

An Evaluation of the Design of ELT Textbooks and its Impact on Teachers' Performance at University of Duhok

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المخلص

هذه الدراسة هي تقييم لتصميم الكتب المدرسية في تدريس اللغة الإنجليزية وتأثيرها على أداء المعلمين في قسم اللغة الإنجليزية بكلية التعليم الأساسي بجامعة دهوك. في هذه الدراسة، استخدم الباحث طريقة أخذ العينات الملائمة لجمع الردود على الدراسة. يشار إلى أخذ العينات الملائمة كعينة مختارة بناءً على راحة الباحث. بلغ عدد المشاركين ٥٠ مدرساً في قسم اللغة الإنجليزية بكلية التربية الأساسية بجامعة دهوك. تم جمع البيانات من خلال طريقة استبيان جيدة البناء. تم ملء الاستبيانات من قبل المبحوثين دون أي تأثير من الباحث. يتكون الاستبيان بأكمله من ثلاث صفحات وجزئين رئيسيين. يتكون الجزء (أ) من الأسئلة المتعلقة بالملف الديموغرافي للعيينة، بينما يتكون الجزء الثاني من البنود المتعلقة بكل متغير من متغيرات الدراسة. تم استخدام مقياس ليكرت المكون من خمس نقاط، بدءاً من ضعيف (١) إلى جيد (٥) لبعض التركيبات وأعراض بشدة (١) وأوافق بشدة (٥) بالنسبة للآخرين. مقياس ليكرت المكون من خمس نقاط يحقق التوازن بين اختيار العرض وتوجه المستفتي. وبحسب النتائج، هناك اختلاف كبير في تصورات المعلمين في قسم اللغة الإنجليزية، كلية التربية الأساسية في جامعة دهوك فيما يتعلق بالمظهر والتخطيط الجسدي، والموضوع والمحتوى، والمهارات اللغوية، ومكونات اللغة والجوانب التكنولوجية. علاوة على ذلك، هناك تأثير للمظهر والتخطيط الجسدي، والموضوع والمحتوى، والمهارات اللغوية، ومكونات اللغة والجوانب التكنولوجية للكتب المدرسية لتعليم اللغة الإنجليزية على أداء المعلمين في قسم اللغة الإنجليزية، كلية التربية الأساسية في جامعة دهوك. أخيراً، توصي الدراسة بتحسين الكتب المدرسية في تدريس اللغة الإنجليزية وأداء المعلمين في قسم اللغة الإنجليزية، كلية التربية الأساسية في جامعة دهوك بناءً على تصورات المعلمين.

Abstract

This study is an evaluation of the design of ELT textbooks and its impact on teachers' performance at the Department of English, College of Basic Education at the University of Duhok. For this study, the researcher has used convenience sampling for collecting the responses for the study. Convenience sampling is referred to as a sample selected based on the convenience of the researcher. The number of respondents 50 teachers at the Department of English, College of Basic Education at the University of Duhok. Data was collected via a well-constructed questionnaire method. Questionnaires were filled in by the respondents without any influence from the researcher. The entire questionnaire consisted of three pages and two main parts. Part A consisted of the questions related to the demographic profile of the sample and part two consisted of items related to each variable of the study. A five-point Likert scale was used, ranging from poor (1) to good (5) for some constructs and strongly disagree (1) to strongly agree (5) for the others. The five-point Likert scale strikes a balance between the choice of offering and the respondent's orientation. According to the findings, there is a significant difference in the perceptions of teachers at the Department of English, College of Basic Education at the University of Duhok regarding physical appearance and layout, subject and content, language skills, language components, and the technological aspects. Moreover, there is an impact of physical appearance and layout, subject and content, language skills, language components, and the technological aspects of ELT textbooks on teachers' performance at the Department of English, College of Basic Education at the University of Duhok. Finally, the

study recommends enhancing ELT textbooks and teachers' performance at the Department of English, College of Basic Education at the University of Duhok based on teachers' perceptions.

