Evaluation "Headway Academic Skills (Level 3) From Teachers and Students' Perspectives

Prof. Dr. Baan Jafar Sadiq, Prof. Dr. Shaima Mahdi Saalh

English Department- College of Education for Women/ University of Baghdad
Email: ban@copew.uobaghdad.edu.iq, Shaimaa.mehdi@coeduw.uobaghdad.edu.iq

Abstract
Discovering the perspective of teachers and students concerning a textbook is an essential procedure for a proper evaluation of that book and the success of the teaching-learning process. Therefore, the current study has been conducted especially to evaluate an English language course being taught in Iraqi Universities.   It is to figure out the views and perspectives of teachers and students concerning the English language textbook which is newly adopted for Iraqi non-departmental students entitled: " Headway Academic Skills: level 3". A checklist is used as an instrument to collect the required data from a sample of 36 EFL teachers who teach Headway Academic Skills: level 3 as well as 43 students who taught this textbook from the University of Baghdad. The obtained results show that the evaluated course book is undesirable from the teachers and students' points of view in many aspects. However, several obstacles need to be addressed to grasp higher EFL advantage for non-departmental students. The study ends with many conclusions and recommendations.
Keywords: Evaluation, Headway Academic Skills, Level 3, Teachers and Students' Perspectives

Introduction
The importance of textbook evaluation for EFL is a valuable procedure for the success of the course. The continuous evaluation leads to choosing the appropriate textbook to adopt. Choosing which textbook to use is a decision, which will have an impact on entire students. Taking the consideration the suitability of the educational necessities. Another important necessity is the materials evaluation because it shows the improvement or justification of the textbook; such as materials have a direct effect on both the teaching and learning process. Therefore, the current study tries to evaluate the course of teaching English to higher studies students in Iraqi colleges.

The Problem
The problem is represented in the fact that Iraqi students face difficulties in coping with the new syllabuses as well, English teachers whose responsibility is to bridge between the students and the textbook may face some obstacles in simplifying the textbook to be adequate of the students.
The educational system in Iraq adopted several of the English language teaching textbooks, but none of these textbooks succeeded in achieving the desired English proficiency level. The

main reason for this failure could be related to the designing factor of these textbooks. All the English textbooks that were and are still in use at the school level in Iraq are not based on a scientific and systematic investigation of the real situation in Iraq. They were designed either to be used in other countries for different learners or for commercial purposes. Even those textbooks, which were designed especially for Iraq, were designed not by specialized persons. The authors did not investigate the real English language-teaching situation before starting the development process. The researcher aims at evaluating this textbook so that it can help teachers to meet the text designers' desires and interests; It can also help them deal with the different subjects in the textbook, and foster what is good about the book and the areas to be modified (Akef, 2015: 105-106).

Thus, this study aims at evaluating Headway Academic Skills (level 3) from teachers and students' perspectives to contribute teaching EFL and ESP. Perspective of students and teachers crucial in improving the quality of learning and teaching.

The Hypothesis
It is hypothesized that teachers are satisfied with the prescribed course book to be taught to non-departmental college students as well as the students who taught English through using this textbook

The Aims
This study aims at evaluating the prescribed textbook Philpot, Sarah & Curnick , Lesley (2011) Headway: Academic Skills, Reading, Writing, and Study Skills- Level 3 Student's Book. U.K.: Oxford Press, as follows:
1- Identifying the perspective of EFL teachers towards the textbook, and
2- finding out the students' perspective towards the textbook whether or not it meets their needs.
3-evaluteing the textbook according to teachers' and students expectations.

