean score for item 5 in Table 2 is 2.75, with a standard deviation of 0.5. Furthermore, the p-value is less than the significant level of 0.05, indicating that the researcher completely believes that the objectives of coursebooks in both universities are clearly stated. It means that the teachers' main objectives are to enable the students to communicate in the English language. The mean scores for both questions 3 and 4 are 1.75, with a standard deviation of 0.5. Furthermore, their p-values are less than the significant level of 0.05, indicating that the researcher somehow believes that the coursebooks

promote learners' independence and guide them in developing their knowledge, skills, and attitudes. Additionally, the speaking materials align closely with the teaching program's curriculum goals. The mean score for item 2 is 1.5, with a standard deviation of 0.577. Furthermore, the p-value is less than the significant level of 0.05, indicating that assessing and gauging the educational achievements resulting from the coursebook materials is complex and cannot be evaluated easily. Learning outcomes are important to indicate the students' language level which is why they should be evaluated and measured easily. Item number 1 "The objectives are clearly stated" has a standard deviation of zero, which means it cannot be interpreted as there are no t-values or p-values available. While the response shows that most of the coursebooks' objectives are clearly stated because the statistical means value is 3. In all the course books teachers mentioned the objectives of their teaching.

Table (3): Descriptive statistics and a one-sample t-test for The Topics and Content Domain

Variables	Sections	Responses			Statistical Indicators			
		No	Somehow	Yes	Mean	Standard Deviation	t-values	P-value
The Topics and Content Domain	Item 6. The topics and content of the speaking materials are generally realistic and authentic.	2	2	0	1.50	0.577	5.196	0.014*
	Item 7. The topics and content of the speaking materials are relevant to the student's needs.	2	1	1	1.75	0.957	3.656	0.035*
	Item 8. The topics of the speaking materials are interesting.	1	2	1	2	0.816	4.899	0.016*
	Item 9. The topics of the speaking materials are challenging.	4	0	0	1.00	0	-	-
	Item 10. There is sufficient variety in the topics and content of the speaking materials.	2	1	1	1.75	0.957	3.656	0.035*
	Item 11. The content of speaking materials is well-adjusted to the class hours.	2	2	0	1.50	.577	5.196	0.014*
	Item 12. The learners are able to relate the social-cultural context presented in the textbook to the use of English in real life.	0	4	0	2	0	-	-
Overall, The Topics and Content Domain					1.64	0.378	8.693	0.003*

The overall average score of Table 3 which shows the descriptive statistics and one-sample t-test for the topics and content domain variable containing seven items is 1.64, with a standard deviation of 0.378 and a significant p-value of 0.003. The results of this domain show that the speaking materials and coursebooks lack certain topics and content domains, and all subjects and content are not practical, applicable, diverse, engaging, challenging, and encouraging.

The mean scores for items 7, 8, and 10 are 1.75, 2, and 1.75, with a standard deviation of 0.957, 0.816, and 0.957, respectively. Furthermore, their p-values are less than the significant level of 0.05, indicating that the topics and content of speaking materials are somehow relevant to the student's needs, and interests, and there are some varieties in topics. While analyzing materials from both universities, the researcher noted that the topics covered in the coursebooks mentioned by the teachers at the beginning of the semester were completely different from the speaking textbooks materials. In other words, the speaking materials offer a diverse range of topics and content that are both relevant and engaging for students. The mean score for both questions number 6 and 11 is 1.5 with a standard deviation of 0.577. Furthermore, their p-values are less than the significant level of 0.05, indicating that the speaking materials frequently lack authenticity

and do not appropriately fit into the class schedule. Authentic topics are important in communication classes to make them more interesting for students and motivate them to participate in activities (Richards, 1993). While the speaking topics in both universities are not completely realistic.

Additionally, the materials being taught should be a good match for the amount of time the class has, so the teacher can cover all necessary topics without running out of time or having too much extra time. The course content topics are too much to be covered in one semester. The content is inappropriate for the allocated time and duration of the course. Some activities such as group discussions, role play, and debates are difficult and time-consuming. These activities cannot be covered by the teacher and not be mastered by students in a short-limited time. Many departments of English allocated 3 hours per week for teaching speaking.