Keywords: Evaluation, ELT Textbooks, Teachers' Performance, University of Duhok

Introduction

Despite the importance of “the design of English textbooks for teachers, and for the complete success and better performance of teaching process as all, the literature shows that the majority of teachers are facing many problems, difficulties, and challenges in English teaching. Not only in the primary and intermediate levels of English learning but even in the graduate and postgraduate stages of education. The weak level of university students in English, as a foreign language, is attributed to the poor performance in the early stages of education especially, in primary and secondary schools. Many studies have indeed dealt with evaluating English language textbooks, but these are still inadequate (Dehham, 2015). Techniques and strategies used in class, the problems that teachers encounter in teaching, and problems students face in learning English should be facilitated and considered while designing English textbooks. Moreover, Concerning English textbooks in the Indian context, several studies have been focusing on a different aspect of English textbooks in India. For example, Dehham (2015) investigated the difficulties and problems of a textbook of English at a higher secondary level in India among students and teachers. He concluded that some effective solutions to the problems need to be made. Further, Malini (2011) evaluated the past and the present pattern of English teaching. The study indicates that ELT requires more practical approaches as it is being a foreign language. Further, the study reported that most of the Indian languages have been learned and taught only where the particular language is spoken. But, English is in demand beyond the boundaries of states. With having 74% of literates in India, there is still only 13% of them could read and write English well. When the country is growing in business revolution, pace up with that in the stream of English has become inevitable. Hence, a critical review of ELT in India is not only going to review the pattern but also the suitability of the sorts. Similarly, Brookhart (2010) states that the English Language is the language of news, business, information, opportunity, employment, power, and prestige in India. It has become the synonym of all progress in the recent years”. Therefore, this study is an evaluation of the design of ELT textbooks and its impact on teachers' performance at the Department of English, College of Basic Education at the University of Duhok.

Literature review

Previous studies found that the vast majority of secondary and university students have difficulties in the contents of English textbooks, which in turn affect their academic performance and achievement. According to Apriani (2019), poor English proficiency in Iraq is “probably due to the limited and often sub-standard abilities of instructors, weak student preparation, and poor syllabus design. Dehham (2015) advocated that any syllabus could be evaluated and analyzed in terms of design, format, and achieving the goals of the designed syllabus in reality. The study stated that despite high standards of some textbooks in terms of the planning stage, implementation, evaluation, management, selection and grading of the content, and tasks of the curriculum; it does not suit the level of ESP learners in both public and private Iraq Universities due to misuse and wrong interpretation of the term ESP in Iraq among English teachers, specialists in the field of English language and decision-makers as well. This is consistent with Brown (2004) who indicated that students' English language proficiency at the university level was not satisfactory, nor the teachers' qualifications and competencies. Another problem addressed by Ellis (1997) found that a majority of students have positive attitudes towards learning the English language. Most of the selected teachers showed poor attitudes toward teaching the English language” stating that it is just a duty and complaining about a shortage of support. The overall results and from the above discussions of the previous studies of EFL in Iraq, it is clearly “implied that the curriculum, design, contents, as well as the instruction, is responsible to a great extent for the low levels of English language proficiency at the intermediate and primary levels which affect secondary and university levels. This observation led to the assumption that something is inadequate in the course of preparing Iraqi student-teachers at the intermediate level to be well-qualified teachers and learners of English. However, previous research has provided general discussions and there has been no recent empirical study that addresses the challenges and weaknesses of English textbooks about the preparation process and to what extent the Iraqi intermediate EFL textbooks curriculum prepares students for the required” and high-level English performance skills at the intermediate level Concurrently, the research also declares that the major setback in the present materials/textbook is its inability to cope with the “present occurrences and practices in learning institutions. The conventional materials ignore the importance of the collective teacher, students, and parents' participation

in materials and their implementation. Therefore, the research stresses the need for the active involvement of teachers in material development and the need to give them the freedom to modify and implement it in their way and without external interruptions. This will enable them to edit the presently used reference materials like textbooks so that the students can be awarded more precise information and more updated methods of teaching. For teachers to be encouraged to exercise autonomy is essential to develop new teaching strategies and methods. The role of teachers in material development has, for this reason, attracted the interests of many researchers who created principles and guidelines that allow teachers" to reform their teaching methods. Similarly, Hadi, Dehham, and Akbar (2020) recommended that teachers should benefit from applying CL in English classes "which may, in turn, develop students' speaking skills and attitudes. The role of the mother tongue Arabic in teaching and learning a foreign language has been the subject of much debate and controversy. In the same context, Khader (1987) revealed that the curriculum lacks courses necessary to provide students and teachers with basic knowledge and pedagogical principles which are of vital significance to demonstrate their understanding before they are practically engaged in the teaching experience". In addition, Dehham (2014) noted that although the EFL Iraqi curriculum was designed based on the principles of Communicative Language Teaching (CLT), which is well suited for EFL teaching and learning English, the linguistic performance of students in Iraq is still poor and unsatisfactory.