Significate of the Paper
Evaluation has many purposes but the main purposes of evaluation include examining the effectiveness of the instructional material, giving important information about the students' progress and curriculum development. Analysis and evaluation provide useful data to teachers, supervisors and other educational departments with concrete evidence regarding strong and weak points of evaluative books. Likewise, they include important information that addresses the needs of teachers and students which can be divided into teacher- centred and student- centred' (Azevendo: 1979). The main goal of evaluation studies is not merely to evaluate, but rather to obtain useful information for improving the curriculum and the textbooks and that can help in testing and measuring the student's achievements. Sawin (1990) maintains that "Evaluation studies can shed light on the points of strengths and weaknesses of the syllabus in order to enhance what is good and deal with the areas that may need to be improved. "There are two major purposes for language program evaluation: 1. Accountability: This refers to the extent to which those involved in a programme are answerable for the quality of their work. It is concerned with the examination of the effects of a programme or project at a significant point of an educational cycle. It is usually conducted for the benefit of an external audience or a decision maker (Richard, 2001:298). 2. Programme Development: This is designed to improve the quality of a programme as it is being implemented. Involved or non-involved staff in the programme may be engaged in the
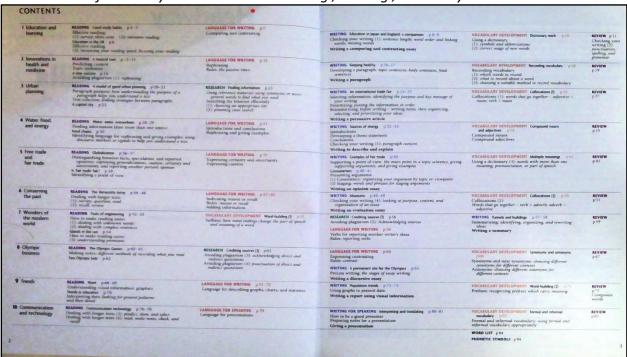
evaluation process. A teacher-development focus may be involved as well (Richards, 2001:288). Analysis and evaluation have played roles in evaluating curriculum, decision making and policy information, assessing students' achievement and in improving educational materials and programmes. Types of Evaluation a. Formative Evaluation: The purposes of formative evaluation are to evaluate what is effective and to change what isn't so that the course effectively meets the students' needs, to give students a voice in their learning, to provide information for the design of the course (Graves, 2000: 215). b. Summative Evaluation Summative evaluation seeks to make decisions about the worth or value of different aspects of the curriculum. It is concerned with determining its effectiveness, efficiency and acceptability (Richards, 2001: 292). c. Illuminative Evaluation The purpose of this type of evaluation is not to change the course necessarily but to find out the work of different aspects of the programme and how they are implemented. It is concerned with establishing a deeper understanding of the processes of teaching and learning that occur in the programme. (Richards, 2001: 289) Evaluation studies played many roles in education including the following providing a basis for decision making and policy information. - assessing student achievement. monitoring expenditure of public funds. - improving educational materials and programmes (Worthen and Sanders: 1987) - Textbook Evaluation A textbook is a book used for instructional purposes, especially in schools

Description of the Textbook

Headway: Academic Skills; reading writing and study skills, level 3 student's book by Sarah Philpot and Lesely Curnick series editors Liz and John Soars oxford press. It includes 10 units each one consisting of (reading- language for writing – writing - vocabulary development and review). It is taught for higher studies Ph.D. degree for ESP Department humanities and sciences students. The textbook is required 30 hours either in one semester or two semesters.
Table (1)
The Contents of Headway Academic Skills: Reading , Writing , and Study Skills

The textbook bridge the gap between general and academic English. It can be used either on its own, or alongside a general English course. It aims at

1- features though-providing topics relevant to students in higher education.
2-develops skills required for academic study, including note-taking, eassay- writing, and giving presentations.
3-includes strategies for understanding research and dealing with unfamiliar academic vocabulary.
4-provides study skills of reading strategies such as predicting, skimming, and scanning.
The textbook offered at this level
*student's book
* Teacher's guid with tests and photocopiable activities.
*class audio CDs foe listening, speaking and study skills.
Evaluation: Brown & Rogers (2002) define the term evaluation as "the process of seeking to establish the value of something for some purpose" (Brown & Rogers, 2002, p. 289).

Related Studies
Akef (2015)
This study aims at: 1- Evaluating the English Textbook "IRAQ OPPORTUNITIES" for the 2nd Intermediate stage by teachers' perspective. The sample of this study consisted of (60) male and female English teachers drawn from 60 secondary schools randomly selected from the whole population of the intermediate schools. a checklist for teachers. It is the suitable instrument to achieve the aims in a short time. the researcher found out that this textbook have many weak issues need to be studied, analyzed and evaluated. Since then, the researcher has been in contact with the teachers who teach this textbook. Some often complain of the difficulties in dealing with the textbook; others are dissatisfied with the results of the students' achievement tests and not satisfied with the students' comprehension to the material existed in this book which covered by poor production.