Item numbers 9 and 12 in Table 3 have a standard deviation of zero, which means they cannot be interpreted as there are no t-values or p-values available. Item 9 responses show that most of the speaking topics do not put the students in challenging. Foreign students may struggle with language and cultural differences, so providing them with challenging topics can help them develop the skills they need to communicate more

effectively in a new language and culture (Harmer, 2007). These skills can be applied in many different situations and help students become more confident and successful in their personal and professional lives. However, item 12

responses indicated that some of the speaking topics enable the students to relate the social-cultural context present in the textbook to the use of English in real life.

Table (4): Descriptive statistics and a one-sample t-test for the activity's domain

Variables	Sections	Responses			Statistical Indicators				
		No	Someho w	Yes	Mean	Standard Deviation	t-values	P-value	
The Activities Domain	Item13. Tasks and activities in the speaking materials are designed to have a real communicative purpose and meaningful practice.	1	2	1	2	0.816	4.899	0.016*	
	Item 14. The speaking activities incorporate individual, pair, and group work.	1	1	2	2.25	0.957	4.700	0.018*	
	Item 15. The speaking activities promote creative, original, and independent responses.	2	2	0	1.5	0.577	5.196	0.014*	
	Item 16. The speaking activities are designed carefully to motivate students to improve their speaking skills.	1	2	1	2	0.816	4.899	0.016*	
	Item 17. The speaking activities allow various kinds of learning and teaching styles.	1	1	2	2.25	0.957	4.700	0.018*	
	Item 18. Activities and tasks are designed to provide enough scope for the teacher to give feedback to each learner.	2	2	0	1.5	0.577	5.196	0.014*	
	Item 19. The speaking activities provide several forms of interpersonal communication, such as monology, dialog, and group discussion.	2	2	0	1.5	0.577	5.196	0.014*	
	Item 20. The speaking activities such as dialogues and roleplay are well designed to equip students for real-life interaction.	2	2	0	1.5	0.577	5.196	0.014*	
	Overall, the Activities Domain					1.81	0.688	5.265	0.013*

The overall average score for Table 4 which shows the descriptive statistics and one-sample t-test for activities domain variable is 1.81, with a standard deviation of 0.688 and a significant p-value of 0.013. It appears that the speaking materials somehow include all the phrases of the activities domain which contains 8 items. The findings of this area demonstrate that some of the materials provide a balance of tasks, and some activities promote sufficient communication and significant practice, integrate group, pair, and individual work, can be adapted or enhanced easily, and are conducive to helping students' internalization of newly learned language. Tasks and activities might be considered vital and affluent units of textbooks. Different categories of tasks such as group and pair work should involve

students' knowledge and skills. This might be reached by a balance between kinds of activities.

The mean scores for items 13, 14, 16, and 17 are 2, 2.25, 2, and 2.25, with standard deviations of 0.816, 0.957, 0.816, and 0.957. respectively. Furthermore, their p-values are less than the significant level of 0.05, indicating that the speaking materials encompass various tasks and activities designed to facilitate authentic communication and offer valuable opportunities for practical application. The speaking activities have been carefully designed to foster the development of learners' speaking abilities. These instructional approaches accommodate diverse learning and teaching preferences, encompassing individual, paired, and collaborative activities. The mean scores for questions 15, 18, 19, and 20

are 1.5 with a standard deviation of 0.577. Furthermore, their p-values are less than the significant level of 0.05, indicating that the speaking activities are not specifically designed to foster imaginative, unique, and self-reliant responses among learners. They do not encompass diverse forms of interpersonal communication, including monologues, dialogues, and group discussions. Our dialogues and roleplays are thoughtfully crafted to equip students with the necessary skills for real-life interactions. Furthermore, the activities and tasks are not created to enable teachers to provide individual feedback to each learner. Some of the speaking activities encourage students to think creatively and come up with their ideas and responses, rather than simply repeating what they have been taught. It doesn't completely encourage students to be independent and think for themselves, which can help them develop critical thinking skills and become more confident communicators.

The activities and tasks given to students are not designed in a way that allows the teacher to provide individual feedback to each student. This feedback can help students understand their strengths and weaknesses, and improve their performance in the class. By providing feedback, the teacher can help each student develop their

communication skills and reach their full potential.

The speaking activities do not fully provide different opportunities for interpersonal communication. Specifically, these activities allow students to engage in monologues (speaking alone), dialogues (speaking with one other person), and group discussions (speaking with multiple people). By providing these different forms of communication, students can practice and improve their speaking skills in a variety of contexts. This can help them become more confident and effective communicators in both personal and professional settings.