Objectives of the study

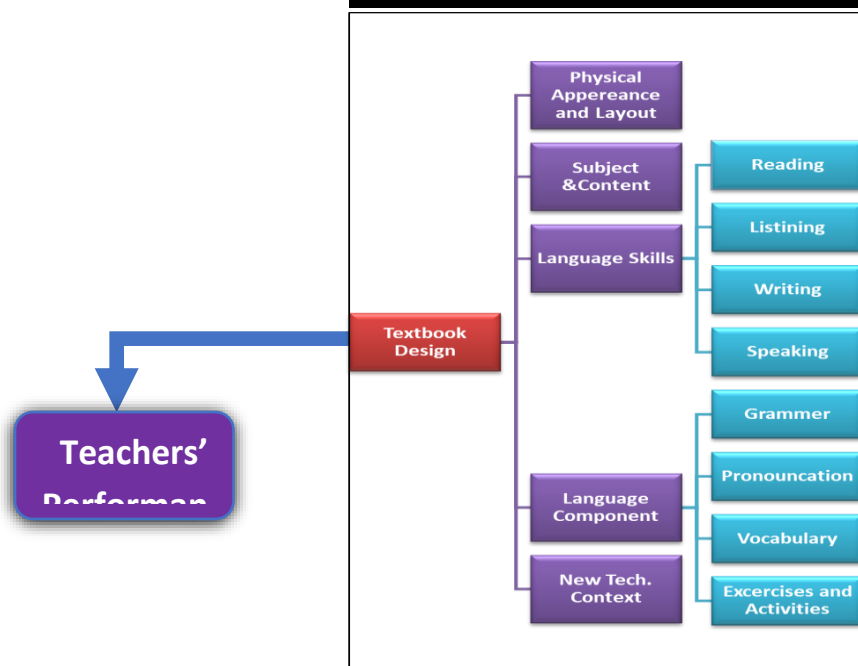
This study concentrates on different issues of ELT textbook designs. Different elements of English textbooks design such as the physical appearance of English textbooks, subject, and contents of English textbooks, language skills, the activities and exercises contained in the textbooks, the technological dimension included in the textbooks and layout, and the general design of English textbooks are the main concern of this study. This study proposes four main research questions which are as follows:

The study aims to:

- 1.To study teachers' perceptions regarding physical appearance and layout, subject and content, language skills, language components, and the technological aspects of ELT textbooks at the Department of English, College of Basic Education at the University of Duhok.
- 2.To examine if it is significant in the perceptions of teachers at the Department of English, College of Basic Education at the University of Duhok regarding physical appearance and layout, subject and content, language skills, language components, and the technological aspects.
- 3.To investigate the impact of physical appearance and layout, subject and content, language skills, language components, and the technological aspects of ELT textbooks on teachers' performance at the Department of English, College of Basic Education at the University of Duhok.
- 4.To suggest some recommendations and suggestions that can enhance ELT textbooks and teachers' performance at the Department of English, College of Basic Education at the University of Duhok based on teachers' perceptions.

The Research Framework

The research framework of this study is developed to achieve the research objectives, answer the research questions, and keep a systematic research process in this study. Basically, there are six variables in the present study. The first five variables; physical appearance, subject and content, language component, language skills and the new technology context is the dependent variable of the study. These variables are for evaluating the design of ELT textbooks at the Department of English, College of Basic Education at the University of Duhok.



Data Collection

It describes the population of the study and the sampling method. It also presents a description of the sample needed for the present study along with the statistical sample size that should be collected for estimating the results using specific tools of analysis. The number of respondents 50 teachers at the Department of English, College of Basic Education at the University of Duhok.