Kuzu, etal (2021)
The study aims at investigate the effectiveness of the program at a foreign language school in Turkey. 81 students attended the program to evaluate its effectiveness. A Likert-scale questionnaire of 28 items was used to gather the data from the students. Positive perspectives towards many aspects of the program, such as the program's goals. Its delivery, communication among the concerned parties, and found the objectives attainable.

Sahab & Abdulkadir (2022)
It is to figure out the views and attitudes of teachers concerning the English language textbook which is newly adopted for the Iraqi non-departmental students entitled: " New Headway(Plus) Upper-Intermediate, Student's Book". A checklist is used as an instrument to collect the required data from a sample of ten EFL teachers who teach Headway in the two colleges. The obtained results show that the evaluated course book is acceptable from the teachers" views. However, a number of obstacles need to be treated in order to grasp higher EFL advantage for non-departmental students. The population of the present study covers EFL teachers (male and female) in College of Education for Humanities and College of Education for Pure Sciences in Tikrit University. The sample of this study is limited to 10 EFL teachers (male and female) for the academic year (2019/2020). The experiences of teachers are varying between 1 year up to 20 years, they were randomly chosen.
Theoretical Background

Banks (1977:489-490) considers evaluation as a technical aspect of instruction and an important indispensable element in the teaching/learning process that gives continuous feedback of data to keep this system in progress. Evaluation refers to the process of delineating, obtaining and providing information in terms of goals, designs, implementation and outcomes of educational activities, and should help to improve educational activities, and should help to improve an educational product during the process of its development, and/or demonstrate the merit of the final product when its development is completed. Cunningsworth (1995:46); Ellis (1997:70) suggest that textbook evaluation helps teachers move beyond generalized assessments and it guides them to obtain helpful, precise, systematic, and contextual insights into the overall nature of textbook material. In addition, Mousavi(1999:132) points out that the activity of evaluating a certain textbook is frequently very beneficial, since it is taken by everyone concerned and involved in the teaching and learning process. Hutchinson (1987:41) defines evaluation as a "matter of judging the fitness of

Types of Evaluation

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

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

3. Illuminative Evaluation: The purpose of this type of evaluation is not to change the course necessarily, but to find out the work of different aspects of the program and how they are implemented. It is concerned with establishing a deeper understanding of the processes of teaching and learning that occurs in the program and whatever consequences accompany it (ibid, 2001: 289). Cunningsworth (1995:110) and Ellis (1997:90) agree with (Graves, 2000: 215 and Richards, 2001: 292) and also suggest that there are three different types of material evaluation which are: Pre-use, in-use and post-use evaluation. They state that the most common form is probably the pre use or predictive evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the in-use evaluation designed to examine material that is currently being used and the post-use or retrospective (reflective) evaluation of the textbook that has be used in any institution or college.

Method of the Paper

The sample of this study is limited to 36 EFL instructors, 43 Ph.D. students (male and female) for the academic year (2022-2023) at the University of Baghdad. A checklist is adopted as an instrument of research, is an inquiring form that includes data-gathering instruments through which respondents answer questions or respond to statements in writing (Creswell 2012: 142). The checklist is divided into 8 parts: Arrangement and Design, Difficulty, Language Skills, Teachability, Content, Methodology, and Language Elements.

To verify its face validity, the initial form of the checklist has been exposed to jury members in ELT and linguistics fields of study. The validity of items in the checklist is 100% because all of the jurors agreed upon items of the checklist. So, the initial form is considered the final form since no any kind of modifications occurred by jurors. Reliability is "the actual level of agreement between the results of one test with itself" (Davies et al., 1999: 168). Accordingly, the reliability coefficient of the checklist was found to be 0.74 by using the Alpha-Cronbach Formula, and this result is considered acceptable. Also, the pilot study was made to ensure the readability and the time of the questionnaire for both instructors and students, 3 instructors and 5 students have interpretation for the pilot study.