The speaking activities, such as dialogues and roleplay, are not completely designed in a way that prepares students for real-life communication situations. By practicing these activities, students can develop their speaking skills and gain confidence in their ability to communicate effectively in different contexts. This can help them feel more prepared and comfortable when communicating in real-life situations, such as job interviews, meetings, and social interactions. Overall, these activities are designed to help students develop practical communication skills that they can use in their personal and professional lives (Richards and Renandya, 2002).

Table (5): Descriptive statistics and a one-sample t-test for the assessment and evaluation domain

Variables	Sections	Responses			Statistical Indicators			
		No	Somehow	Yes	Mean	Standard Deviation	t-values	P-value
The Assessment and Evaluation Domain	Item 21. Assessment tasks focus on language use in real-life situations in the classroom.	2	2	0	1.5	0.577	5.191	0.014*
	Item 22. The speaking course book presents a variety of assessment tools.	0	2	2	2.5	0.577	8.660	0.003*
	Item 23. Assessment tasks are appropriate for students' abilities.	0	4	0	2	0	-	-
	Item 24. The speaking course book uses the principles of criterion-referenced assessment.	4	0	0	1	0	-	-
	Item 25. The speaking course book includes self-assessment parts.	4	0	0	1	0	-	-
	Item 26. Assessment tasks focus on developing students' communication abilities.	2	2	0	1.5	0.577	5.196	0.014*
	Item 27. Assessment tasks focus on language use in the classroom.	1	3	0	1.75	0.5	7	0.006
Overall The Assessment and Evaluation of the Domain					1.61	0.180	17.881	0.0001*

The overall average score for " the Assessment and Evaluation category " which contains 7 items is 1.61, with a standard deviation of 0.180 and a significant p-value of 0.0001. It appears that the coursebooks do not include phrases related to the assessment and evaluation domain variable.

The mean score for question 22 is 2.5, with a standard deviation of 0.577. Furthermore, the p-value is less than the significant level of 0.05, indicating that the coursebooks for speaking contain various assessment tools. These tools are likely designed to help instructors evaluate students' speaking abilities comprehensively and effectively. By including a variety of assessment tools, the course book may help students to develop their speaking skills more fully, while also providing instructors with a range of different ways to evaluate and provide feedback to students. The mean score for item 27 is 2 1.75, with a standard deviation of 0.5. Furthermore, the p-value is less than the significant level of 0.05, indicating that the assessment tasks in speaking coursebooks somehow concentrate on how language is used within the classroom. The assessment tasks should be designed to evaluate students' language use in the classroom. This could include assessing their ability to communicate effectively, use appropriate grammar and vocabulary, and respond appropriately to different types of prompts and questions. By focusing on language use in the classroom, the assessment tasks are likely will be designed to help students develop the skills they need to communicate effectively in academic settings, as well as in other contexts where strong language skills are important (Thornbury, 2005). The mean score for both items 21 and 26 is 1.5 with a standard deviation of 0.577. Furthermore, their p-values are less than the significant level of 0.05, indicating that the assessment tasks do not aim to improve student's communication skills and do not highlight the practical application of language in real-world situations within the classroom. The assessment tasks should be designed to evaluate students' ability to use language in real-life situations that they might encounter outside of the classroom. This could include tasks that require students to engage in conversation, give presentations, or respond to prompts that simulate real-life situations. The

assessment tasks should be designed to help students develop their communication abilities. This could include tasks that require students to practice speaking, listening, reading, and writing skills, as well as tasks that help students develop their critical thinking and problem-solving abilities. By focusing on developing students' communication abilities, the assessment tasks should likely be designed to help students become more effective communicators in a variety of contexts. Questions 23, 24, and 25 have a standard deviation of zero, which means they cannot be interpreted as there are no t-values or p-values available. Item 23 in Table 5 shows that assessment tasks are somehow appropriate for learners' abilities, some of the assessment tasks are designed to be appropriate for the level of skill and ability of the students who are being assessed. This could include tasks that are challenging but achievable, and that are designed to help students develop their skills in a way that is appropriate for their level of knowledge and experience.