Sampling Method

For this study, the researcher has used convenience sampling for collecting the responses for the study. Convenience sampling is referred to as a sample selected based on the convenience of the researcher. The number of respondents 50 teachers at the Department of English, College of Basic Education at the University of Duhok. Convenience sampling is used in this study because the researcher is not having the population list to be studied. The advantage of this sampling method is relatively less cost and time, very easy to carry out with few rules in data collection. Convenience sampling is a kind of non-probability or nonrandom sampling in which members of the target population.

Research Instrument

A research instrument is “a tool used to collect data. An instrument is a tool designed to measure knowledge, attitude, and skills. The two approaches are generally followed by most of the researchers, and they are qualitative and quantitative. Singh (2007) describes a qualitative approach as “a systematic subjective approach used to describe life experiences and situations to give them meaning. The term quantitative method is referred to as a systematic process involving the collection of numerical data. The quantitative method helps to identify the relationship between an independent variable and a dependent variable. Qualitative is also refers as an inductive approach that means based on the collected information the theory must be developed whereas quantitative approach refers as deductive approach it helps to test the existing theory”, Singh (2007). The entire questionnaire “consisted of three pages and two main parts. Part A consisted of the questions related to the demographic profile of the sample and part two consisted of items related to each variable of the study. A five-point Likert scale was used, ranging from poor (1) to good (5) for some constructs and strongly disagree (1) to strongly agree (5) for the others. The five-point Likert scale strikes a balance between the choice of offering and respondent’s orientation”.

Physical appearance and layout

This construct measures the physical appearance and layout of English textbooks. The number of respondents 50 teachers at the Department of English, College of Basic Education at the University of Duhok. The construct includes six items that measure this construct.

Teachers’ Performance

This construct measure teachers’ performance. It measures how the five proceeding constructs affect teachers’ performance. This construct comprises 5 items (64 to 68). These items have been developed by the researcher to estimate the impact of the physical appearance of the textbook, subject and content, language skills, language

components, and the technological context on teachers' performance. Following is which illustrates the items of teachers' performance construct:

The next section defines the variables and describes the questionnaire used by the present study.

Respondents' profile

Table (1) "demonstrates the respondents' profile that describes the characteristics of the sample collected. It shows the frequency percentage distribution for the dimensions of the demographic characteristics of the sample. Demographic characteristics of the sample include gender, age, education, and experience. The respondents' profile provides frequency and percentage distributions for teachers which are number 50 teachers at the Department of English, College of Basic Education at the University of Duhok".

Table 1: Respondents' profile

Dimensions	Particulars	University of Duhok	
		Frequency	Percent
Gender	Male	54	51.4
	Female	51	48.6
	Total	105	100.0
Age	Less than 29 Years	22	21.0
	30 to 35 Years	41	39.0
	36 to 42 Years	25	23.8
	Above than 42	17	16.2
	Total	105	100.0
Education	B.Ed	59	56.2
	M.Ed	12	11.4
	Ph.D	10	9.5
	Other	24	22.9
	Total	105	100.0
Experience	Less than 6 Years	46	43.8
	6 to 10 Years	25	23.8
	11 to 15 Years	12	11.4
	16 to 20 Years	6	5.7
	More than 20 Years	16	15.2
	Total	105	100.0

Gender

Concerning gender, "the results show the gender distribution shows that there are 25 male respondents against 25 female respondents with a percentage of 50% and 50%, respectively. With regards to age distribution, the results show that there are four age groups. In the first group that includes the respondents who have the age of fewer than 20 years, the results show that there are 99 respondents in the case of India against 22 respondents in the case of teachers at the Department of English, College of Basic Education at the University of Duhok". Education The education section "comprises of four groups. It has been divided gradually started from the minimum qualification that the respondents may have (B.Ed) to the maximum qualification to maximum (Ph.D.) giving space and an option to the respondents that have another educational and qualification backgrounds". Experience As far as the "experience demographic variable is concerned, the results show that there are 5 groups that describe the experience demographic variable. In the first group that includes those teachers who have experience of fewer than 6 years, the results show that there are 90 respondents from India who have an experience of fewer than 6 years against 46 respondents in the case at the Department of English, College of Basic Education at the University of Duhok".