Results
The results of students' evaluation as shown in table (1) below, the table shows that according the price of the textbook 76% agree is reasonable but 44% agree that the textbook is not easily accessible. Also, 53% of the sample agree that the layout and design of the textbook is appropriate and clear while 45% of the sample is agree that the textbook is organized effectively. 67% of the sample is disagreeable that The textbook provides a balance of activities, so that the evaluation of the students that the textbook is not provide a balance of activities also, 60% of the sample disagree that the activities encourage sufficient communicative and meaningful practice. Thus, the textbook's activities is not encourage the students to encourage sufficient communication. 58% Disagreement of the students about the activities incorporate individual, pair and group work. The grammar points and vocabulary items are introduced in motivating and realistic contexts 77% disagreement of sample about this item. 43% agree and 40% disagree about the activities promote creative, original and independent responses. Furthermore, the skills of the textbook is not suitable for the students because 80% of them disagree about the materials include and focus on the skills that the students' need to practice. 72% of students disagree the materials provide an appropriate balance of the four language skills. Half the sample disagree that the textbook pays attention to sub-skills. Also, almost the sample disagree about the language represents a diverse range of registers and accents. The fifth section of the questionnaire related to subject and content which shows the most disagreement about the contents of Headway Academic skills level 3, such as the first question related to the subject and content of the textbook is relevant to my needs as an English language learner, 88% of the sample disagree. Thus, the students agree that the contents of the textbook is not relevant to their needs and 74% of them also disagree about there is sufficient variety in the subject and content of the textbook. 64% of the sample is disagree about the subject and content of the materials is interesting, challenging and motivating. Which it is mean that the contents and the subjects are not interested to the students. But , there is no agreement about realistic of the subjects and contents as well the materials are not culturally biased and they do not portray any negative stereotypes. Finally , Overall Consensus the last section of the questionnaire shows 76% disagreement about if they would choose to study this textbook again. There is no agreement about the textbook raises their interest in further English language study 41% .

Discussion of the Results
For data analysis and the percentages were as follows
1. (80 %) and more is a very high degree of evaluation.
2. (70-79.9%) is a high degree of evaluation.
3. (60 - 69.9 %) is a moderate degree of evaluation.

4. (50 - 59.9 %) is a low degree of evaluation.
5. (Less than 50 %) is a very low degree of evaluation.

Table (1)
Percentage of Students' Evaluation

No.	The statement	Agree %	Partially %	Disagree %	degree
1 . Practical Considerations					
1	The price of the textbook is reasonable.	**76**	**10**	**14**	high
2	The textbook is easily accessible.	**44**	**23**	**33**	Very low
2. Layout and Design					
3	The layout and design is appropriate and clear.	**53**	**7**	**40**	low
4	The textbook is organized effectively.	**45**	**15**	**40**	Very low
3. Activities					
5	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).	**23**	**10**	**67**	Very low
6	The activities encourage sufficient communicative and meaningful practice.	**33**	**7**	**60**	Very low
7	The activities incorporate individual, pair and group work.	**41**	**11**	**58**	Very low
8	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	**21**	**12**	**77**	Very low
9	The activities promote creative, original and independent responses.	43	17	40	Very low
4. Skills					
10	The materials include and focus on the skills that I need to practice.	13	7	80	Very low
11	The materials provide an appropriate balance of the four language skills	17	11	72	Very low
12	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.	43	7	50	Very low
13	The language represents a diverse range of registers and accents	32	30	48	Very low
5. Subject and Content					
14	The subject and content of the textbook is relevant to my needs as an English language learner.	17	5	88	Very low
15	The subject and content of the textbook is generally realistic.	36	23	41	Very low

16	The subject and content of the materials is interesting, challenging and motivating.	23	13	64	Very low
17	There is sufficient variety in the subject and content of the textbook.	16	8	76	Very low
18	The materials are not culturally biased and they do not portray any negative stereotypes	45	25	30	Very low
6. Overall Consensus					
19	The textbook raises my interest in further English language study.	34	25	41	Very low
20	I would choose to study this textbook again	16	8	76	Very low

Indefinitely, there is high agreement from the EFL teachers about the suitability of reading and writing contents. But , there are very low agreement about the grammar, students' needs, the flexibility and motivation of the textbook, and all the first part (arrangement and design of the textbook. As well the second parts of the questionnaire about the difficulty of the textbook, this part is taken very low agreement for the topics, time is not sufficient, the textbook is not corresponded to the level of the students as well it is not stimulating the students. According to the skills are covered the reading and writing because EFL teachers at University of Baghdad have not the time to cover all the skills of the textbook for the Teachability. Very low agreement for the contents that the activities do not motivate them, and they are not from the local cultural. While, there is moderate agreement about the tasks and exercises are authentic, interesting and purposeful. Finally, EFL teachers are very low to methodology of textbook and moderate agreement about the teacher's book suggests a clear, concise method for teaching each lesson. As table 2 is shown below the percentages and agreement of each item of the questionnaire.