Item 24 indicates that the speaking coursebooks in both universities do not use the principles of criterion-referenced assessment. the speaking course book is not designed to assess students' skills and knowledge using a set of predetermined criteria. This type of assessment is typically used to evaluate students' performance against a set of specific standards, rather than comparing their performance to other students in the class. By using criterion-referenced assessment, the speaking course book will be designed to provide students with a clear understanding of what they need to do to achieve a certain level of proficiency (Richards and Rodgers, 2001).

However, item 25 in the same category demonstrated that speaking materials do not include self-assessment parts. The speaking course book includes sections that are not designed to help students assess their performance. This could include tasks that require students to evaluate their speaking abilities, as well as tasks that enable learners to develop their critical thinking and self-reflection abilities. By including self-assessment parts, the speaking course book will help students take an active role in their learning and develop a deeper understanding of their strengths and weaknesses.

Table (6): Descriptive statistics and a one-sample t-test for learner-related factors domain

Variables	Sections	Responses			Statistical Indicators			
		No	Somehow	Yes	Mean	Standard Deviation	t-values	P-value
Learner-related Factors Domain	Item 28. Speaking materials consider that each student in the class has a different level of proficiency.	3	1	0	1.25	0.5	5	0.015*
	Item 29. Speaking materials motivate learners.	3	1	0	1.25	0.5	5	0.015*
	Item 30. Speaking materials give learners a choice through various texts/tasks and provide strategies for learning.	1	3	0	1.75	0.5	7	0.006*
Overall Learner-related Factors Domain					1.42	0.167	17	0.0001*

The overall weighted mean of Table 6 which depicts the descriptive statistics and one-sample t-test for all the phrases of the learner-related factors domain variable is 0.167 with a significant p-value of 0.0001, which is less than 0.05, indicating that the coursebooks do not include all the items of the learner-related factors domain.

The mean score for item 30 is 1.75, with a standard deviation of 0.5. Furthermore, the p-value is less than the significant level of 0.05, indicating that speaking materials are designed for learners a choice various texts/tasks and strategies to facilitate their learning process. This could include materials that offer a range of topics and themes for learners to explore, as well as tasks that allow learners to choose the type of speaking; they want to focus on speaking activities. Additionally, the speaking materials should provide learners with strategies for developing their speaking skills, such as tips for effective communication, techniques for managing anxiety, and strategies for practicing speaking in different contexts. By giving learners a choice and providing them with strategies for learning, it helps learners become more engaged and effective speakers.

The mean score for both questions 28 and 29 is 1.25 with a standard deviation of 0.5. Furthermore, their p-values are less than the significant level of 0.05, indicating that the spoken materials do not motivate learners or consider the

varying levels of proficiency that each student in the class possesses. Speaking materials should take into account that each student in the class may have a different level of skill and ability when it comes to speaking. This could include materials that are designed to be adaptable to different levels of proficiency, as well as tasks that allow students to work at their own pace and level. By considering the different levels of proficiency in the class, the speaking materials will help students feel more comfortable and confident in their ability to speak and provide them with opportunities to develop their skills in a way that is appropriate for their level of knowledge and experience.

Speaking materials should be designed to inspire and encourage learners to engage with the material and develop their speaking skills. This could include materials that are interesting and engaging, as well as tasks that are challenging but achievable. Additionally, the speaking materials may include strategies for motivating learners, such as supplying positive feedback and motivation, establishing realistic objectives, and creating a supportive learning atmosphere. By motivating learners, the speaking materials are likely designed to help students become more engaged and effective speakers and to develop a lifelong love of learning (Harmer, 2007).

Table (7): Descriptive statistics and a one-sample t-test for language skills domain

Variables	Sections	Responses			Statistical Indicators			
		No	Somehow	Yes	Mean	Standard Deviation	t-values	P-value
Language Skills Domain	Item 31. The speaking materials provide an appropriate balance of the four language skills.	3	0	1	1.5	1	3	0.058
	Item 32. The speaking materials (textbooks) consider the sub-skills i.e., listening for gist, note taking, and skimming for information.	3	0	1	1.5	1	3	0.058
	Item 33. The speaking material focuses on developing students' English sub-skills; grammar, vocabulary, and pronunciation.	3	0	1	1.5	1	3	0.058
	Overall Language Skills Domain				1.5	1	3	0.058

Table 7 shows the descriptive statistics and one-sample t-test for all the phrases of the language skills domain variable in which all the p-values of the item questions are equal to 0.058, and it is more than 0.05. It indicates that none of the questions are significant to the responders.

