

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

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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)

1 Education and learning	BADDING Cand study halos: p.4.5 Bilaccore enabling: Of a service shows and C2p intensitive reading: Oductation of the UK: p.5 Efficiencies reading: Of infinitive reading: material plane reading: Of infinitive	LANGUAGE FOR WAITING p.7 Comparing and contrasting	WRITHIG Identition to inputs and ingland a comparison (p. 16-19) Checkang, source writing (1) sentence length, word order and linking word, maining word, Writing a comparing and constraining essay	VDCABULATY DEVELOPMENT Dectanary work p.18 Using a dictionary (1): symbolic and abbreviations (2): correct usage of new words	REVIEW p11 Checking you writing (2) punctuation, spelling, and
2 Innovations in health and medicate	BLADDING A smalled core p-12-13 Producting contents Trops: semborize A rese maintening A rese maintening plaguerisen (1): rephrasing	LANGUAGE FOR WRITING p.15 Rephrasing Rules: the passive voice	WRITING Keeping healthy p 16–12 Developing a paragraph topic sontences, heady sontences, final generates Writing a paragraph	VOCASULARY DEVELOPMENT Recording vacabulary p18 Recording vocabulary (1) which words to record (2) what to record about a word (3) choosing a suitable methical to record vocabulary	grammar REVIEW p 19
3 Urban planning 4 Water food	HEADHIG A model of gend urban planning, p.20–21. Paragraphs paraposes: new unarcharanding plus purposes of a paragraphs helps usis and/erstand a loss front cohestensi. Induling strategies between paragraphs. A sapital any p.32.	RSEARCH Finding adormation p.2.3 Using reference material saving symmytries or many general works for find when you need Searching the Internet efficiently [1], choosing an appropriate sale [2], planning your search	WRITING As international trade har (2.24-35) Sociecting informations identifying the purpose and key message of processing putting the information in order Basinatarians (before writing votice) writing notes, then organizing, adecting, and prioritizing your ideas Writing a persuastive article	OOCABULAR DIVILOPMENT Colocation () 9.15 Collocations () words that go logither - adjective + noun; with + noun	REVIEW p 27
and energy	ELADING Vater water, norpalway p.2339 Finding information from some than one source food chains g-30 Identifying improges for rephrasing and going cosingles, using discourse markers or signals to help you understand a test	LANGUAGE FOR WRITING p31 introductions and conclusions Rephrasing and giving examples	WRITING Sources of energy p32-33 Intraductions Developing a besis statement Checking your writing (3): pangraph content Writing in describe and explain	VOCABULARY DEVELOPMENT Compound nouns and adjectives - p.54 Compound nouns Compound adjectives	p35
S Free trade and fair trade	ELADING Globalization p 36-37 Distinguishing between fact, speculation, and reported opinions, caprosay generalizations, carried or and uncertainty, and reporting another person's opinion & fact takes (a): p 10 Intensitying a pears of view	LANGUAGE FOR VERITING 9-19 Expressing containty and uncertainty Expressing coation	This is a second secon	VOCABULARY OFVILOPMENT Multiple meaning pt2 Using a dictionary (3), words with more than one meaning, promunciation, or part of speech	REVIEW p.43
6 Conserving the past	READING The Tenacotta Army p 64-46 Dealing with langue texts (1) servery questions road (2) recall environ	CANGUAGE FOR WRITING p 47-45 Indicating reason or result Rules, reason or result Adding information	WRITING Manauma p 48-49 Checking your writing (4): looking at purpose, content, and organization of an essay	VOCABULARY DEVELOPMENT Collocations (2) p=0 Collocations (2) Words that go together - werb + adverb; adverb + advector	REVIEW p51
7 Wonders of the modern world	RADING Feats of engineering p 121-53 How to imake reaching ensire (2) dealing with unknown worth (2) dealing with complex southers as blands in the out in p 34 How to make reading concer (3): undertaining promound	VOCABULARY DIVILOPMENT Word-building (1) p.55 Suffixes, how word and/rige change the part of speech and meaning of a word	Writing an evaluation easay BSIASCH Conting sources () p.16 Avaiding plagaranes (2): Acknowledging sources LANCLACE FOR WRITING: p.56 Vorte for responsing another write's ideas Radia: enjoyening worths	anjective WRITHG Taunds and buildings (p 57-58 Summarizing: identifying, organizing, and rewriting ideas Writing a summary	review p 59
Olympic business	MADING The Openpic Games p.60–61. Mailing notes: different methods of recording what you read hen Openpic bads. p.62	BESEARCH (rediting source [1]: p6.) Avoiding plagarism (3) acknowledging direct and outbret quastateness Avoiding plagarisms (4) punctuation of direct and outlines quastations	LANGUAGE FOR WRITING p.64 Experiments contrasting WRITING A permeaned take for the Openpics p.65 Protons writing the steps of easily writing Writing a discretive space	VOCABULARY DEVELOPMENT Synonyms and antanyms print Synonyms and near synonyms chosising different synonyms for different contexts Antonyms chosing different antonyms for different contexts	REVIEW p67
Trends	BLADING Non- p-63-69 Understanding volual information: graphics Bank is obtained p-76 Interpreting data looking for general patterns and then detail	LANGUAGE FOR WRITING p71-72 Language for describing graphs, charts, and statistics	WAITING Population trends p 72-73 Using graphs to present data Writing a report using visual information	VOCABULARY DEVELOPMENT Word-building (7) p14 Prefaxes: recognizing prefixes which carry meaning	REVIEW p.75 Composite words
Communication and technology	BEADING Communication technology p.76–78 Dealing with longer texts (3): product, alone, and select Dealing with longer texts (4): read, mule more, check, and recall	EAMOUAGE FOR SPEAKING p 79 Language for presentations	WRITING FOR SPEAKING interpreting and translating p-80-81 How to be a good presentation Proparing notes for a presentation Giving a presentation	VOCABULARY DEVELOPMENT Formal and informal vocabulary p80 Formal and informal vocabulary using formal and informal vocabulary appropriately	REVIEW p.83
				WORD LIST p84 PHONETIC SYMBOLS p94	