Table (2)
Percentages Teachers' Evaluation

No.	The statement	Agree %	Partially %	Disagree %	degree
1. Arrangement & Design					
1	The contents have been graded in terms of students' needs and background knowledge	13	7	80	Very low
2	All of the students' needs for grammar are fulfilled in the textbook .	16	8	76	Very low
3	The general arrangement and order of the topics are logically based	32	30	48	Very low
	It is flexible and motivating.	13	7	80	Very low
2. Difficulty					
4	Topics are too difficult for the students.	13	7	80	Very low
5	The language used is at the right level for the students' current English ability.	16	8	76	Very low
6	Time is sufficient to have the whole book taught.	0	11	89	Very low

7	Tasks are not stimulating	33	11	56	Very low
8	Correspond to the students' background knowledge	0	19	81	Very low
3. Language Skills					
9	The four skills are adequately covered.	33	11	89	Very low
10	There is sufficient reading material.	83	17	0	Very high
11	Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance	71	12	7	high
12	Listening materials are pleasant and authentic.	13	7	80	Very low
13	There is sufficient material for spoken English e.g. dialogues, role-plays, etc	13	7	80	Very low
4. Are of Teachability					
14	It does not compensate for ESP	45	10	45	low
15	Time allotted and the teaching plan are in harmony	11	11	89	Very low
16	The book inspires autonomy in learning	40	10	50	Very low
17	The accompanying materials (Audio, CDs, teachers guide and sites are supporting enough.	71	10	50	high
5. Are of Contents					
18	Tasks and exercises are authentic, interesting and purposeful	60	25	40	moderate
19	Subjects cover different aspect from both local and target culture	13	7	80	Very low
20	The contents are beneficial to enrich students' general knowledge and awareness.	30	15	55	Very low
21	Activities promote effective communicative practice	13	7	80	Very low
6. Methodology					
22	The materials suit different classroom techniques.	40	10	50	Very low
23	The dominant method used is student-centered.	33	11	56	Very low
24	Teachers are given adequate examples to make students preview, skim, scan , and to find the main idea	53	11	46	low
25	The teacher's book suggests a clear, concise method for teaching each lesson.	60	10	45	moderate
7. Language Elements					
26	The grammatical points are suitable for the student's abilities	0	11	89	Very low
27	Vocabularies are contextualized.	70	10	20	high

| 28 | The new vocabularies in each unit are appropriate to the students' background knowledge. | 43 | 13 | 44 | low |
| 29 | Pronunciation is integrated with other activities such as conversations. | 0 | 11 | 89 | Very low |

The results have revealed that Akef (2015) and this research have agreement in the results which regards students' perspective toward this textbook. Thus, majority of the sample have negative perspective towards the contents, vocabulary as well the motivation. While this research has showed the disagreement with Kuzu, etal (2021); Sahab & Abdulkadir (2022) because mainly of the teachers' sample agree that the time is not sufficient to teach all the content as well the content is difficult for students. As table 1 and 2 have shown.

The low percentages' perspective of the study might come from the adaptation of the textbook because the English teachers do not have enough time. Thus, Iraqi English teachers have applied reading and writing textbook regarding the speaking listening textbook. Forevermore, the students have low percentages' perspective of the textbook also for the limitation of the time. The teachers have neglected the activities which effect the interest and enjoyability of the subject.

Forevermore, the textbook is limited the role of the students in the activities and focus on teacher role so the textbook emphasized the centrality of the teachers specially English language classroom needs the effectiveness of the students to be more commutative classroom. forevermore, English language is taught integrated instead of separate two skills in one textbook and the other in another one. The textbook's goals to improve the reading and writing skills which are not interested from both teachers and students.