According to the responses of the above categories, there is no balance of the four language skills and speaking materials do not consider the sub-skills. Furthermore, it shows that speaking materials in both universities do not focus on developing English sub-skills such as grammar, note-taking, skimming, etc.

5. CONCLUSION

Evaluation is widely recognized as a powerful tool for improving educational quality. English language teaching materials can be evaluated using different ways. One of these techniques for choosing the best EFL materials for their students is the usage of an evaluation checklist. This paper provides an overview of assessing EFL materials with a focus on the tool of a checklist. In this study, the speaking coursebooks and materials were investigated from different aspects such as objectives and learning outcomes domain, the topics and content domain, types of activities, the assessment and evaluation section, learner-related factors, and types of language skills. Based on the results there are some advantages and disadvantages. The basic conclusion drawn was that internal evaluation of the content of speaking significantly influences the process of teaching

and learning communication skills. Various features of this local context must be considered.

The first category indicates that the researcher completely believes that the objectives of coursebooks in both universities are clearly stated, and they align with the teaching program's curriculum goals. Assessing and measuring the educational achievements resulting from the coursebook materials is complex and cannot be evaluated easily. Learning outcomes are important to indicate the students' language level which is why they should be evaluated and measured easily.

The findings of the second domain which is related to the topics and content of materials indicate that the speaking materials and coursebooks lack certain topics and phrases related to the content domain, and all subjects and content are not practical, applicable, various, interesting, challenging, and inspiring. The results of the activities area illustrate that some of the materials provide a balance of exercises, and some of the tasks motivate sufficient communication and significant practice, integrate pair, group, and individual work, can be adapted or supplemented easily, and are conducive for helping students internalization of a newly learned language. Tasks and activities might be considered vital and affluent units of textbooks. Different categories of exercises like pair and group work should involve students' knowledge and skills. This might be attained by a balance between kinds of activities.

According to the assessment domain, the results show that all four coursebooks for speaking contain various assessment tools. Furthermore,

speaking coursebooks in both universities do not use the principles of criterion-referenced assessment. This type of assessment is typically used to evaluate students' performance against a set of specific standards, rather than comparing their performance to other students in the class. By using criterion-referenced assessment, the speaking course book will be designed to provide students with a clear understanding of what they need to do to achieve a certain level of proficiency.

6. RECOMMENDATIONS

To further investigate the efficacy of the materials used in language instruction, the researcher recommends expanding the evaluation to include other language skills and materials.

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هه‌سه‌نگاندنی بابه‌ته‌کانی زمانی ئینگلیزی وه‌کو زمانیکی بیگانه له پرۆگرامه‌کانی زانکۆکانی ههریمی کوردستان