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 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 also, 60% of the sample disagree that the activities encourage sufficient activities 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.P	ractical 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. La	yout and Design				
3	The layout and design is appropriate and	53	7	40	low
	clear.				
4	The textbook is organized effectively.	45	15	40	Very
					low
3. Ac	tivities				
5	The textbook provides a balance of activities	23	10	67	Very
	(Ex. There is an even distribution of free vs.				low
	controlled exercises and tasks that focus on				
	both fluent and accurate production).				
6	The activities encourage sufficient	33	7	60	Very
	communicative and meaningful practice.				low
7	The activities incorporate individual, pair and	41	11	58	Very
	group work.				low
8	The grammar points and vocabulary items are	21	12	77	Very
	introduced in motivating and realistic				low
	contexts.				
9	The activities promote creative, original and	43	17	40	Very
	independent responses.				low
4. Sk	ills			_	
10	The materials include and focus on the skills	13	7	80	Very
	that I need to practice.				low
11	The materials provide an appropriate balance	17	11	72	Very
	of the four language skills				low
12	The textbook pays attention to sub-skills - i.e.	43	7	50	Very
	listening for gist, note-taking, skimming for				low
	information, etc.				
13	The language represents a diverse range of	32	30	48	Very
	registers and accents				low
5. Su	bject and Content				
14	The subject and content of the textbook is	17	5	88	Very
	relevant to my needs as an English language				low
	learner.				
15	The subject and content of the textbook is	36	23	41	Very
	generally realistic.				low

16	The subject and content of the materials is	23	13	64	Very
	interesting, challenging and motivating.				low
17	There is sufficient variety in the subject and		8	76	Very
	content of the textbook.				low
18	The materials are not culturally biased and	45	25	30	Very
	they do not portray any negative stereotypes				low
6. Ov	rerall Consensus				
19	The textbook raises my interest in further	34	25	41	Very
	English language study.				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. Ar	rangement & Design				
1	The contents have been graded in terms of	13	7	80	Very low
	students' needs and background				
	knowledge				
2	All of the students' needs for grammar are	16	8	76	Very low
	fulfilled in the textbook .				
3	The general arrangement and order of the	32	30	48	Very low
	topics are logically based				
	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	16	8	76	Very low
	the students' current English ability.				
6	Time is sufficient to have the whole book	0	11	89	Very low
	taught.				

7	Tasks are not stimulating	33	11	56	Very low
8	Correspond to the students' background	0	19	81	Very low
0	knowledge	0	15	01	Verylow
3 1 2	inguage 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		12	7	high
	length, degree of accuracy, and amount of	/1	ТZ	/	ing i
	guidance				
12	Listening materials are pleasant and	13	7	80	Very low
	authentic.		-		
13	There is sufficient material for spoken	13	7	80	Very low
	English e.g. dialogues, role-plays, etc				·
4. A	re of Teachability				
14	It does not compensate for ESP	45	10	45	low
15	Time allotted and the teaching plan are in	11	11	89	Very low
	harmony				
16	The book inspires autonomy in learning	40	10	50	Very low
17	The accompanying materials (Audio, CDs,	71	10	50	high
	teachers guide and sites are supporting				
	enough.				
5. Ai	re of Contents				
18	Tasks and exercises are authentic,	60	25	40	moderate
	interesting and purposeful				
19	Subjects cover different aspect from both	13	7	80	Very low
	local and target culture				
20	The contents are beneficial to enrich	30	15	55	Very low
	students' general knowledge and				
	awareness.				
21	Activities promote effective	13	7	80	Very low
	communicative practice				
	lethodology				
22	The materials suit different classroom	40	10	50	Very low
	techniques.				
23	The dominant method used is student-	33	11	56	Very low
24	centered.	50		10	
24	Teachers are given adequate examples to	53	11	46	low
	make students preview, skim, scan, and to				
25	find the main idea	60	10	4	we e devete
25	The teacher's book suggests a clear,	60	10	45	moderate
7 1 0	concise method for teaching each lesson.				
	Inguage Elements	0	11	00	Vondow
26	The grammatical points are suitable for the student's abilities	0	11	89	Very low
27	Vocabularies are contextualized.	70	10	20	high
21	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
	teachers' perspective of textbook	Sig. (2-tailed)		.272
		N	43	36
		Correlation Coefficient	.612	1.000
		Sig. (2-tailed)	.272	•
		Ν	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.

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