Also, the research has correlate the results of students and teachers' perspectives toward the textbook to discover the relation of both perspectives. The results has shown positive storge relation between both perspectives as the follow table (3)

Table (3)
The Relation between Students and Teachers' Perspectives to Headway Academic Skills level 3

Correlations

			students' perspective of textbook	teachers' perspective of textbook
Spearman's rho	students' perspective of textbook	Correlation Coefficient	1.000	.612
		Sig. (2-tailed)	.	.272
		N	43	36
	teachers' perspective of textbook	Correlation Coefficient	.612	1.000
		Sig. (2-tailed)	.272	.
		N	43	36

Conclusion
The research has concluded the following, they are:
1-the textbook is difficult from the students and teachers' perspective

2-the time is not enough to cover the whole materials and activities

3-there are no materials for the local cultural of Iraqi students

4- the materials are not regard students' needs which are the most important to design any textbook

5-the textbook is not teachable to teach in the right way to Iraqi students

6- the textbook is not proposal for ESP. There are many colleges specially the scientific sciences like medical, and engineering, they already study their subjects in English while the humanities sciences are study the subject in Arabic so from the researcher's opinion the textbook is difficult for humanities studies but it is easy and not interest for sciences studies. To conclude that students and English language instructors have undesirable perspective toward headway academic skills level 3 reading and writing and the hypothesis of the paper are rejected because both the instructors and students are objectionable the textbook and there is negative perspective towards the textbook. Also, there is strong relation between the students and English language instructors in negatively perspective towards the textbook.

Recommendations

The administrators are recommended to modify this textbook and give more freedom to English teachers to adopt other syllabus require students' needs specially ESP.

The higher studies administrators and curriculum designers should pay more attention to students' needs when they want to adopt a textbook.

The administrator and curriculum designers should make an evaluation of any adopted textbook to evaluate its effectiveness of it.

The administrator and curriculum designers should ask English foreign language teachers' problems regarding the textbook so they could solve or limit them.

More studies should be made about evaluation of the textbook according to the textbook's goals set by the authors regarding reading skills like prediction, skimming, and scanning which could be developed by the textbook.

Furthermore, More studies should made about evaluation of the textbook according to the textbook's goals set by the authors regarding writing skills.

References

Akef, H. (2015) Evaluating the English Textbook "IRAQ OPPORTUNITIES" Book 6 for the 2nd Intermediate Stage. Ul-Astath. No.215

Banks, J. A., & Ambrose, A., Clegg, Jr. (1977) Teaching Strategies for free the Social Studies: Inquiry, Valuating, and Decision Making. Be . Massachusetts.

Brown, D. (2007) principles of Language learn and Teaching. Sanfrancisco . :Pearson Education, Inc. Creswell, John W.(2012) Educational Research. New York: Pearson Education.

Cunningsworth A. (1984). Choosing your Coursebook. London: Macmillan: the ree Heinemann. ---------------, A. (1995)Choosing Your Course book. Oxford: Heinemann.

Davies, A., Brown, C., Elder, K., Hill, T., Lumley, and McNamara, T. (1999). ………Dictionary of Language Testing. Cambridge. Cambridge University Press

Ellis, R. (1997) Empirical Evaluation of Language Teaching Materials. do E ELT Journal. Vol. 51/1.

Graves, K. (2000) Designing Language Course. Heinle & Heinle publishers.

Hutchinson, T., & Waters, A. (1987) A Learning-centered Approach. Cambridge: Cambridge University Press. Mousavi, S.A. (1999) A Dictionary of Language Testing. 2nd ed., k . Tehran: Rahman Publications.

Kuzu, E., Ozkan, Y., & Bada, E. (2021) An EFL Program Evaluation : A Case from Turkey. The Reading Matrix: An International Online Journal. Vol. 21. No. 1, Aprile 20221

Nunan, D. (1988) Syllabus Design. Oxford. Heinemann.

Philpot, S., & Curnick, L. (2011) Headway: Acadmic Skills, Reading, Writing, and Study Skills- Level 3 Student's Book. U.K.: Oxford Press.

Richards, J. C. (2001). Curriculum Development In Language Teaching. New York: Cambridge University Press.

Sahab, M., & Abdulbujer, Y. (2022) Evaluation Headway plus Course Book of EFL Undergraduate Iraqi Students. Journal of Tikrit University of Humanities 29 (7) 38-57. hptt://www.juth.tu.edu.iq