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ABSTRACT

The main focus of the paper is to appraise Sunrise (9) to discover the strengths and weaknesses in this coursebook. Mixed methodological approaches were used in this evaluative study. The data were gathered numerically by rating the checklist scale to value each criterion. The instrument which was used to collect data was a evaluative checklist because it is a systematic and include all criteria for investigating.

The findings of this applied linguistic study illustrates that Sunrise (9) can be communicative textbook since it applies the key tents of CLT paradigm. It may fit Kurdish learners, might have has attractive physical appearance and supplementary aids. In Addition, it is possible that the textbook has a good balance and integration of skills. On the other hand, the textbook do not cover enough topics about Kurdish culture as it is written especially for Kurdish leaners. Furthermore, it lacks videos which are essential visual elements. As well as, the most of tasks of the coursebook look they are not interesting. Consequently, the pros of the textbook can outweigh the cons of it.

Keywords: Course book, School, Evaluation

INTRODUCTION

Coursebooks are considered as the backbone in the realm of ELT (Tomlinson and Masuhara 2017). ELT coursebooks work as the de facto syllabus and dominate what to instruct, the pace and density of instruction and the order of teaching (Garton and Graves 2014). Consequently, textbook can provide give a common ground in ELT institutions for both teachers and leaners and dictate the content, teaching and assessment process. ELT coursebook can be effective in implementing and perceiving ELT (McGrath 2013). They usually are based on an instruction approach that guides how to embody its tents practically by coursebooks (Richard, 2006). That means they encompass both content and method of teaching which are imposed on both learners and teachers. They can be considered the visible heart in programs of language teaching (Sheldon 1988). They are efficient source for self-directed- learning, activities and thoughts, the presentational materials and support novice ELT teachers (Tomlinson 2010). Coursebooks can provide the paramount language input for learners in English lessons and correspond learner's needs (Hutchinson and Torre 1994).

On the downside, Ur (1996) elucidates coursebooks have the four limitations. Initially, irrelevancy, which means have insufficient interest in terms of coursebooks topics. Secondly, Inadequacy that means textbooks cannot fit the needs of all learners as they have different need. Moreover, over- easiness, this point means it could very may be very easy to follow them by practitioners. Lastly, it is evident that textbooks are not suitable for variety of levels of knowledge and ability or learning styles and strategies. Also, there are more critiques of using ELT textbooks.

Justifications for Coursebooks Evaluation

“No textbook will be totally suited to a particular teaching situation” (Cunningsworth 1984: 89). It is evident that there are plenty of reasons for evaluating teaching materials in any program of English language teaching. Initially, coursebooks assessment can be considered as an “analytical matching process: matching needs to available solutions” (Hutchinson and Waters 1987:97). What is more, textbooks analysis is a crucial and pedagogical task in ELT since it can demonstrate how textbooks can amend or improved. ELT textbooks influence a language teaching and learning process directly as they are fundamentals within teaching curriculum (Nunan 1988).

Definitions of Coursebooks and Evaluation

Evaluation

There is a number of definitions of analysis but they are usually have the same principles and concepts. Evaluation is defined as “the process of seeking to establish the value of something for some purpose” (Brown & Rogers, 2002: p. 289). Brown (1989) defines evaluation as a process of collecting and analysing the required information which are needed to improve a curriculum in ELT, to rate its efficiency and effectiveness, and to assess the attitudes of learners with a particular institution context. Evaluative process is conducted systematically and reasonably through sequent stages (White 1988).

In addition to, textbook analysis has a wider essence requires assessment which include other evaluative processes. Consequently, the evaluative processes are helpful to illuminate and act on the assessment results (Nunan 1988). Also, evaluation covers examining the context in which ELT programs performed of syllabus, goals and a structure course and the mechanism to plan and develop them. Furthermore, evaluation involves the examination the learning and teaching process.

In terms of the evaluation of curriculum, it deals with gathering information concerning various aspects of ELT program. This evaluation helps us to interpret and comprehend how ELT program works and informing us how to succeed the program. Consequently, program evaluators may make many different decisions regarding ELT program. These decisions depend on whether a program meets the needs of students, or whether learners acquire FL/ SL adequately form a program, or whether training course are required for instructors who teach in it (Richards 2001).

After that, the results of the program evaluation can determine if the ELT program requires to be modified or changed in any way in order to achieve the objectives more efficiently. It is crucial to find out the reasons which hinder students to achieve the goals and objectives of the program. Moreover, it includes other procedures to take the required measures to tackle any limitations. Therefore, analysis is not just the collecting data process, but it involves a process of making decision (Nunan 1988)

Coursebooks

According to Ur (1996), ELT textbooks are defined coursebooks which every learners and instructors possess and followed basically as core books. They are published textbooks and designed especially to assist EFL/ ESL learners in order to enhance their communicative and linguistic abilities (Sheldon 1987). As per O’Neil (1982), they are learning instruments and used to support learning process. ELT textbooks are usually accompanied with workbooks (activity books), teacher guides, CDs, extra sources, tests, mini- dictionary, mini- reference book and videos (Tomlinson 2008). Some textbooks designers offer websites for more quizzes, tests, homework’s, sources and so on. All the components of ELT textbooks are called supplementary aids.