پوخته

ئه‌م لیکۆلینه‌وه‌یه له نامه‌ی دکتۆرا وه‌رگیراوه و بایه‌خ به پێبازه‌کانی زمانی ئینگلیزی وه‌ک زمانیکی بیگانه ده‌دات، ئامانجی لیکۆلینه‌وه‌که بریتیه له هه‌سه‌نگاندنی ناوه‌رۆکی چوار له پرۆگرامه‌کانی خویندن له باره‌ی کارامه‌یی قسه‌کردن که له هه‌ردوو قوناغی یه‌که‌م و دووهم له کۆلیژه‌کانی په‌روه‌رده‌ی بنیات له زانکۆی صلاح الدین و سلیمانی له ههریمی کوردستانی عێراق. لیکۆلینه‌وه‌که هه‌ولدانیکه بۆدۆزینه‌وه‌ی خاله‌ لاوازو به‌هیزه‌کانی بابه‌ته‌کانی خویندن و چۆنیه‌تی به‌شداریکردنیان له پێشخستنی زمانی ئینگلیزی بۆ ئه‌وانه‌ی وه‌ک زمانیکی بیگانه مامه‌له‌ی له‌گه‌ڵ ده‌که‌ن. نموونه‌ی هه‌لبژاردنی لیکۆلینه‌وه‌ له چوار پرۆگرامه‌که وه‌رگیراون . پرۆسه‌ی کۆکردنه‌وه‌ی داتا‌کان پشت به‌ته‌کنیکی لیستی نمونه‌کان ده‌به‌ستیت و له‌لایه‌ن لیکۆله‌ره‌وه ئاماده‌کراوه . دوا‌ی دارشتنی چوارچۆیه‌ی تیورییه‌که‌ی به‌پێی تیوری لیز 2005 و کینگ ورت 1995 و توملسن 2003 و ولیم 1983 کرایتیره‌کان بریتین له‌و نموونه و پێوانانه‌ی هه‌سه‌نگاندن که یارمه‌تی هه‌سه‌نگینه‌ر له کاره‌کانی ده‌ده‌ن به‌وه‌ی بابه‌ته‌کان له‌گه‌ڵ مه‌رجه‌کانی فێربوون و فێرکردنی سه‌رکه‌وتوو ده‌گونجیت . شیکرنه‌وه‌ی داتا‌کان به‌پێی بلاوکراوه‌ی بیست وشه‌شی به‌رنامه‌ی SPSS و به‌رنامه‌ی JMP- PRO ئه‌نجامی لیکۆلینه‌وه‌که لایه‌نه‌لاوازو به‌هیزه‌کانی بابه‌ته‌کانی خویندن ده‌خاته‌ روو ، وه ئه‌وه‌مان بۆدیارده‌خات که هه‌سه‌نگاندنی ناوه‌رۆکی پرۆگرامه‌کانی گفتگۆکردن کاریگه‌ری گرینگیان هه‌یه له سه‌ر پێشخستنی پرۆسه‌ی فێربوون و فێرکردنی کارامه‌یی په‌یوه‌ندی کردن، و پێویسته شیوه جیاوازه‌کانی ناوه‌رۆکی پرۆگرامه‌که له به‌ر چاو بگیریته‌.

کللی وشه‌کان: لیستی ووردبوونه‌وه، پرۆگرامی خویندن، هه‌سه‌نگاندن، بابه‌ته‌کانی خویندن ئاخپه‌رانی زمانی ئینگلیزی وه‌کو زمانی بیگانه، کارمه‌یی قسه‌کردن

تقييم فعالية كتب منهجية اللغة الإنجليزية كلغة أجنبية في جامعات كردستان

الخلاصة

هذا البحث مستل من أطروحة دكتوراه التي كتبت في مجال تقييم مواد اللغة الإنجليزية كلغة أجنبية. تهدف هذه الدراسة إلى إجراء تقييم ما بعد الاستخدام للمحتوى الداخلي لأربعة كتب تعليم ومواد دراسية للتحدث، المستخدمة في المستوى الأول والثاني في كلية التربية الأساسية في جامعتي صلاح الدين والسليمانية في كردستان العراق، كما تحاول تحديد مزايا وعيوب المواد الناطقة وإظهار مدى فعاليتها في تمكين الطلاب من تطوير مستواهم في اللغة الإنجليزية. وأما فيما يتعلق بعينة الدراسة، فقد تم جمع أربع مواد للتحدث وكتب دراسية في شكل بيانات كمية، وجمع لجمع البيانات، استخدمت الدراسة قائمة مرجعية لتقييم المواد، وقد تم تطوير إطار القائمة المرجعية لتقييم مواد التحدث باللغة الإنجليزية كلغة أجنبية، والتي صممها الباحث بعد مراجعة مكثفة للأدبيات ومن نظريات (Litz، 2005)؛ كنفغسورث، (1995)؛ Tomlinson، (2003) William، (1983))، المتعلقة بمعايير الكتاب المدرسي الصحيح واختيار المواد التعليمية، وتسمح قوائم المراجعة هذه للمقيم بعدد من أنماط تقييم مواد التعلم والتعليم الناجحة من أجل اتخاذ قرار بشأن ما إذا كانت المادة مناسبة لمجموعة من المتعلمين أم لا. تم تحليل البيانات الكمية من خلال SPSS الإصدار 26 و JMP-Pro. تظهر نتائج الدراسة أن هناك بعض المزايا والعيوب. كان الاستنتاج الأساسي الذي تم استخلاصه هو أن التقييم الداخلي لمحتوى التحدث يؤثر بشكل كبير على عملية تعليم وتعلم مهارات الاتصال، ويجب مراعاة السمات المختلفة لهذا السياق المحلي.

الكلمات الدالة: قائمة المراجعة، الكتاب المنهجي، التقييم، مواد اللغة الإنجليزية كلغة أجنبية، مهارات التحدث