Factor Analysis

Loading is (0.956) which is found in item 7 is related to the Subject and Content variable. All other values of factor loading resulting from CFA are between the minimum and the maximum values in both scenarios at the Department of English, College of Basic Education at the University of Duhok. As a rule of thumb, the minimum accepted value for a proper estimation of factor loading is greater than 0.40. Accordingly, the results in table (5.3) show that all values of factor loadings in the case are greater than the minimum accepted value (Factor loading values > 0.40). This indicates that all items are proper and fit the variables that are related to. The following is the table (2) shows confirmatory factor analysis.

Table 2: Confirmatory Factor Analysis

Variables	Items	University of Duhok		University of Duhok			
		CFA		Reliability and Validity Tests			
		Factor Loading		CA	rho_A	CR	AVE
Physical appearance and layout	item1	0.918		0.833	0.856	0.875	0.542
	item2	0.738					
	item3	0.783					
	item4		0.668				
	item5		0.805				
	item6		0.813				
Subject Content	item7		0.956	0.901	0.914	0.919	0.558
	item8		0.663				
	item9		0.762				
	item10		0.795				
	item11		0.766				
	item12		0.814				
	item13		0.741				
	item14		0.787				
Listening	item15		0.700	0.938	0.946	0.953	0.801
	item16		0.914				
	item17		0.915				
	item18		0.863				
	item19		0.917				
Reading	item20		0.899	0.867	0.877	0.904	0.653
	item21		0.855				
	item22		0.791				
	item23		0.827				
	item24		0.812				
Writing	item25		0.856	0.904	0.917	0.929	0.724
	item26		0.922				
	item27		0.857				
	item28		0.84				
	item29		0.808				
Speaking	item30		0.902	0.869	0.873	0.905	0.655
	item31		0.962				
	item32		0.807				
	item33		0.825				
	item34		0.794				
Grammar	item35		0.803	0.939	0.944	0.95	0.703
	item36		0.942				
	item37		0.865				
	item38		0.826				

Variables	Items	University of Duhok		University of Duhok			
		CFA		Reliability and Validity Tests			
		Factor Loading		CA	rho_A	CR	AVE
	item39		0.868				
	item40		0.855				
	item41		0.873				
	item42		0.797				
	item43		0.875				
Pronunciation	item44		0.946	0.922	0.923	0.941	0.763
	item45		0.895				
	item46		0.909				
	item47		0.883				
	item48		0.822				
Vocabulary	item49		0.902	0.899	0.909	0.925	0.712
	item50		0.855				
	item51		0.798				
	item52		0.866				
	item53		0.819				
Exercises & Activities	item54		0.907	0.894	0.894	0.922	0.704
	item55		0.816				
	item56		0.883				
	item57		0.846				
	item58		0.854				
Technology	item59		0.916	0.862	0.877	0.895	0.588
	item60		0.872				
	item61		0.935				
	item62		0.919				
	item63		0.912				
Teachers' Performance	item64		0.859	0.933	0.935	0.949	0.79
	item65		0.709				
	item66		0.815				
	item67		0.836				
	item68		0.77				
	item69		0.774				

Reliability and Validity

The output values of the validity and reliability of the study are based on the CFA model. The results of the measurement model include Cronbach Alpha (CA), Composite Reliability (CR), and Average Variance Extracted (AVE). Cronbach's Alpha values in the case of India range between a minimum value of 0.855, which is observed in the case of the Reading variable, and a maximum value of 0.962 for the Speaking variable. In the context of Iraq, Cronbach's Alpha values range between a minimum value of 0.833, which is observed in the case of the Physical Appearance and Layout variable, and a maximum value of 0.939 for the Grammar variable. This signifies a good fit as indicated by a minimum acceptable criterion value of 0.60, a closer value to 1 indicates a proper estimation and good reliability. All values of Cronbach Alpha are greater than the criterion value which signifies a good fit. Further, Composite Reliability values have minimum values of 0.894 and 0.875 for the Reading variable in the case of India and the Physical Appearance and Layout variable in the case of Iraq. The minimum Composite Reliability value in SEM analysis should exceed 0.70. Accordingly, the output values indicate a proper estimation of the results and the constructed items reflect the latent constructs in the current study. Furthermore, the values of Average Variance Extracted signifies the overall amount of variance.