Methodology

Research questions

The purpose of this evaluation is to find out the following:

- 1- Does the coursebook apply the characteristics of CLT?
- 2- Does the textbook meet for the learner’s needs?
- 3- Is the physical appearance attractive?
- 4 - Is the textbook is supported by supplementary aids ? what are they?
- 5- Are the tasks of the coursebooks are interesting?
- 6- Are the receptive, productive skills and other subskills are presented appropriately ?

Materials

The textbook of this evaluation is the local coursebook which is taught in state secondary schools since 2008 in Kurdistan region. This evaluative study investigated Sunrise 9 (McLever, Prowse and Sprenger 2008) more specifically the students' book only.

Instrument

In this evaluative research, a descriptive model is adapted in order conduct this study. It was crucial to use the checklist to carry this study, as the framework is well suited to the objectives of the study. Initially, as per McGrath (2002), the checklist for evaluating is economic and systematic method and may encompass all relevant criteria. What is more, they can decide if coursebooks are appropriate and correspond needs. In addition, they are considered as very convenient and flexible investigative tools for appraising ELT materials. Evaluators can change the criteria by adding and dropping some items according to needs (Harmar 2007).

A checklist can be an instrument which can assist ELT instructors to assess the materials they use. Evaluative checklists are divided into quantitative and qualitative. The quantitative ones are more convenient and more dependable than quantitative models. In terms of the qualitative schemes, the questions tend to be open- ended

to collect subjective data of the coursebook appropriateness (Skierso, 1991). Consequently, the researcher used the reliable checklist to conduct this study.

Data Collection

The researcher collected the data for the evaluation to assess and the data was already available Sunrise 9. The main aim of the study is merely to investigate the coursebook and it does not mean not mean to imply recommendation or criticism of the coursebook. The checklist was adopted to evaluate the coursebook which is developed by (Mukundan, Hajimohammadi and Nimehchisalem, 2011). Each criteria has rating scale from 0 to 4 whereas 0 which is the lower score means it totally lacks to this criterion while the highest rating is 4 that means it is excellent, 1 means weak, 2 means adequate, 3 means good (see appendix 1).

Data Analysis

The collected data in the evaluative research was analysed by the principles and theories of language teaching and learning and Second language Acquisition.

Methodological Approach

In this linguistic applied research, it was recommended to employ mixed methods for evaluating. The researcher collected the data in numerical by rating each criteria in the checklist. On the other hand, I analysed the data in non-numerical formats by describing it by principles and theories of language learning and teaching and SLA.

RESULTS AND DISCUSSION

In this analytic study, the findings are presented and discussed to discover the strengths and weaknesses in this coursebook. The model (scheme) encompasses two main criteria which are general attributes and learning-teaching content. Initially, general attributes contain other subskills, which include the syllabus type, methodology, suitability to learners and so on. Secondly, learning-teaching content covers the productive and receptive skills and so forth (See appendix 1).

First of all, Sunrise (9) may embody the key characteristics of communicative language teaching method because it concentrates on communications more than forms in the tasks of the coursebooks. These tasks look real activities, which learners face in their lives. It is obvious that communicativeness is compatible with concepts of long-term acquisition and second language acquisition (Long and Crookes 1982).

What is more, the coursebook apparently corresponds the needs of Kurdish learners since it has been written particularly for the Kurdish students in Kurdistan. However, it possible that it do not cover enough topics about Kurdish culture as it is written especially for Kurdish learners.

In addition, it appears that the coursebook has attractive physical appearance. There is enough white space which can provide relief and clarity for the textbook. What is more, the textbook might have a large number of intriguing and aesthetic photographs. The illustrations quality is praised in ELT materials (Tomlinson 2010). These interesting illustrations such as picture, cartoons, graphs which are crucial for young learners (Inozu 1996). These illustrations are effective to teach in long lasting way, for breaking up the texts of the coursebook and support learning and education (Hill, Thomas 1988). It seems that the coursebook is organized well

It is obvious that Sunrise 9 has supplementary aids such as workbook (activity book), student's book, teacher guide, website for giving instructions and has samples of questions for assessment. Nonetheless, the coursebook do not contain videos. Watching videos in ELT classrooms are considered relevant, useful and interesting (Kelsen 2009). The supplementary aids could help to motivate learners and lead to SLA.