Frequency Analysis

The results in a table (3) demonstrate a frequency analysis for the scale measurements of the research instrument. A 5-Points Likert scale has been used in the form of Poor, Fair, Average, Enough, and Good, which are coded from 1 to 5, respectively. 1 indicates that the respondents perceive poor content in English textbooks and 5 refers to a good content of English textbooks. Therefore, the level of perceiving can be ordered as shown in table (5.5) below:

Table 3: Table the criteria of degree of perceiving on English textbooks contain

Level of Perceiving	Rang of Mean Values
Good	4.21-5
Enough	3.41-4.20
Average	2.61-3.40
Fair	1.81-2.60
Poor	1-1.80

Table 4: Frequency Analysis for Physical Appearance and Layout Items

Items	Department of English												Mean	Rank
	Poor		Fair		Average		Enough		Good		Total			
	Fr eq. .	Pe r. %	Fr eq. .	Pe r. %	Fr eq. .	Pe r. %	Fr eq. .	Pe r. %	Fr eq. .	Per .%	Fre q.	Pe r. %		
item 1	22	26	25	31	30	12	11	13	12	105	100	22	2.68	4
item 2	14	27	26	36	34	12	11	15	14	105	100	14	2.86	1
item 3	16	30	29	31	30	8	8	19	18	105	100	16	2.83	2
item 4	17	30	29	26	25	16	15	15	14	105	100	17	2.81	3
item 5	18	32	30	32	30	14	13	8	8	105	100	18	2.62	5
Overall Mean												2.76		

Frequency Analysis for physical appearance and layout Table (4) provides an evaluation of the design of English textbooks regarding their physical appearance and layout. To evaluate the physical appearance and layout of the English textbooks, 5 statements have been asked to teachers. In the context of the Iraq English textbooks, the results show that the majority of the responses in item 1 are observed in the case of “Average” which has a frequency distribution of 48 respondents followed by the scales of fair, enough, and good. However, in the case of items 2 and 3, the majority of the responses are found in the case of the “Good” scale, which has frequency distribution of 42 and 39, respectively. Similarly, items 4 and 5 have the highest frequency distribution in the case of the “Enough” scale, which has a frequency distribution of 39 and 49, respectively. Notably, the “Poor” scale has the lowest frequency distribution across the 5 items of physical appearance and layout. Overall, the results show that teachers perceive “enough” content for the 5 items of physical appearance and layout. This is indicated by the overall mean value of all items which lies between 3.41 and 4.20.

Concerning the evaluation of English textbooks at the Department of English, College of Basic Education at the University of Duhok in terms of physical appearance and layout, the results show that items 1, 2, and 3 have the highest frequency distribution in the case of “Average” scale followed by “fair” and “Poor” elements of physical appearance and layout. In the same context, items 4 and 5 have the highest frequency distribution in the case of “Fair” which has frequency distributions of 29 and 30, respectively, followed by “Average” which has frequency distribution of 25 and 30, respectively, and “Poor” that has frequency distribution of 17 and 18, respectively. Overall, the total evaluation of English textbooks by Yemeni teachers in terms of physical appearance and layout shows an overall mean value of 2.76 indicating that the elements of physical appearance and layout are average. Accordingly, comparing English textbooks in terms of physical appearance and layout

shows that the Iraqi English textbooks have “enough” content, but the Iraqi English textbooks have average contents.

Conclusion

This study is an evaluation of the design of ELT textbooks and its impact on teachers' performance at the Department of English, College of Basic Education at the University of Duhok. According to the findings, there is a significant difference in the perceptions of teachers at the Department of English, College of Basic Education at the University of Duhok regarding physical appearance and layout, subject and content, language skills, language components, and the technological aspects. Moreover, there is an impact of physical appearance and layout, subject and content, language skills, language components, and the technological aspects of ELT textbooks on teachers' performance at the Department of English, College of Basic Education at the University of Duhok. Finally, the study recommends enhancing ELT textbooks and teachers' performance at the Department of English, College of Basic Education at the University of Duhok based on teachers' perceptions.

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