According to Nunan (1989), a task is known as a work piece that requires learners to use TL to direct, understand, produce and communicate in ELT classrooms by focusing on meanings more than forms. It looks that the most of these coursebook tasks are not interesting since they may not face them in their daily lives and they may not be relevant to them.

Furthermore, Sunrise (9) might have a good balance of the four skills which are listening, reading, speaking and writing. The coursebook usually starts with receptive skill and then productive skills and that can be considered on the principle of communicativeness. The tasks are usually integrated and each task includes integrations of a number of skills together. This integration of skill and balance can be considered one of the tenets of CLT (Littlewood 1981).

Finally, the lexical items are divided into three categories according to their frequencies which the first thousand most frequent words, the second thousand most frequent words and the third thousand most frequent words until ten thousand. The first thousand must be used for beginner level. With regard to intermediate level, the second thousand should be taught. In terms of the advanced level, the third thousand need to be employed in ELT coursebooks (Nation 2006). As per this theory, this textbook was analysed and found out the words are the second thousand which is suitable for this level which is pre – intermediate. However, It seems that Sunrise (9) lack some aspect of vocabulary knowledge such as word formation and multiple meanings. Since these elements

can be useful the process of L2 learning (Carter 1987). It appears that there is a reasonable load of new vocabulary in Sunrise (9).

CONCLUSION

In conclusion, this paper has endeavoured to evaluate the textbook Sunrise (9) to ascertain the potentials and limitations in this coursebook. Mixed methods were employed to carry out this research. The data was collected numerically by scoring the scale of the checklist and then the collected data was analysed in non-numerical formats. The researcher used the descriptive checklist to collect data for this linguistic research since the model is systematic and economic way that can include all the pivotal criteria.

The findings of this exploratory research found out that Sunrise (9) may realize the key principles of CLT paradigm as it focused on meanings more than forms. Secondly, the coursebook apparently corresponds the needs of Kurdish learners since it has been written particularly for the Kurdish students in Kurdistan. However, it is possible that it does not cover enough topics about Kurdish culture as it is written especially for Kurdish learners. Therefore, it needs to put more topics about Kurdish culture. What is more, it seems that the coursebook has attractive physical appearance, the supplementary aids but lacks videos. It is possible that the textbook has a good balance and integration of skills. On the other hand, the most of tasks of the coursebook look they might not be interesting as they do not see their daily lives. So, the merits of the textbook can outweigh the demerits of it.

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Appendix (1) The adapted Evaluative Model (Checklist)

I. General attributes					
A. The book in relation to syllabus and curriculum					
1. It matches to the specifications of the syllabus.	0	1	2	3	4
B. Methodology					
2. The activities can be exploited fully and can embrace the various methodologies in ELT.	0	1	2	3	4
3. Activities can work well with methodologies in ELT.	0	1	2	3	4
C. Suitability to learners					
4. It is compatible to the age of the learners.	0	1	2	3	4
5. It is compatible to the needs of the learners.	0	1	2	3	4
6. It is compatible to the interests of the learners.	0	1	2	3	4
D. Physical and utilitarian attributes					
7. Its layout is attractive.	0	1	2	3	4
8. It indicates efficient use of text and visuals.	0	1	2	3	4
9. It is durable.	0	1	2	3	4
10. It is cost-effective.	0	1	2	3	4
E. Efficient outlay of supplementary materials					
11. The book is supported efficiently by essentials like audio-materials.	0	1	2	3	4
II. Learning-teaching content					
A. General					
1. Most of the tasks in the book are interesting.	0	1	2	3	4
2. Tasks move from simple to complex.	0	1	2	3	4
3. Task objectives are achievable.	0	1	2	3	4
4. Cultural sensitivities have been considered.	0	1	2	3	4
5. The language in the textbook is natural and real.	0	1	2	3	4
6. The situations created in the dialogues sound natural and real.	0	1	2	3	4
B. Listening					
7. The book has appropriate listening tasks with well-defined goals.	0	1	2	3	4
8. Tasks are efficiently graded according to complexity.	0	1	2	3	4
9. Tasks are authentic or close to real language situations.	0	1	2	3	4
C. Speaking					
10. Activities are developed to initiate meaningful communication.	0	1	2	3	4
11. Activities are balanced between individual response, pair work and group work.	0	1	2	3	4
D. Reading					
12. Texts are graded.	0	1	2	3	4
13. Texts are interesting.	0	1	2	3	4
E. Writing					
14. Tasks have achievable goals and take into consideration learner capabilities.	0	1	2	3	4
15. Tasks are interesting.	0	1	2	3	4
F. Vocabulary					
16. The load (number of new words in each lesson) is appropriate to the level.	0	1	2	3	4
17. There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book.	0	1	2	3	4
18. Words are efficiently repeated and recycled across the book.	0	1	2	3	4